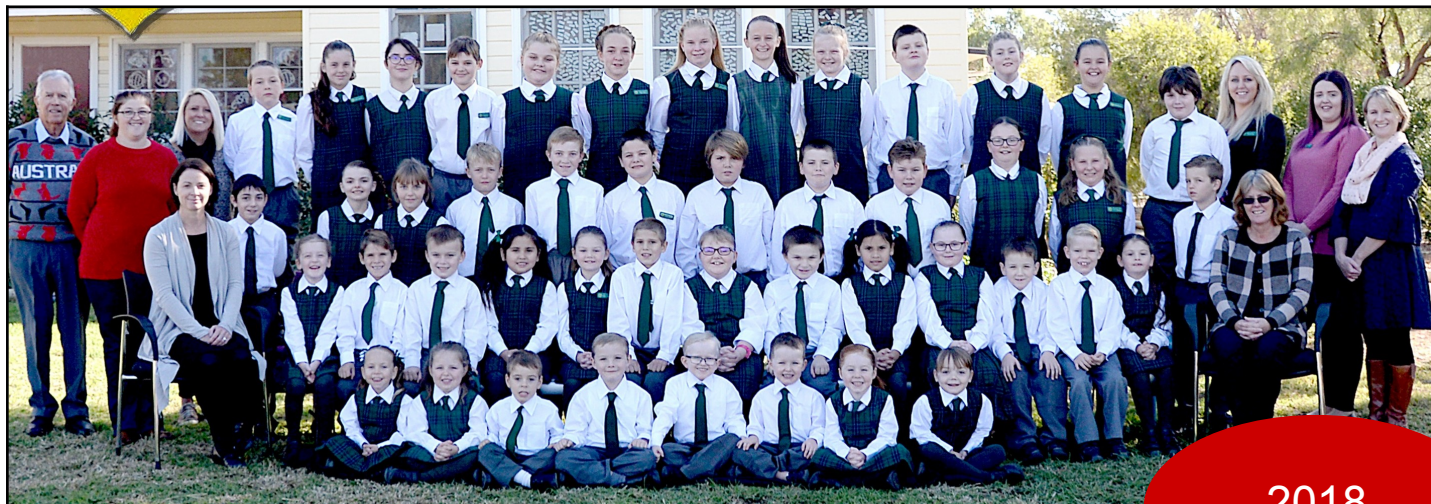


Curlewis Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Curlewis Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jacqueline Jones

Principal

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School background

School vision statement

We deliver excellence, opportunity and success for all students (in an innovative and caring small school learning environment.)

Student Equity and Excellence

At Curlewis Public School our core focus is on providing all students with opportunities to become successful 21st Century learners. Our students are confident, creative, informed citizens who are educationally supported through high quality programs that are designed to benefit and empower every individual student with a strong focus on equity and excellence through successful education.

Curlewis Public School provides an exceptional learning environment which is focused on supporting students to reach their full individual potential and achieve personal excellence through academic learning, physical activities and developing life skills that enable them to embrace life's opportunities and challenges in our ever changing world.

We will achieve this through ensuring Quality Teaching and Learning practices in every classroom, positive student well-being programs and active **partnership with families and the Curlewis Community** that promote involvement in school life.

Our Vision is consistent with the **Melbourne Declaration**:

- It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.
- It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team
- It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

School context

Curlewis Public School has a student population of 52, with approximately 52% of students identifying as Aboriginal or Torres Strait Islander. Our thriving small school is well resourced and is set in spacious grounds within the rural village of Curlewis. The nearest regional centre is the township of Gunnedah (19km to the North).

Our school receives a significant boost in funding through the Resource Allocation Model as a result of the school's family occupation and education Index (FOEI) level of 194 which is above the average of 100, thus indicating a high level of socio-economic disadvantage. Our teaching and learning, student well-being and parent and community participation programs are designed to overcome this disadvantage and ensure our students have the opportunity to achieve outstanding learning outcomes.

