

# Maitland East Public School

## Annual Report



2018



2451

## Introduction

The Annual Report for **2018** is provided to the community of East Maitland 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.

Kim Dudgeon

Principal

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# School background

## School vision statement

Enthusiastic and collegial staff who develop quality relationships with students, the community and each other.  
Outstanding teachers who create well-equipped students ready to embrace the future.

## School context

East Maitland Public School has a long history of providing education in East Maitland for 160 years this year, and is held in high regard by the local community.

The school is situated in the Maitland City Council area in the suburb of East Maitland.

East Maitland Public School has an enrolment of approximately 570 students across 24 classes. Three of these classes make up our multi-categorical support classes, catering for 21 students with a range of special education needs.

East Maitland Public School has an enthusiastic staff made up of experienced and early career teachers. A major focus for teachers is collaboration, collegiality, and team work with the ultimate goal for students, teachers and East Maitland Public School being continuous improvement. Teachers work together to foster a quality learning environment that reflects our school values of Respect, Responsibility and Learning.

An increasing diversity of students and families coming from a range of cultural and socio-economic backgrounds, with Aboriginal students accounting for 8% of our enrolment, help shape our proudly diverse school community where equity, inclusion and respect are key. In keeping with these values, we also have a large number of students in our mainstream classes with a range of individual needs, who are supported by an exceptional Learning and Support Team.

Our school facilities include: a connected classroom; computer lab; a well-resourced library with a technology focus; large playground areas with play equipment, cricket nets, and a garden club; a multi-purpose hall; and several covered outdoor learning areas. Our school environment has recently been improved through gardening projects and the inclusion of an Aboriginal bush tucker garden and yarnning circle.

Our students have the opportunity to engage in a variety of extra-curricular activities, with specific programs for sport, debating and public speaking, and environmental initiatives. The school band is well-developed and students also enjoy opportunities to be involved in choir, drumming, dance and ukulele.

Our school community is encouraged to participate in all school activities and contribute to planning and activities through membership of our P&C.

# 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. 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.

The results of this process indicate that in the domain of Learning, East Maitland Public School (EMPS) is 'Delivering' in Assessment; Reporting; and Student Performance Measures. We are 'Sustaining and Growing' in Learning Culture; Wellbeing; and Curriculum. These findings represent an improvement in the areas of Curriculum; and Student Performance Measures, and maintenance of practice in the areas of Assessment; Reporting; Learning Culture; and Wellbeing.

The development and maintenance of a culture of learning at EMPS is achieved through the setting of high expectations for all community members, strong transition programs and support for high levels of student attendance. Students, parents and carers, staff, and community partners are supported and encouraged to commit to high levels of expectation for student achievement and behaviour. Established transition programs effectively support students entering Kindergarten, exiting Year 6, and entering and exiting our MC Support Unit. School attendance is regularly monitored and processes are actioned to support regular school attendance if required. We aim to develop closer partnerships with parents and carers, and community partners in our pursuit of aspirational expectations for all students. Student wellbeing is highly supported through a culture of care for students, a planned approach to wellbeing, a focus on the meeting of individual learning needs and monitoring of student behaviour. EMPS has a highly effective Student Wellbeing, and Learning & Support Coordinator who manages the Learning and Support Team, the development and monitoring of Individual Education Plans, and wellbeing-related professional learning for teachers. Individual students and families are highly supported through this role, as are staff. Whole school systems for student behaviour management and reward are regularly reviewed and reinforced, and include high levels of communication with parents/carers. Effective curriculum provision is supported by the development and delivery of curriculum-based teaching and learning programs, which are subject to clearly articulated regular supervision and review procedures. Differentiation is an expectation and is built into both teaching and learning programs, and assessment and feedback processes. We have a whole school focus on continuous improvement for all students regardless of their levels of achievement and continue to refine our practices to achieve effective evidence-based individual student instruction. Student assessment is a whole school focus area within our three year (2018–2020) school plan. Professional learning and practice with regard to formative and summative assessment, success criteria and the provision of effective feedback were undertaken in 2018 and a strong foundation for the development and embedding of effective assessment practices across the school, which will remain ongoing priorities throughout 2019, have been laid. Individual student progress reports meet DEC requirements, regular parent/teacher interviews are held and parents are made welcome to approach teachers throughout the year to discuss student progress. As assessment practices are developed and refined, it is our aim to provide increasingly personalised formal student progress reports across all key learning areas. Student performance measures indicate that expected percentages of EMPS students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy assessments. Our value-add is comparable to the average school and our value-add trend is positive in most NAPLAN cohorts. The vast majority of students demonstrate growth via internal assessment and through best practice, our goal is to realise ever higher student achievement.

The results of this process indicate that in the domain of Teaching, East Maitland Public School (EMPS) is 'Delivering' in Effective Classroom Practice; Data Skills and Use; and Professional Standards. We are 'Sustaining and Growing' in Learning and Development. These findings represent an improvement in the area of Learning and Development, and maintenance of practice in the areas of Effective Classroom Practice; Data Skills and Use; and Professional Standards.

