

Nymboida Public School

Annual Report



2018



2784

Introduction

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

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Relieving Principal

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School background

School vision statement

At Nymboida Public School we empower every student to acquire, demonstrate and value knowledge and skills that will support them, as lifelong learners, to be active global citizens and practise the core values of the school: Respect, Responsibility and Safety.

School context

Nymboida Public School is a small, rural school. It is situated on a main road 40 kilometres southwest of Grafton and works cooperatively with the Clarence Valley Community of Small Schools.

The school employs one Principal and one temporary teacher who is responsible for principal's release and is involved in team teaching with the principal; a School Administration Manager 4 days each week and a General Assistant 1 day each week.

Nymboida Public School currently has a FOEI of 113 and has an enrolment of 17 students at the beginning of 2018 including 17% Aboriginal students.

The student population can be transient with many changes throughout any given year; however, the school maintains a stable staff.

Students are organised into two classes K–3 and 3–6 (4 days per week). On the other day the class consists of all students K–6.

Students have quality learning spaces and well-maintained grounds with extensive playground equipment.

Staff, parents and students work collaboratively to provide a happy, supportive learning environment.

Our school banner statement: Innovation, Opportunity and Success is the cornerstone upon which everything we do is built, with all students encouraged to continually raise the bar in all areas. We look forward to continuing our 139 year tradition of providing quality education to our local community.

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.

LEARNING – Learning Culture

Delivering Teachers are committed to embedding a high expectations learning culture at Nymboida. Teachers work with students and parents to establish clear learning goals, practices and strategies to address learning needs and plan for future learning. The school operates a Kindergarten orientation program in Term 4 to facilitate students' successful transition to school as well as encouraging participation for senior students in the local high school's transition activities. Transition days are communicated through the school's newsletters and web site as well as in the community newsletter. Attendance is monitored and reminders of attendance requirements are featured in school newsletters on a regular basis. Attendance rates could be improved for individual students and the school will look to focus on celebrating regular and improved attendance.

LEARNING – Wellbeing

Sustaining and Growing Student well-being is a priority and every student can identify a staff member they can turn to for advice and assistance at school. The school has sought feedback through community, student and staff surveys to guide a whole school approach to wellbeing and to inform planning. Teachers use quality teaching and learning programs and well-established, evidence-based practices in their teaching, to identify and address learning needs, and to assess and plan for future learning. As a PBL (Positive Behaviour for Learning) school, staff have collaborated with

students and the community to establish clear expectations of attendance, learning and behaviour that will best facilitate an effective learning environment. These expectations are encapsulated in the school's core values, Respect, Responsibility and Safety, and they are explicitly and consistently communicated and applied across the school.

LEARNING – Curriculum

Delivering The school's curriculum is consistent with the requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Teaching and learning programs describe what all students are expected to know, understand and do and the school is moving towards including information about the assessments being used to measure student progression, understanding and skill in a more consistent way in programs. Curriculum delivery is differentiated at Nymboida, to meet the needs of students at their different levels of achievement.. Students are aware, through teacher conferences and reporting, what they need to learn next to enable continuous improvement.

LEARNING – Assessment and Reporting

Delivering Teachers regularly use evidence of learning from assessments to capture information about student learning, inform their teaching and adapt lessons and teaching to meet the learning needs of students. The school provides information about the learning progress of their children in student reports that contain personalised information about learning progress and achievement, as well as identifying future learning goals. Parents and carers are invited to contact teachers whenever they wish to discuss their child's learning.

LEARNING – Student Performance Measures

Delivering The school uses internal assessments to assess student progress and achievement against syllabus outcomes and also uses external assessments such as NAPLAN. NAPLAN data is not publicly available because of the small student sample but is consistent with progress and achievement on internal assessments..

TEACHING – Effective Classroom Practice

Delivering Teachers focus on using effective, evidence-based classroom practices. The L3 Program (Language, Literacy and Learning) provides a framework for the teaching of literacy in the early years and focuses on regular guided reading and writing. This program is supplemented through the explicit teaching of phonics and decoding skills. To improve student writing outcomes, classroom practice has centred on the explicit teaching of writing skills; planning, composing, structuring and editing texts. Explicit teaching is the main practice used in the school, particularly in the teaching of literacy and numeracy.

TEACHING – Data Skills and Use

Delivering Student progress and achievement data is monitored regularly and used to inform personal learning plans, lesson planning and programming as well future school directions for resourcing and new programs and initiatives. NAPLAN results are compared to internal assessments to ensure judgement of student learning is consistent.

TEACHING – Professional Standards

Sustaining and Growing Teachers regularly reflect on their teaching practice and use Personal Development Plans (PDPs) to identify professional goals and areas for development or improvement in their teaching practice. Teachers are supported and encouraged to undertake professional learning to improve their practice and performance, to ensure they are meeting the Australian Professional Standards and, particularly, to ensure that teachers stay abreast of effective strategies in teaching literacy and numeracy skills and knowledge.