We promote quality education for all of our students in a happy, safe and caring school environment through our strong focus on literacy and numeracy skills and continuing effort to provide a variety of extra curricula activities to extend our student's learning opportunities. Student learning outcomes as measured by NAPLAN indicate that the school performs above the level of most similar schools.

Our staff are focused on delivering 21st Century learning initiatives that promote cutting edge educational opportunities for all of our students. The school has supported this through the development of quality teaching programs and its continuing heavy investment in technology. Currently a significant investment is being made in re-modelling and improving our school library, developing a functioning community room and updating band and educational resources.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external

validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning Curlewis Public School is delivering.

Through the implementation of 'You Can Do It' a whole school approach is used to *create an effective learning environment where teachers and other staff explicitly communicate expectations of behaviour across the school setting*. The school has employed a chaplain to support student wellbeing and most students *identify her as someone they can turn to for advice and assistance*.

The additional supports provided to students by teachers and volunteers such as active after school, breakfast club and homework club demonstrate that *the wellbeing of students is explicitly supported by all staff*. Community surveys are *collected, analysed and used to refine whole school approaches*. As a result of the 2017 parent survey a number of changes were made including reducing the size of the newsletter and adding a term calendar.

All teachers provide learning opportunities that *meet the requirements of the Department of Education and NSW Education Standards Authority*. We achieve this through the use of programming checklists, curriculum and syllabus policies and timelines that are provided to teachers every year. The programs describe *what all students are expected to know, understand and do and are differentiated for students with particular needs*. Curlewis Public School is part of the Early Action for Success initiative. Therefore early intervention and best practices in literacy and numeracy are key focuses in all K–2 classes. All teachers at CPS are *provided with professional learning that builds teacher's understanding of effective strategies in teaching literacy and numeracy*. Teachers implement a range of interventions such as TEN, L3, BNL and reciprocal reading and SLSOs implement MiniLit and MultiLit.

Students at Curlewis Public School are encouraged to set long term goals and think about life beyond school. By using data analysis and analysing NAPLAN results, *student's progress in learning and achievement is identified and acknowledged*. Curlewis Public School also has quality transition programs in place. With the introduction of 'Little Stars', a Pre–K class ran once a week, *transition is actively planned and promoted to the community*. With the introduction of attendance prizes and whole class attendance percentages *staff are regularly monitoring attendance and celebrating regular and improved attendance with the school community*.

Over the past 5 years Curlewis Public School's *value-add has not fell significantly lower than the value added by the average school*. At least 90% of students achieve at or above national minimum standards on NAPLAN. The data from both NAPLAN and internal assessments is used to *assess student progress and achievement against syllabus outcomes*.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching we are Delivering

Evidence Set 2: Student and Teacher Performance and Development

Through the implementation and monitoring of staff professional development plans (PDPs) *teachers use the Australian Professional Standards to measure themselves, reflect and plan*. The professional development plan timetable ensures a *coordinated approach to developing professional practice* and demonstrates that *teacher's attainment of goals set out in their PDP are supported by the school*.

At Curlewis Public School an instructional leader and teacher mentors *lead the formal mentoring system to support all staff*, particularly beginning teachers. Through distributed leadership and teacher-led professional learning, *expertise in staff is identified* and as such these staff are provided with opportunities to *evaluate, share and discuss learning from professional learning they have attended*.

Through the use of the G–Suite, most teachers *regularly review and revise lesson plans and sequences*. Most teachers use learning goals and success criteria to ensure *explicit teaching is the main practice used in the school and preview learning plans with students in class*. Teachers also *respond promptly to students* in class in written and verbal form.

All K–4 teachers use *data effectively* to evaluate student understanding of lesson content as identified in the L3 analysis data, running records and data talks. Whole school and individual data is analysed by both the instructional leader and principal *and this information is discussed with staff*. Teachers are beginning to work as a whole school to *promote consistent judgement on student learning, particularly in writing*.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading we are delivering.