Effective classroom practice is achieved through effective lesson planning, working towards explicit teaching practices and providing effective student feedback, and active classroom management. Through dedicated professional learning; teacher collaboration; flexible teaching strategies; and whole school structures to support student behaviour management, student engagement and student wellbeing; we have sustained delivery of effective teaching practice. Our teachers are also supported by an outstanding team of School Learning and Support Officers (SLSOs). Teachers remain dedicated to improving their practice through ongoing professional development initiatives and we aim for complete consistency of practice across the whole school. Data is increasingly used in terms of meeting individual student needs as well as identifying whole school trends and community needs. Data collection and storage mechanisms have been put in place with expectations regarding data collection clearly communicated. Increasing teacher data literacy remains an ongoing target to enable authentic data analysis, data use in teaching and data use in planning. The Australian Professional Standards for Teachers form the basis of all teacher Performance and Development Plans and guide performance discussions. Professional learning in this area was undertaken. In aligning performance and development goals with school goals, literacy and numeracy are a feature for all teachers. Three 'graduate' level teachers were supported to attain their Certificate of Accreditation at 'proficient' level. In our pursuit of continuous improvement, learning and development remains a priority. Collaborative practice and feedback, mentoring, professional learning, the sharing of



expertise, and encouragement of innovation are all features of EMPS culture. Literacy and numeracy practices were enhanced through targeted professional learning and sharing of practice by teachers with specific expertise. This was achieved through effective human and physical resource management and the building of teacher confidence to participate in peer observation, team teaching, and demonstration lessons. Through professional development, and a supported and clearly articulated informal observation process, teachers engaged in leadership and 'safe' professional discussions with peers. All beginning teachers and teachers new to Language, Learning and Literacy (L3) engaged at least weekly with a chosen mentor. Innovative practice in the field of technology was undertaken in the library and in several classrooms in particular, including a BYOD classroom. A vegetable garden was established, the chicken yard re-furnished and the beginnings of a cooking program using eggs and produce grown was undertaken. Two of our teachers undertook collaborative teaching, combining two classes by opening up their adjoining teaching space. All of these projects took place as a result of teacher innovation and consultation with school leadership.

The results of this process indicate that in the domain of Leading, East Maitland Public School (EMPS) is 'Sustaining and Growing' in Educational Leadership; School Planning, Implementation and Reporting; School Resources; and Management Practices and Processes. These findings represent an improvement in all areas.

Educational leadership and continuous improvement are a priority at EMPS, and progress in this area has been achieved through strategic planning. Ongoing and explicit instructional leadership through internal Targeted Early Numeracy (TEN) training in mathematics and in-class writing and Comprehension, Accuracy, Fluency, Expression (CAFE) strategies in English has taken place. High expectations of teachers in regard to participation in professional learning and collaborative experiences are present and regularly reinforced, and opportunities are facilitated. Differentiated professional learning took place in Term 2 2018 through teacher selected action-research projects. Active involvement in the Performance and Development Plan (PDP) process is an expectation as is teacher participation in both professional learning and supervisory classroom observations. Processes have been put in place to formalise and support these processes. School Administrative and Support Staff (SASS) are also supported and encouraged to participate in relevant internal and external professional learning. To guide whole school planning for improvement in student outcomes; teachers, students and parents are consulted, including via a parent forum which was introduced this year. The school meets all DET expectations with regard to financial management, formulating a school plan and achieving identified goals, as well as annual school reporting. Systems are in place to achieve school plan milestones, as created to achieve annual goals. Creative use of human resources takes place to make best use of available expertise to meet the needs of students. Data is collected to support decisions made and guide future planning. We are experimenting with the best use of physical spaces eg collaborative teaching, the creation of a technology 'lab', and outdoor learning spaces; and increased access to technology in every classroom has been made available via laptop computer and iPads. The local community uses EMPS facilities for Out Of School Hours care (OOSH) and other leisure activities such as karate lessons and church-based activities. In terms of management practices and processes, EMPS has developed effective administrative practices, and improved communication practices. Satisfaction surveys regularly indicate overall community satisfaction with the school.

In sum, we have worked extremely hard and are very proud of gains made which are reflected through our internal evaluation processes and against the School Excellence Framework. Continuous improvement for all is the foundation of our school plan and all school practices.

Our self-assessment 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

Meeting student needs. Growing potential.

### Purpose

Building a school committed to nurture, guide, inspire and challenge students to develop their individual potential for future success and wellbeing.

### Overall summary of progress

Increasing student achievement outcomes through intervention and support mechanisms, and a student wellbeing focus remains a whole school priority. Achievement of related strategic goals was prioritised through the establishment of an 'Intervention & Support and Student Wellbeing Team'. Internal intervention and support was buoyed through teacher professional learning related to student assessment, the provision of additional staff to work as in-class support teachers during literacy and some mathematics sessions, training of Student Learning and Support Officers (SLSO) in Reading Recovery strategies by our Learning and Support Teacher, our active Learning and Support Team and the continued provision of a full-time Student Learning & Support and Wellbeing Coordinator position. Pedagogies and practices to support differentiation and formative assessment were supported and continue to be focus areas for staff development. External service providers were also welcomed into the school, however, in line with developed school policy supporting service delivery relating to teaching and learning outcomes and which is in line with DET guidelines.

Staff undertook specific professional learning in trauma related practices, and wellbeing was the subject of several group action-research professional learning projects undertaken in Term 2. A cycle of 'Seasons for Growth' was delivered and an additional staff member was trained to implement the program. A course of the 1-2-3 Magic parenting program was also delivered to a group of targeted parents. An extension of our lunch-time supervised play program for students experiencing social challenges took place, and the re-development of our garden club area and an expansion in the scope of projects undertaken engaged an increasing number of students who also benefit from specific focuses during play time and the provision of responsibility. A PBL Team was established to extend our PBL program which was reinforced through the purchase and installation of updated signage around the school and the designation of a specific time for whole school delivery of PBL lessons. A whole school program of 'bucket-filling' was also introduced. Tell Them From Me surveys were undertaken by students, parents/carers and staff, and results analysed for future planning and assessment of school practices.