TEACHING – Learning and Developing

Sustaining and Growing As a small school, teachers have the opportunity to work closely, collaboratively and cooperatively to regularly discuss specific student, class or year learning needs and ways in which they can be addressed. Teachers observe each other's practice, providing feedback aimed at improving teaching practice and work together to share and discuss relevant learning from professional development.

LEADING – Educational Leadership

Delivering At our school, we focus on embedding a high expectations culture and providing school-wide instructional leadership. Weekly awards, newsletters, regular classroom discussions and lessons and assembly items enable students to have a clear understanding of expected learning, attendance and behaviour and there are regular references to the core values of Respect, Responsibility and Safety, which support the high expectations culture. As a PBL school, teachers focus on acknowledging and encouraging positive behaviour through the 'smiley slips'. Teachers are explicit about learning goals and intentions ensuring students understand expectations.

LEADING – School Planning, Implementation and Reporting

Delivering The School Plan is developed and reviewed annually to identify processes that will improve students learning at our school. The Plan reflects Departmental priorities, the learning needs of the students and community expectations. Milestones are established to guide progress towards the achievement of the goals identified in the School Plan. All teaching staff are involved in all stages of the School Plan from development to implementation. The School Plan directs school activity including projects and initiatives to be undertaken, the allocation of resources and professional learning

LEADING – School Resources

Sustaining and Growing Resources are allocated to support the strategic directions of the School Plan. School staffing and resource allocation are organised to ensure two classrooms can be offered, K–3 and 4–6, to maximise opportunities for individualised learning and to enhance student outcomes. The priorities in the School Plan determine the allocation of school resources.

LEADING – Management Practices and Processes

Sustaining and Growing Administrative systems have undergone many changes in the past 12 months and school staff have been supported to develop skills in the new systems and to oversee the successful implementation of all new systems consistent with local needs. Administrative processes are streamlined, effectively supporting school operations and teaching and supporting parental engagement and satisfaction.

The school self-assessment process using the School Excellence Framework has facilitated the process of reviewing the projects incorporated in the school plan and ensured our improvement efforts align with high level expectations. Our self-assessment process will assist the school to refine the Strategic Directions in 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

Learning

Purpose

Students will become literate and numerate citizens with every chance of success in higher education and later life. Students learn to be responsible, respectful and resilient community members who value diversity and display effective communication and interpersonal skills. Teachers work in partnership with parents to share the responsibility for student learning and improve student learning outcomes. Students have opportunities to utilise digital technologies to promote learning and demonstrate their knowledge in new, creative and innovative ways which promote deep knowledge and understanding.

Overall summary of progress

In 2018, the school introduced the Soundwaves Spelling Program which facilitates a school-wide approach with all students focusing on the same sounds every week in multi-stage classes. The Language, Learning and Literacy program (L3) continued to provide the framework for literacy learning in the K–3 classroom while 'The Seven Steps to Writing Success' program guided the teaching of narrative and persuasive writing skills. These quality programs, combined with Reading Eggs, Mathletics and Studyladder have supported improved student outcomes which have been demonstrated in classroom assessment data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased attendance from 92.7% (2017) to 94% to bring in line with state DoE average.		Attendance in 2018 was 90.95%. This figure was affected by two students having long holidays (one overseas and one travelling around Australia).
95% of students demonstrating expected growth per semester across Department of Education literacy and numeracy continuums, in line with the Premiers Priority to increase the proportion of students in the top two NAPLAN bands in numeracy by 8% (30% for Aboriginal students) by 2019.	Soundwaves Spelling \$700 Mathletics subscription \$690.80 Decodable Readers \$700 SLSO \$250	Literacy assessments have shown an overall improvement in student outcomes especially in the writing of narrative and persuasive texts. The Schedule for Early Number Assessment (SENA) has also shown an overall improvement in numeracy as per the continuum.
Reduce overweight and obesity rates of children by 5% over 10 years.		The daily fitness program (15 minutes) and weekly sport sessions (1.5 hours) have focused on fitness and gross motor skill development. The donation of vegetable gardens by the P & C has also provided an engaging focus point for discussions about healthy eating.

Next Steps

The next steps will focus on improving attendance rates at school through community discussions and reminders in newsletters, etc.. Unexplained absences will be followed up with phone calls to parents/carers.

Teaching staff will continue to focus on Improving student outcomes through quality teaching and learning programs such as the L3 program, Seven Steps to Writing Success and the Soundwaves Spelling program.

The daily fitness program will continue with all students participating in 2:30 hours per week structured physical activity. Students will become more involved in growing vegetables and using the produce in cooking and meal preparation activities to encourage healthy eating.

Strategic Direction 2

Teaching

Purpose

Teachers continually improve their teaching practice through participation in quality professional learning, use of evidence based teaching strategies and engaging in collaborative practice. Teachers have high expectations of every student and provide engaging, inclusive learning environments with programs differentiated to meet individual needs and improve student outcomes. Ongoing evaluation of teaching practice through analysis of student engagement and performance data enables teachers to effectively plan for the ongoing learning of every student.