Through using collaborative practices, such as those used for budgeting, we are able to *make informed choices about administrative practices, based on cost effectiveness, evidence, and in response to local context and need*. Parent surveys, fortnightly newsletters and the use of social media *support parental engagement and satisfaction*.

As a small school all staff take on leadership roles. This involves all teachers having opportunities to present professional learning and focuses on *instructional leadership*. As a result, we are *building a strong pipeline of leaders*. Executive staff *undertake annual staff performance and development reviews* as outlined in the PDP timetable and measures are in place to discuss poor performance.

Through the use of surveys and making change from responses (including surveying professional learning) the leadership team *actively support change that leads to improvement and create opportunities for feedback*. The school plan *aligns with student and system priorities* and all key stakeholders are *engaged in the development of the vision, values and priorities of the school*.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in Learning, Teaching through Leading.

Purpose

This direction seeks to empower, every student, teacher and school community member with the essential skills and attributes to adapt to our rapidly changing world. We promote excellence in Learning, Teaching and Leading through the delivery of meaningful, challenging and innovative learning experiences.

To provide every student with differentiated learning experiences focussed on catering for individual learning needs in multi-stage classrooms.

Teachers implement explicit and evidence based teaching strategies while effectively utilising data to inform student learning outcomes. Teachers demonstrate a high level of professionalism and commitment to the ongoing development of their individual teaching practice.

To embed a culture of continuous whole school improvement through high quality instructional leadership.

Overall summary of progress

In 2018 we continued to focus on providing staff with appropriate professional learning and support to improve teaching practice through data analysis, professional learning and mentor teaching. Through the utilisation of funds to employ teacher mentors, staff used the ATSIL teaching standards to identify areas for improvement and worked towards building their capacity in these areas. Teachers successfully implemented and valued the Personal Development Framework to set goals and improve their teaching.

We also continued to take a school-wide approach to literacy and numeracy and as a result continue to make significant improvement in both areas. Our involvement in Early Action for Success has allowed us to incorporate the L3 program, TEN and Building Numeracy Leadership have not only built the capacity of teachers but also provided students with the confidence and skills to success in literacy and numeracy.

The ability to monitor and plan student progress in literacy and numeracy by using the learning progressions has enabled us to improve our early identification and intervention strategies and provide stronger, more focused support to individual students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">* 8% increase of students achieving proficient standards in reading and numeracy NAPLAN results.* 2018 – Mean* 2019 – Mean* 2020 – Mean* 30% Increase of Aboriginal students achieving proficient standards in reading and numeracy by 2019.* 30% Increase of Aboriginal students achieving proficient standards in reading and numeracy by 2019.* 100% of teachers effectively use data to inform planning and	<ul style="list-style-type: none">\$21,000 – IL topped up to 0.2FTE\$18,000 – Increase SLSO to 5 days a week	<p>In 2018 83% of students in Y3 and 75% of Year 5 students met minimum standards in Reading. 100% of Y3 and 75% of Y5 students met minimum standards in Numeracy.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
monitor student progress against learning progressions in K–6 classes. * 80% of students achieve at or above expected growth in Writing and Number and Algebra as evidenced utilising Scout, Smart and PLAN 2 data.		In 2018 83% of students in Y3 and 75% of Year 5 students met minimum standards in Reading. 100% of Y3 and 75% of Y5 students met minimum standards in Numeracy.

Next Steps

To further build on the successes of 2018, in 2019 we will;

- Continue to support professional learning of staff in L3 Kindergarten and L3 Stage 1.
- Continue to provide staff with additional Release from Face to Face
- Continue to track and monitor students in literacy and numeracy via using the learning progressions K–2
- Introduce and begin to track students in literacy and numeracy 3–6
- Liaise with local schools, particularly those who are part of the Namoi Partner Schools, to introduce regular stage meetings, professional learning opportunities and additional support of staff
- Deliberately plan for regular, whole school consistent teacher judgement sessions



Strategic Direction 2

Successful School Culture, Positive Partnerships.