An Assessment & Feedback and Data Team was established to facilitate and monitor the achievement of strategic goals in these focus areas. In terms of assessment and feedback, formative assessment and the collection of data has been the focus this year, with a view to providing the foundations for accurate and effective feedback. Sentral Markbook was funded and professional learning in its use provided, along with a matrix of data collection expectations. Elements of an 'Enhancing Data Skills and Assessment Practice' initiative were implemented, including highlighting the importance of formative assessment, exemplifying various formative assessment strategies, and including formative assessment strategies in a history, geography or science and technology unit. Pre- and post- assessments were included in fortnightly mathematics programs and Comprehension, Accuracy, Fluency and Expression (CAFE) strategies were introduced and implemented in most classes, Years 2 – 6. CAFE strategies are underpinned by ongoing student and teacher assessment of student achievement.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)   | Progress achieved this year   |
|---|--|---|
| Students, parents and teachers indicate that students are inspired, challenged, and having their needs met all or most of the time. | See 'Additional Staff' – Strategic Direction 2.<br><br>See 'Student Wellbeing and Learning and Support Coordinator' – below. | Teachers are increasingly engaging in a variety of pedagogical shifts in their teaching aimed at meeting identified student needs. Differentiation of practice based on formative assessment, 'future-focussed', hands-on, and collaborative teaching and learning practices aim to inspire and challenge all students regardless of their skills, experiences and current levels of achievement. |
| Students indicate that their individual wellbeing needs are being met all or most of the time.                                      | \$500 (PBL signage).<br><br>\$106 000 ('Student Wellbeing and Learning and Support Coordinator')                             | Student wellbeing is understood to be a priority for all staff. Strong systems of referral are established and a large number of wellbeing interventions are in place. Meeting student wellbeing needs is supported by teacher professional learning and the  |

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)   | Progress achieved this year  |
|--|--|--|
| Students indicate that their individual wellbeing needs are being met all or most of the time.   | \$3 500 (Student Assistance)   | provision of appropriate resources.  |
| Through school-wide systems, meaningful formative assessment is evident in the composition and delivery of all teaching and learning programs and during classroom observations. | See 'Teacher Professional Learning' and 'Pedagogy Mentor' – Strategic Direction 2. | Formative assessment is more fully understood and increasingly practiced by a larger number of teachers. School-wide systems of data collection have been established, and supported by professional learning. Strategies to efficiently and effectively carry out formative assessment have been explored, exemplified and demonstrated. Formative assessment has been established as an area of school focus and priority. |

## Next Steps

Refine the role of in-class support teacher to team teacher, and continue to develop teaching practices that support meeting individual student needs.

Re-focus on 'Highway Heroes' social and emotional learning program across the school, develop a specific social skills program for Stage 2 boys, and review and improve the planning room process.

Development of teacher ability to apply effective feedback to students based on the collection of assessment data.



## Strategic Direction 2

Outstanding teachers. Outstanding school.

### Purpose

Highly motivated teachers who take personal responsibility for professional development and who implement best practice will create opportunities for student learning underpinned by high quality teaching.

### Overall summary of progress

The development of effective teaching practices is a continual process of research, professional learning, practice and refinement. Effective practice in the teaching of English and mathematics was a focus during Term 1, with staff engaging in professional learning related to THRASS, 'Seven Steps', CAFE, Daily 5, Sentence-a-Day, TEN and Newman's Error Analysis. Expectations for teaching and learning program formulation and evaluation were defined and collegial observations and work practices were both encouraged and facilitated. Curriculum focuses were on preparing for implementation of the Science and Technology syllabus in 2019 and address of skills-based outcomes as opposed to those that are content-based, particularly in science and technology, history, and geography. Teachers were also introduced to the National Literacy and Numeracy Progressions and work was begun on enabling effective use of the progressions to facilitate effective evidence-based teaching practice.

An Assessment & Feedback and Data Team was established to facilitate and monitor the achievement of strategic goals in these focus areas. In terms of data, the collection of data has been the focus this year, with a view to developing sustainable data collection habits to facilitate effective analysis and evidence-based decision making. Sentral Markbook was funded and professional learning in its use provided, along with a matrix of data collection expectations. Teachers on the Assessment & Feedback and Data Team completed SCOUT training and have access to the tool. Through work on formative assessment, the importance of regular and accurate data collection to guide teaching and learning and inform effective decision making was highlighted. Collection of data has included not only student achievement data, but more regular collection of community participation data and satisfaction/opinion data for use in whole-school or specific event/initiative planning.

Teacher professional learning and development (TPL) is regular and ongoing, and takes place in a number of different ways. Formal TPL forms a regular part of weekly practice with one hour set aside after school each Wednesday. Often this TPL is run by an increasingly diverse group of classroom teachers who are building their teaching and their leadership capacity. Leadership is also supported and encouraged through classroom teachers taking on responsibility for particular strategic teams/initiatives. Teachers are provided opportunities to undertake team teaching or observations in the classrooms of colleagues, and both supervisory and professional development observations take place. Clear expectations of observation practices, including feedback, have been established. Teachers are becoming more willing and confident to open up their classrooms for collegial sharing in its many forms. Professional learning on the development of Performance and Development Plans was undertaken and provided teachers with increased understanding of, and enthusiasm for, the PDP process. Beginning teachers and teachers new to Language, Learning and Literacy (L3) were provided with a mentor to support their professional development and wellbeing. Action-research projects were undertaken by teams of teachers in Term 2, which were highly engaging and successful. All staff have an increased understanding of NESA requirements regards logging of professional learning hours.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)    | Progress achieved this year  |
|---|-------------------------------|--|
| Increasing percentages of students are achieving in the top two bands of NAPLAN in literacy and numeracy. | \$119 000 (Additional Staff). | From 2017 to 2018 in Year 3, there was no increase in the percentage of students achieving in the top two bands of NAPLAN in English domains. There was, however, an increase in numeracy. In Year 5, there was an increase in the percentage of students achieving in the top two bands of NAPLAN in three of the four English domains. The final domain, writing, remained the same. In Year 5 numeracy, the percentage also remained the same. NB: It is important to note that comparisons from one year to the next can be influenced by cohorts of students. |
| NAPLAN results demonstrate  | See 'Additional Staff' –      | From 2017 to 2018, in the four domains of English,   |



## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)  | Progress achieved this year   |
|--|---|---|
| increasing percentages of students achieving expected growth in literacy and numeracy.   | above   | there was an increase in students achieving at or above expected growth in two. In numeracy there was also an increase. NB: It is important to note that comparisons from one year to the next can be influenced by cohorts of students.  |
| Increased use of evidence-based practice is demonstrated through teaching and learning programs and teacher observations.                              | \$4 500 (Sentral Markbook).   | Teaching and learning programs continue to evolve and some new proformas have been collaboratively developed this year by teachers to indicate concurrently evolving practices being carried out. The quality of teaching and learning program is generally high. Differentiation of classroom practice, particularly in English and mathematics is regularly observed.   |
| Teachers demonstrate increased skill sets and are highly engaged in regular and meaningful collegial professional learning, observations and feedback. | \$39 208 (Teacher Professional Learning).<br>\$106 000 (Pedagogy Mentor). | All teachers have been exposed to a variety of effective pedagogical practices and most are engaging in explored practices to some extent in their classrooms. Teachers generally demonstrate a high level of engagement in formal TPL sessions and more different teachers are taking on leadership roles. The action-research TPL was well-received and has set the standard for such projects in the future. |

## Next Steps

Ongoing understanding of the literacy and numeracy progressions, and practicing effective use of them for tracking of student progress and follow up planning.

Development of staff capacity for, and practice of, effective use of collected data.

Further opportunities for 'action-research' style professional learning, but to address learning in areas of specific focus.



### Strategic Direction 3

Active school community. Successful students.

#### Purpose

The development of an active school community through a culture of high expectations, and strong, strategic and effective leadership.

#### Overall summary of progress

Capacity building of staff has taken place through effective educational leadership. The development of the beginnings of instructional leadership practices by staff willing to be involved, and the building of a culture where comfort and understanding is established for all to participate in the future, has taken place. A continued focus on high standards and the understanding that continuous improvement by all is an expectation is in place. Parents and carers were provided access to the 2018–2020 school plan and information supporting their understanding of the plan was disseminated via P&C meetings and the fortnightly newsletter in an effort to share and reinforce our vision of continuous improvement. Involving parents in this way, engaged them in the school plan for the first time which was well-received at a P&C level. High standards of community (student, staff, parent/carer and community partners) engagement in teaching and learning are sought, expected and reinforced eg classroom expectations, educational improvement being the focus of all strategic directions, initiatives to engage parents in learning workshops, and increasing partnership with Maitland Grossmann High School (MGHS).

Community participation data indicated large numbers of community members coming into the school and more regular and effective methods for collecting participation data were undertaken. An increase in the number of people attending events is supposed and membership of the P&C grew slightly. In addition to the P&C, a parent initiated Grants Committee was established. They were successful in securing a number of smaller grants as well as a \$45 000 grant which will be used to undertake a playground improvement project driven by the committee in consultation with the principal. The number of Aboriginal families and the wider Aboriginal community participating in school events and in-class learning experiences related to Aboriginal education has also increased, largely due to Aboriginal Education Team initiatives and school leadership priorities. Whole community involvement in the re-development of our garden club area and chicken yard was extensive – students, staff, parents/carers and Maitland Men's Shed. A school Facebook page was successfully re-introduced and an effective system of communication via our electronic sign was established.

Evaluation of school practice is an important element in ensuring community satisfaction and the achievement of strategic goals. All four Curriculum and six Strategic Direction Teams (formed to facilitate best practice and achievement of strategic goals) undertook evaluation of their achievement of goals and carrying out of roles and responsibilities. A rigorous evaluation of practice against the School Excellence Framework was carried out by two teams, whose membership included representatives of all school teaching stages and teams. Each team's findings were ratified by each other and the school executive to form a final judgement. The results of this process were positive, indicating growth from 2017 internal evaluation and external validation findings. Satisfaction surveys relating to efficiency, programs/initiatives and practices were completed by students, parents/carers and staff, and increased efforts to seek authentic feedback from a broader cross-section of parents were made, including the hosting of our first parent forum. Results indicate overall satisfaction by all community members.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)                 | Progress achieved this year  |
|---|--|--|
| Capacity building is visibly evident through increased leadership opportunities for parents/carers, students and staff. |  | Leadership opportunities for teachers have been undertaken with classroom teachers largely leading Curriculum and Strategic Direction Teams under the guidance of executive members. A relieving assistant principal position was undertaken throughout Semester 2 and selected teachers undertook collegial mentoring. An effort was made to involve parents more authentically in decision making processes through survey, parent forum and P&C consultation. |
| Increasing participation by all community members (students, staff, parents/carers, and                                 | \$10 000 (Garden Club and Yarning Circle). | Participation data indicates large numbers of community members coming into the school for a variety of purposes eg recognition, performance   |

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources) | Progress achieved this year   |
|--|----------------------------|---|
| community partners).   |                            | and leisure events, in-class assistance, and parent/teacher interviews. It is supposed that there is an increase in participation from 2017. Student and teacher engagement is overall judged to be high and liaison with community partners is increasing eg MGHS, Maitland Men's Shed, Mindaribba.  |
| School self-evaluation demonstrates ongoing whole school improvement as measured against the School Excellence Framework, and is reflected in community feedback and student achievement data. | \$4 000 (Teacher Relief).  | School Excellence Framework evaluation indicates improvement in findings from 2017, with achievement at 'Delivering' in six areas and 'Sustaining and Growing' in eight areas. Community satisfaction in areas surveyed clearly indicates overall student, parent/carers, and teacher satisfaction. Internal student achievement data is positive and indicates overall student growth. |

## Next Steps

Facilitate increased involvement in instructional leadership practices across the school, and seek ways to engage the community, other than staff, in leadership, and recognising and building a culture of continuous improvement.