Purpose

This direction seeks to strengthen school culture and ensures that students, staff, families and the school community work collaboratively to support the wellbeing of all, so they can connect, succeed, thrive and learn.

Overall summary of progress

Curlewis Public School continued to focus on building strong relationships with the school and wider community. Additionally we are currently demonstrating to the local community our significant gains in improving education standards for students at Curlewis and our focus on "Learning Happens Here!" has been embraced. Our continual efforts to enhance learning environments; further develop and replace dated resources for teaching aligned to NSW National Curriculum is promoting a shift to 21st Century learning pedagogy.

Our school band and library support student engagement at school and our strong focus on Local Schools, Local Decisions is driving change in the school. Throughout 2017/18 the school leadership team and teaching staff have worked consistently to improve community perceptions and further develop our practices so that our school is more student, staff and parent friendly.

The school chaplain continued to build connections with students and communities as has built a strong rapport with all students K–6 as identified in our student survey.

We are fortunate at Curlewis Public School to have a very active and hard working P&C who had a tremendous year raising over \$20,000–00 to support programs and provide resources for students at the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>* Increased confidence by parents and community members in the school is shown by an 10% increase in participation across all school activities.</p> <p>* Greater than 80% of Key stake holders surveys indicate increased satisfaction and positivity towards a collaborative school culture, partnerships and community involvement.</p> <p>* The School Assessment Tool–Reflection Matrix data indicates the school is rated at "building" or "sustaining" across all seven dimensions.</p>	No money was expended on this improvement measure	With the support of a very active P&C and school chaplain the number of parents participating in all school activities continues to grow.

Next Steps

In 2019 we will:

- In collaboration with the community – design a behaviour management policy that promotes positive behaviour.
- Strategically and deliberately timetable chaplaincy time to ensure all students have opportunities to meet with and be supported by her.
- Introduce a formal teacher/parent interview process
- Introduce a formal process to involve parents in the design, implementation and regular review of ILPs.
- Build stronger links with Gunnedah High School to support



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$17000 – Speech Therapist</p> <p>\$5600 Aboriginal Support – SAM Top Up</p> <p>\$10000 SLSO</p> <p>\$2000 – NAIDOC week celebrations and resources</p> <p>\$6000 – Purchase of additional laptop computers for students</p> <ul style="list-style-type: none"> Aboriginal background loading (\$2 500.00) 	<ul style="list-style-type: none"> Since employing a speech therapist once a fortnight the number of students with speech difficulties has significantly decreased from 80% to under 50%. Ensuring an Aboriginal staff member is at school 5 days a week has resulted in Aboriginal families feeling supported as identified through the parent survey. The Aboriginal staff member coordinates NAIDOC celebrations, is the Aboriginal Support for PLPs and ensures all Aboriginal activities are cultural sensitive and inline with Department expectations. An SLSO is employed for 2 days to work directly with Aboriginal students. The SLSO is trained in Multi and Mini-Lit and uses this intervention to improve students literacy skills. As a result, —&% of Aboriginal students are on track in Literacy. Curlewis Public School was able to partner with Winangali to create a quality cultural experience for all students. As a result of purchasing additional laptops every primary student now has their own laptop computer. This is a significant achieved for Curlewis as most students do not have access to computers at home.
Low level adjustment for disability	<p>\$21,00 – 0.2 FTE Learning and Support Teacher for 1 day a week.</p> <p>\$6,500 – 0.1 SLSO</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$3 577.00) Integration Funding Support (\$5 836.00) 	<ul style="list-style-type: none"> The Learning and Support teacher supports students at risk of falling behind in all areas of learning. As a result of this funding teachers are allocated time to analyse data and create specific learning experiences to meet the current needs of students. An SLSO supports students with low level disabilities. They ensure resources are differentiated and 1 on 1 support to provided with needed.
Quality Teaching, Successful Students (QTSS)	<p>Staffing is allocated against the mentor teacher to support beginning program throughout 2018. Please See Key Initiative Beginning Teachers. Timetabled support meetings – scheduled weekly is funded through Strategic Direction 1 and the linked to RAM equity.</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$ 8980.00) Quality Teaching, Successful Students (QTSS) (\$898.00) 	<p>Verbal Feedback demonstrates beginning teacher feels supported.</p> <p>Teachers review and evaluate PDPs.</p> <p>Annual Milestone – Staff Annual Survey indicates teachers feel supported in their career development..</p>
Socio-economic background	<p>\$20000 0.2FTE Staffing Band / Music Teacher</p> <p>\$20000 0.2FTE Planning and Support Days for teachers (Staffing)</p> <p>\$ 32,500 0.05FTE</p>	<ul style="list-style-type: none"> Band Program is running successfully and students are engaged in music experiences Teachers are provided with additional planning and support days. As a result learning experiences for students are well organised and reflect the current needs of students through data analysis. Instructional Leader is topped up to 1 day