Focus on engaging community in the 'learning partnerships' aspect of the strategic goal.

Refine practices for evaluation of practice and achievement of strategic goals.



| Key Initiatives                             | Resources (annual) | Impact achieved this year   |
|---|--------------------|---|
| <p><b>Aboriginal background loading</b></p> | <p>\$42 355</p>    | <p>Through the continued presence of a school Aboriginal Education Team at EMPS a sense of importance as a whole school focus area remains and Indigenous and non-Indigenous teachers continue to be provided opportunity to share their knowledge, increase their understanding and experiences, as well as lead the school and community through various related initiatives. The team is responsible for monitoring, achieving and evidencing milestones as set out in the school plan. The Aboriginal Education Team drive the school's commitment to improving outcomes for Aboriginal students through monitoring and guiding practice, fostering a culturally rich environment, facilitating inclusive and quality teaching and learning programs, and engaging the local community.</p> <p>Teachers were released from class to meet with families to develop Personal Learning Pathways (PLPs). Through this process, teachers were able to gain a greater understanding of their students and hence develop a more comprehensive and appropriate document.</p> <p>Students who identity as ATSI have been targeted via the learning and support team following analysis of internal and external assessment data. Where students were identified as not meeting expected stage appropriate outcomes, students received targeted support. Depending upon identified need, students received individual or small group instruction in areas of numeracy, expressive and/or receptive language, reading, writing, and comprehension. Students received support in any or all of the above areas if identified as a need. Students gained both skills and confidence from the receipt of additional and individualised learning support and continued their learning progression.</p> <p>Ongoing professional learning in Aboriginal education was undertaken, highlighted by our Term 2 Staff Development Day field trip to Baiame Cave. Staff participated in a Smoking Ceremony, and visited the cave where we learned much about the paintings within themselves; as well as the local and surrounding history, traditions and customs. This valuable experience opened up deep discussion and we are indebted to our local Indigenous hosts for facilitating the experience.</p> <p>Through professional learning and collegial practice teachers are equipped and more confident to effectively and actively incorporate Aboriginal perspectives into their teaching and learning programs. Teachers are empowered to communicate with families with confidence that they are doing so in a</p> |



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| <p><b>Aboriginal background loading</b></p> | <p>\$42 355</p> | <p>culturally appropriate way. Relationships are thus enhanced and increased student outcomes result.</p> <p>During NAIDOC Week celebrations at EMPS in 2018 hands-on activities were undertaken by all students, facilitated by local Aboriginal community members, both adult and adolescent. Community members were invited to participate in elements of the day's program culminating in a whole school celebration to conclude.</p> <p>The day was begun with the official opening of our Yarning Circle which was patronised by local elders and the President of the Maitland AECG. Much student involvement had gone into the development of the Yarning Circle, including contributing to the art works and laying of the turf. This was a proud moment for the EMPS community and the culmination of contributions by members of all community groups over a significant period of time. The opportunity for local involvement created a valuable opportunity for community participation, cultural awareness building and support of student learning. The day's activities, particularly the opening and closing, were well-patronised by a broad cross-section of community members. Community engagement and a celebration of diversity took place, and all students' knowledge and understanding of Aboriginal histories and cultures was built.</p> <p>We hosted an inaugural EMPS Art Show for which the theme was Indigenous Perspectives. All students participated, exploring a variety of subjects and media. Community judges donated their time, and large numbers of friends and family attended the show throughout its two day/evening exhibition.</p> <p>Our Aboriginal Dance Group (comprising Indigenous and non-Indigenous students) increased in size this year, our school choreographer and dance teacher supported by an Indigenous colleague to present two major contemporary performance pieces. One of which was performed during NAIDOC Week celebrations and the other at our end of year Presentation Day. Signage in Wonnarua language has been installed welcoming visitors at the front door and defining school as a place of learning. Signage is also to be found around the school labelling basic nouns such as 'water' and 'grass', and an Acknowledgement of Country now resides inside our main entrance gate. EMPS is an environment where local Aboriginal community members, cultures, and protocols are respected, embraced and valued.</p> |
| <p><b>English language proficiency</b></p>  | <p>\$11 791</p> | <p>Students identified as EAL/D have been targeted via the learning and support team. Students were assessed against the EAL/D Learning Progression and individual needs</p>   |

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| <b>English language proficiency</b>                 | \$11 791  | were assessed. Where students were identified as not meeting expected stage appropriate outcomes, students received targeted support. Depending upon identified need, students received individual or small group instruction in areas of expressive and/or receptive language, reading, writing, and comprehension. Students received support in any or all of the above areas if identified as a need. Students gained both skills and confidence from the receipt of additional and individualised learning support and continued their learning progression.  |
| <b>Low level adjustment for disability</b>          | \$83 817  | Low level adjustment for disability funds went towards funding a 'Student Wellbeing, and Learning & Support Coordinator' (SWLSC). The classroom teacher who held this position facilitated comprehensive and focussed support for students receiving integration funding, students experiencing difficulty, however, not receiving integration funding, and the teachers of these students. This position supervised School Learning and Support Officers (SLSOs), coordinated access requests and lead the Learning and Support Team and the Intervention & Support and Student Wellbeing (strategic direction) Team. The SWLSC ran parenting and student wellbeing courses, provided teacher professional development, and coordinated transition programs into Kindergarten and out of Year 6 for students with additional needs. She provides ongoing and invaluable support to the entire school community, including coordinating external service providers and liaising with families and outside agencies. |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$109 110 | QTSS funds funded a 'Pedagogy Mentor' position in 2018. The assistant principal who held this position facilitated comprehensive and focussed support and professional development to facilitate the application of best practices for teachers through collaborative professional learning, classroom demonstration and observations, team teaching experiences and mentoring across K-6.  |
| <b>Socio-economic background</b>                    | \$202 074 | <p>Above entitlement staff were employed to enhance the delivery of teaching and learning programs and to provide additional student/teacher support. Staff include: Classroom Teachers, School Learning and Support Officers, and part of a Student Wellbeing, and Learning &amp; Support Coordinator position.</p> <p>Students identified as requiring additional learning support have been targeted via the learning and support team. Students were assessed by classroom teachers against the Literacy continuum K-6 and Numeracy continuum K-10. Where students were identified as not meeting expected stage appropriate standards, students received targeted support. Depending upon identified need, students received individual or small</p>   |

|  |                  |   |
|--|------------------|---|
| <p><b>Socio-economic background</b></p>      | <p>\$202 074</p> | <p>group instruction in areas of numeracy, expressive and/or receptive language, reading, writing, and comprehension. Students received support in any or all of the above areas if identified as a need. Individual students have been further supported both in the classroom and playground, and during day and overnight excursions through the provision of Student Learning and Support Officer (SLSO) assistance tailored to specific identified needs. Targeted support facilitated all students being able to fully participate in all school activities.</p> <p>As detailed above, teachers were engaged in supporting students identified as ATSI, EAL/D, having low level disability, or requiring additional learning and support provisions. As a result of this additional and individualised support, students gained both skills and confidence and continued their learning progression. Families requiring financial assistance for students to attend excursions and to purchase uniforms were supported. Targeted support facilitated all students being able to fully participate in all school activities with dignity and a sense of belonging. To enrich the L3 reading program, specifically designed 'Engine Room' furniture was purchased, enhancing student engagement and enriching the delivery of teaching and learning programs. Similarly, SMARTBoard technology in many classrooms was upgraded. Shade sails were erected over our MC support unit playground and as the initial phase of a playground upgrade in a section of our mainstream playground, enhancing the playtime experience and protecting students from the sun. Funding of these projects was also supported by the P&amp;C. To support parents and teachers, we also subscribe to a 'Parenting Ideas' website, from where we gain valuable research-based insights into current parenting concerns which are shared via our fortnightly newsletter.</p> |
| <p><b>Support for beginning teachers</b></p> | <p>\$6 893</p>   | <p>One beginning teacher was provided with additional relief from class. Relief was provided to reduce the teaching load of the beginning teacher as well as relief for a teacher mentor. Practice-based mentoring facilitated and modelled collaborative practice, provided advice and feedback for the beginning teacher to develop their skills, and enhanced beginning teacher wellbeing. The teacher also undertook observations and participated in created collaborative work opportunities as well as attended external professional development opportunities to further enrich their learning and development experiences.</p>  |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 348        | 333  | 312  | 313  |
| Girls    | 282        | 273  | 262  | 242  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 93.6 | 93.5 | 94.5 | 92.8 |
| 1         | 93.2 | 94.3 | 92.9 | 93.2 |
| 2         | 93.1 | 94   | 95   | 93   |
| 3         | 92.5 | 93.4 | 93.5 | 94   |
| 4         | 93   | 93.2 | 93   | 92.6 |
| 5         | 92.7 | 93.4 | 94.2 | 92.5 |
| 6         | 93.3 | 91.5 | 92.5 | 91.7 |
| All Years | 93.1 | 93.3 | 93.6 | 92.8 |
| 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

Non-attendance at school is initially managed by classroom teachers who follow up absences via telephone or letter home once two days of unexplained student absence have occurred. Should unexplained absences be ongoing, additional contact will be made by stage supervisors. Continued or repeated absence is reported to the learning and support team who follow up as per department policy, including the application for Home School Liaison Program support if required. At all times the school works proactively with families and promotes regular attendance through the provision of a caring teaching and learning environment which meets the individual needs of students, and fosters students' sense of wellbeing and belonging to the school community.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 1     |
| Assistant Principal(s)                  | 5     |
| Classroom Teacher(s)                    | 23.12 |
| Teacher of Reading Recovery             | 0.84  |
| Learning and Support Teacher(s)         | 1.6   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 7.06  |

\*Full Time Equivalent

The school has five members of staff who identify as Aboriginal; three classroom teachers, and two school administration and support staff.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 10         |

### Professional learning and teacher accreditation

Professional learning for teaching and non-teaching staff was carried out throughout the year both formally and informally. Opportunities for professional learning included; collaborative practice, observations and feedback, mentoring, working with the Pedagogy Mentor or other teacher 'experts', Performance and Development Plan collaboration, access to external professional learning experiences, and ongoing internal professional learning experiences targeted at achieving outcomes as detailed in the school plan.

Total school expenditure on professional learning was \$39 208.

All staff participated in the following professional learning on staff development days (SDD), including SASS staff as appropriate:



SDD1: Literacy Development (Comprehension Accuracy Fluency and Expression, and Teaching Handwriting, Reading And Spelling Skills); Numeracy Development (Targeting Early Numeracy).

SDD2: Aboriginal cultural field trip to Baiame Cave at Milbrodale.

SDD3: Formative and summative assessment; Literacy programming.

SDD4: Performance and Development Plan (PDP) purpose and processes; Writing Initiative project 2019; Mandatory CPR training.

SDD 5: Australian Professional Standards for Teachers staff reflection; professional discussion with colleagues during 'handover' of students from current teacher to next teacher.