Socio-economic background	<p>Instructional Leader Top Up</p> <p>\$14,000 – Purchase of interactive TV.</p>	<p>per week to support K/1/2 teachers and students. As a result, all teachers K–2 are provided with mentor teaching experiences and students literacy and numeracy abilities continue to increase.</p> <ul style="list-style-type: none"> • The purchase of the interactive TV has enabled all classrooms at Curlewis Public School to have interactive whiteboards.
Support for beginning teachers	No funding was given in 2018	No funding was given in 2018
Early Action for Success	<p>Teacher Staffing – 0.085</p> <p>EaFS – State Literacy and Numeracy Strategy</p> <p>Funding \$2125</p> <p>Teacher Staffing – 0.115</p> <p>RAM – Socio Economic Background \$3250</p> <ul style="list-style-type: none"> • State Literacy & Numeracy Project (\$ 2177.000) • Socio-economic background (\$ 32500.00) • State Literacy & Numeracy Project (\$2 177.00) • Socio-economic background (\$3 250.00) 	<p>Instructional Leader employed and supplemented wages from RAM Equity. Students literacy and numeracy results continue to improve as reflected in the NAPLAN value added data. Teachers capacity in literacy and numeracy continues to increase through professional learning opportunities coordinated by the instructional leader.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	19	16	20	23
Girls	19	21	25	26

In 2018, we saw a family move out of Curlewis this resulted in a decrease in numbers. At the end of 2018 we had 44 students enrolled at Curlewis Public School. There were 23 students that identified as Aboriginal, representing 48% of the student population.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.8	94.4	94.8	94.7
1	95.9	96.2	97.6	94.1
2	93.6	93	92.7	95.9
3	91.9	98.3	91.2	92.3
4	95.8	95.3	97.6	91.4
5	97.8	98.1	91.3	94.4
6	96.6	96.8	96.8	95.2
All Years	94.7	96	94.8	94
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance for the majority of students is satisfactory. There are currently no students that are a attendance concern or on the Home School Liaison's workload. In 2018, our attendance exceeded DoE comparisons by 0.6%.

Student attendance is monitored in accordance to the Curlewis Public School attendance policy and

Department of Education procedures. Attendance reports are ran on a weekly basis and students and classes are rewarded for attendance over 96%. Non-attendance is closely monitored and parents contacted when students are absent for two or more days without justification. The school also works closely with the Home School Liaison Officers when needed.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.36
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Curlewis Public School had 22% of staff who identified as Aboriginal in 2018.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	83
Postgraduate degree	17

Professional learning and teacher accreditation

Curlewis Public School is committed to building staff capacity through ongoing professional learning. All staff at Curlewis Public School have participated in professional learning this year. This includes:

- L3K Training
- Building Numeracy Leadership
- Early Action for Success training
- CPR mandatory training
- Small Schools 2 days Conference
- Budgeting PL