All professional learning opportunities engaged teachers in improving their skills and understandings, improving their practice, increasing their confidence, bettering collegial relationships and increasing their collaborative practice skills. The intent of all such teacher development is increased student outcomes and wellbeing.

In 2018 there were four teachers in the process of gaining accreditation at the Proficient career stage of the Australian Professional Standards for Teachers.

In 2018 there were 36 teachers maintaining accreditation at the Proficient career stage of the Australian Professional Standards for Teachers.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 607,343                 |
| <b>Revenue</b>                        | 5,789,497               |
| Appropriation                         | 5,581,069               |
| Sale of Goods and Services            | 11,506                  |
| Grants and Contributions              | 191,280                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 5,642                   |
| <b>Expenses</b>                       | -5,871,524              |
| Recurrent Expenses                    | -5,871,524              |
| Employee Related                      | -5,170,362              |
| Operating Expenses                    | -701,162                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | -82,027                 |
| <b>Balance Carried Forward</b>        | 525,316                 |

The school's finance team oversees financial management and related administrative activities through regular communication and established school-wide systems and practices.

A healthy 'Balance Carried Forward' will facilitate a variety of initiatives in 2019.

Intended use of funds available includes:

- Employment of additional staff to facilitate: increased in-class learning support in literacy and numeracy through team teaching; class sharing in two classes to facilitate instructional leadership in literacy, numeracy and technology; implementation of social and wellbeing programs for identified groups of students.
- Purchase of additional technology to support teaching and learning initiatives.
- Supplementing Planned Maintenance painting and building repair projects.
- Supplementing the construction of a Port Cochere project.
- Undertaking grounds improvement initiatives.

## Financial summary equity funding

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

|                       | 2018 Actual (\$) |
|-----------------------|------------------|
| <b>Base Total</b>     | 3,758,074        |
| Base Per Capita       | 114,486          |
| Base Location         | 0                |
| Other Base            | 3,643,588        |
| <b>Equity Total</b>   | 506,617          |
| Equity Aboriginal     | 42,355           |
| Equity Socio economic | 202,074          |
| Equity Language       | 11,791           |
| Equity Disability     | 250,398          |
| <b>Targeted Total</b> | 706,037          |
| <b>Other Total</b>    | 413,232          |
| <b>Grand Total</b>    | 5,383,961        |

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 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.

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 Year 3 reading the highest percentage of students (42%) are achieving in Bands 3 & 4, with 30.5%

achieving in Bands 5 & 6 and 27.5% in Bands 1 & 2.

In Year 3 writing the highest percentage of students (64.7%) are achieving in Bands 3 & 4, with 14.7% achieving in Bands 5 & 6 and 20.6% in Bands 1 & 2.

In Year 3 spelling the highest percentage of students (41.8%) are achieving in Bands 3 & 4, with 28.3% achieving in Bands 5 & 6 and 29.9% in Bands 1 & 2.

In Year 3 grammar and punctuation the highest percentage of students (44.8%) are achieving in Bands 3 & 4, with 34.3% achieving in Bands 5 & 6 and 20.9% in Bands 1 & 2.

The majority of students in all aspects of literacy are performing in the middle two bands. Whilst it is positive that in each aspect there are more students achieving in the top two bands than in the bottom two bands, overall, school priorities must continue to include strategies to increase the percentage of students achieving at or above proficiency (in the top two bands) and decrease the percentage of students achieving at or below national minimum standards (bottom two bands) in all aspects of literacy across the school.

In Year 5 reading the highest percentage of students (50%) are achieving in Bands 5 & 6, with 29.1% achieving in Bands 7 & 8 and 20.9% in Bands 3 & 4.

In Year 5 writing the highest percentage of students (64.8%) are achieving in Bands 5 & 6, with 5.5% achieving in Bands 7 & 8 and 29.7% in Bands 3 & 4.

In Year 5 spelling the highest percentage of students (62.2%) are achieving in Bands 5 & 6, with 17.6% achieving in Bands 7 & 8 and 20.2% in Bands 3 & 4.

In Year 5 grammar and punctuation the highest percentage of students (58%) are achieving in Bands 5 & 6, with 27.1% achieving in Bands 7 & 8 and 14.9% in Bands 3 & 4.

These results reflect an overall increase in the percentage of Year 5 students achieving at or above proficiency in all aspects of literacy (bar writing which remained the same) from 2017 to 2018. Results also reflect an overall decrease in the percentage of Year 5 students achieving at or below proficiency in all aspects of literacy. It must be noted, however, that data was collected over two different cohorts of students and this can influence comparisons. Overall, school priorities must continue to include strategies to increase the percentage of students achieving in the top two bands, and decrease the percentage of students achieving in the bottom two bands in all aspects of literacy across the school.

In Year 3 numeracy the highest percentage of students (54.4%) are achieving in Bands 3 & 4, with 28% achieving in Bands 5 & 6 and 17.6% in Bands 1 & 2.

These results reflect an increase from 2017 to 2018 in the percentage of students achieving in Bands 5 & 6, however, also an increase in students achieving in

Bands 1 & 2. In 2018 there are more students achieving at or above proficiency in numeracy than there are achieving at or below national minimum standards.

In Year 5 numeracy the highest percentage of students (60.8%) are achieving in Bands 5 & 6, with 18.9% achieving in Bands 7 & 8 and 20.3% in Bands 3 & 4.

These results reflect stability from 2017 to 2018 in the percentage of Year 5 students achieving in Bands 7 & 8, and a decrease in the percentage of students achieving in Bands 3 & 4.

Overall, school priorities must continue to include strategies to increase the percentage of students achieving at or above proficiency (in the top two bands) and decrease the percentage of students achieving at or below national minimum standards (bottom two bands) in all aspects of numeracy across the school. NB: It is important to note that comparisons from one year to the next can be influenced by cohorts of 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 Year 3, 30.5% of students achieved in the top two bands (Bands 5 & 6) for reading, with 28% of students achieving in the top two bands for numeracy.