Financial information

Financial summary

The information provided in the financial summary

includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	30,950
Revenue	909,261
Appropriation	880,074
Sale of Goods and Services	1,889
Grants and Contributions	26,748
Gain and Loss	0
Other Revenue	0
Investment Income	550
Expenses	-898,314
Recurrent Expenses	-898,314
Employee Related	-784,106
Operating Expenses	-114,208
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	10,947
Balance Carried Forward	41,897

In 2018 Curlewis continued their transition to LMBR. An additional teacher was employed for 0.6FTE days a week to provide additional RFF for all teachers and extra support for beginning teachers.

In 2018 the number of staff sick days increased. To ensure this did not cause a negative impact of the budget, if a teacher was sick, classes were split in Term 4 to cut cost.

In 2018 we carried over \$29000 to put towards a COLA for the play equipment.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	624,114
Base Per Capita	8,702
Base Location	12,644
Other Base	602,768
Equity Total	163,688
Equity Aboriginal	41,205
Equity Socio economic	95,106
Equity Language	0
Equity Disability	27,376
Targeted Total	42,587
Other Total	24,249
Grand Total	854,637

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In 2018, six Year 3 and 9 Year 5 students at Curlewis Public School sat NAPLAN. Graphical representations of student performance must not be used for cohorts of less than 10 students.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, six Year 3 and 9 Year 5 students at Curlewis Public School sat NAPLAN. Graphical representations of student performance must not be used for cohorts of less than 10 students.

In 2018, six Year 3 and 9 Year 5 students at Curlewis Public School sat NAPLAN. Graphical representations of student performance must not be used for cohorts of less than 10 students.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2018, six Year 3 and 9 Year 5 students at Curlewis Public School sat NAPLAN. Graphical representations of student performance must not be used for cohorts of less than 10 students.

The My School website provides detailed information and data for NAPLAN. Go to www.myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The surveys and general discussions identified the following:

Student Survey: Most students enjoy their schooling experiences at Curlewis Public School. 100% of them feel safe and 89% feel that they have someone to turn to. 100% of students feel that their teachers care for them and that Curlewis is a place for learning.

Focus on School Communication: Parents indicated that accessibility of information was difficult and that they also wanted a way to communicate with school staff electronically. As a result of the survey the following changes have occurred::

- The School Newsletter is now fortnightly and includes an upcoming events calendar – this is also uploaded onto the School Facebook page.
- Hard copy of Newsletter is now provided to every student to assist in making sure a copy makes it to parents.
- An email copy of the newsletter is provided to parents / community members who would like an e-copy.
- The school scores above the state norm in the area of positive teacher–student relations, positive learning climate, advocacy at school.



Policy requirements

Aboriginal education

Aboriginal education has continued to be integrated across the Key Learning Areas during the year. In addition to the integrated lessons, students participated in learning experiences about Aboriginal culture. All Year 6 students participated in the 2018 Aboriginal STEM camp where they developed a deep understanding of Aboriginal dance, cooking, culture and customs. As part of the 2018 NAIDOC celebrations Curlewis Public School partnered with Winangali to create a cultural experience where all students deepened their knowledge on Aboriginal culture. Students learnt about Aboriginal cultures through Dreaming Stories and dance and dabbled with Aboriginal art and cooking. The day was also open to parents and the community.



Multicultural and anti-racism education

The staff at Curlewis Public School implement programs and initiative to ensure an inclusive school environment free of racism. Our school community acknowledges Australia as a multicultural nation. We incorporate multicultural perspectives through the mandatory cultural units taught in History and Geography, through the use of quality texts and celebrating and recognising significant cultural events

such as Harmony Day.

During Term 2, students participated in a country study of Poland. They learnt about multicultural Australia as part of this study and identified the differences between Poland and Australian culture and customs.

An anti-racism contact officer is available at the school to assist with anti-racism education and to promote intercultural understanding, community harmony and ensure inclusive classroom and school practices are occurring.