In Year 5, 29.1% of students achieved in the top two bands (Bands 7 & 8) for reading, with 18.9% of students achieving in the top two bands for numeracy.

## Parent/caregiver, student, teacher satisfaction

The opinions of parents, students (in Years 4–6) and staff were sought during Term 3. Participants were asked to rate their agreement with statements relating to:

Opportunities for parents to be involved in the education process;

Parents being well-informed of students' academic progress;

Parents being well-informed about school matters;

Parents having access to their child's teacher when necessary;

Students being nurtured and challenged in a diverse range of areas;

The school helping students to be responsible for their own learning;

The school having high expectations and meeting

individual learning needs;

The school having high teaching standards;

The school recognising and acknowledging personal improvement in students;

School resources being of a high quality and easily accessed;

Effective school leadership;

Staff actively modelling and reinforcing school values.

Response options included 'strongly agree', 'agree', 'neutral', 'disagree', 'strongly disagree', and 'don't know'.

On average, 81% of parents agreed\* with statements.

On average, 73% of students agreed\* with statements.

On average, 87% of staff agreed\* with statements.

\*responded 'strongly agree' or 'agree'

## Policy requirements

### Aboriginal education

To promote quality teaching and the inclusion of Aboriginal perspectives and content across key learning areas, the following initiatives and activities were undertaken:

Continued presence of a school Aboriginal Education Team;

Expectation established that Aboriginal perspectives be specifically documented in teaching and learning programs;

Teachers were released from class to meet with families to develop Personal Learning Pathways (PLPs);

Targeted additional teacher assistance for Aboriginal students regardless of levels of achievement;

Term 2 Staff Development Day field trip to Baiame Cave;

All students participated in hands-on activities facilitated by local Aboriginal community members during NAIDOC Week celebrations, in which community members were invited to join;

Student involvement via works of art and laying of turf in the development of our Yarning Circle;

The official opening of our Yarning Circle which was patronised by local elders and the President of the Maitland AECG;

Invitation to attending community members to contribute to the art works in the Yarning Circle;

Increase in size of our Aboriginal Dance Group (comprising Indigenous and non-Indigenous students), with support for our school dance teacher by an Indigenous colleague to present two major contemporary performance pieces;

Installation of signage in Wonnarua language and an Acknowledgement of Country inside our main entrance gate;

Hosting of our inaugural EMPS Art Show, for which the theme was Indigenous Perspectives.

NB: Please see 'key initiatives' for more detailed information.

We have four Aboriginal students in Year 3 who completed NAPLAN testing in 2018. In the area of reading, only two students participated, achieving Bands 1 and 3. In the area of writing, two students achieved Band 3 and two Band 4. In the area of numeracy, only three students participated, one student achieving Band 2 and two students achieving Band 4.

We have seven Aboriginal students in Year 5 who completed NAPLAN testing in 2018. In the area of reading, one student achieved Band 3, two students achieved Band 4, two students achieved Band 6, with one student achieving both Band 7 and Band 8 (top band). Five of the seven students achieved at or above expected growth from Year 3, with one achieving a little below expected growth, and one for which no growth data is available. In the area of writing, one student achieved Band 4, two students achieved Band 5, with four students achieving Band 6. Five of the seven students achieved at or above expected growth from Year 3, with one achieving slightly negative growth, and one for which no growth data is available. In the area of numeracy, three students achieved Band 4, one student achieved Band 5, two students achieved Band 6 and one student achieved Band 8 (top band). Five of the seven students achieved at or above expected growth from Year 3, with one achieving slightly below expected growth, and one for which no growth data is available.

School attendance and NAPLAN performance of Aboriginal students is generally in keeping with that of the overall student population.

As a result of school initiatives and activities Aboriginal Education remains an acknowledged area of focus. All students and teachers are educated about Aboriginal histories, cultures and perspectives and current Aboriginal Australia. Effective PLPs are written and reviewed, the school is able to target appropriate cultural experiences, and student confidence and outcomes are increased. Through holding high expectations, employing quality teaching practice, using Aboriginal learning techniques, and providing targeted support Aboriginal student learning opportunities are maximised. Teachers are empowered to communicate with families with confidence that they are doing so in a culturally appropriate way and relationships are thus enhanced. EMPS is an environment where local Aboriginal community members, cultures, and protocols are respected and valued.

## Multicultural and anti-racism education

All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against any racist and discriminatory behaviours. An Anti-Racism Contact Officer is available to support any required disciplinary and restorative measures. Teachers support students to develop an understanding of racism and discrimination through their teaching programs and actions.

Inclusive teaching and learning programs that develop intercultural understanding and promote positive relationships are implemented. Teaching practices recognise and respect the cultural backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views. The school promotes a diverse, cohesive and harmonious multicultural society with mutual respect for and understanding of cultural diversity. All parents and community members are invited and welcomed into the school and encouraged to take an active role in activities and opportunities to immerse parents into the school.

In 2018, students learning English as an additional language or dialect (EAL/D) were assisted by learning and support teachers to develop their English language and literacy skills through targeted and specific programs. All students from Years 3 – 6 participated in the annual multi-cultural public speaking competition, for which the school hosted the finals. Multi-cultural perspectives were embedded into class teaching and learning programs, and specific units of work included the study of other cultures and topics related to global citizenship. Inclusion and positive relationships form the basis of many personal development studies undertaken. As a whole school we participated in Harmony Day and celebrated NAIDOC Week. We enjoy the benefits of an increasingly multi-cultural school community and continue to strive for and celebrate inter-cultural respect and understanding.