Overall summary of progress

Students are planning and creating longer, more interesting and well-structured texts. The Seven Steps to Writing Success program engaged students and motivated them to be more expressive and creative in their writing. Teaching also focused on the explicit teaching of writing through a process of modelled, guided and independent writing, scaffolding students understanding of text purpose and text structure. Students have become more confident with writing tasks and student writing outcomes have improved significantly.

Teachers in the Community of Clarence Valley Small Schools (CVCSS) met to discuss quality writing programs and teaching practices and collaborate on improving student writing outcomes. As a result of this collaboration, teachers at Nymboida began using NAPLAN marking guidelines to identify specific learning needs, achieve marking consistency and provide feedback to students specifying how their writing could be improved. This process was informative. The guidelines provided a valuable framework to assess student strengths and weaknesses and inform programming and focus for next year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement with their learning.	Casual relief for professional learning and collaboration \$1500	The Seven Steps to Writing Success program energised students and created excitement about writing. Students were highly engaged by the writing activities and even usually reluctant writers were creating interesting texts and gaining confidence in their writing ability.
90% of students at or above stage expectations for writing on the writing continuum.	SLSO 5 hours per week at \$250.00	All students have made pleasing progress in writing. While the goal of 90% of students at or above expectations for writing on the writing continuum has not been achieved at this stage, teaching staff will continue to work toward this goal.

Next Steps

Teaching staff will continue to work towards achieving the goal of 90% of students writing at or above stage expectations on the writing continuum.. Teaching will focus on the explicit teaching of writing combined with The Seven Steps to Writing Success program to guide students towards improved writing outcomes.

Strategic Direction 3

Leading

Purpose

Effective leadership ensures school-wide systems and resources are in place to support student and staff wellbeing, ensure quality teaching programs and promote innovative practice. School leaders work collaboratively with staff, students and the community to promote a culture of inclusivity, high expectations and shared responsibility for student learning and success.

Overall summary of progress

The Positive Behaviour and Learning (PBL) program of acknowledging and rewarding positive behaviour has been successful in encouraging positive behaviours and highlighting the school's high expectations for behaviour and the core values of Respect, Responsibility and Safety. Students have a heightened awareness of expected behaviour and are motivated to be recognised for their positive behaviour choices.

Staff have engaged in professional learning that supports the strategic directions of the School Plan as well as the Australian Professional Standards for Teachers and Personal Development Plans (PDPs). Staff identified their professional learning needs and goals in PDPs and have been supported in the personal development process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
New school wide systems for classroom assessment and teacher evaluation are developed and implemented.	Casual staff \$450 to release teachers for CVCoSS meeting	Teachers regularly collected summative and formative assessment samples from students to assess learning and to inform teaching and learning. As a result of collaboration within the Clarence valley Community of Small Schools (CVCoSS), teachers used NAPLAN marking guidelines to assess writing, ensuring consistency in assessment as well as the targeting of specific learning needs.
Every student demonstrates at least one years growth for every calendar year at school.		The majority of students demonstrated at least one year's growth for every calendar year at school through summative and formative assessments.

Next Steps

Staff will continue to attend professional learning that supports the strategic directions of the School Plan and professional goals both of which focus on addressing student learning needs. New assessment programs will be investigated to ensure teachers are accessing quality data which best informs teaching and programming.

Teachers will continue to focus on supporting students to achieve at least one years growth for every calendar year at school by reducing class sizes and delivering quality evidence-based teaching and learning programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Casual relief 1/2 day \$250.00</p> <p>Employment of a classroom teacher for the year \$3107.00</p> <p>Wingara Kids online \$185.00</p> <p>Excursion to Yarrawarra Aboriginal Cultural Centre \$360</p> <p>Aboriginal background loading \$3357</p>	<p>Every Aboriginal student had an ILP which was updated and revised according to needs and goals throughout the year.</p> <p>An additional classroom teacher reduced class sizes providing greater opportunity for individualised learning needs to be addressed and improved learning outcomes for all students.</p> <p>The Wingara Kids online subscription and the excursion to the cultural centre supported the Gumbaynggirr Language Program at the school and the Aboriginal perspectives included in the curriculum.</p>
Low level adjustment for disability	<p>Soundwaves Spelling Program student texts and teacher books \$480.28</p> <p>Magic Word extension program \$108.95</p> <p>Employment of classroom teacher \$11 234</p> <p>Bus hire for excursion to Yarrawarra \$350 and Film Festival \$350</p>	<p>The additional classroom teacher enabled the classes to be split K–3 and 4–6, providing greater opportunities for individual learning needs to be addressed</p> <p>The introduction of the Soundwaves Spelling program meant that all students K–6 focused on the same spelling sounds and patterns every week, providing greater scope for differentiated learning in the classrooms.</p> <p>Excursions have provided opportunities for all students to access learning opportunities and experiences. These activities also provide the opportunity for engaging with students from other schools and developing relationships that will aid transition to high school in the future.</p>
Quality Teaching, Successful Students (QTSS)	\$3123 additional classroom teacher	The employment of an additional classroom teacher provided the opportunity for professional development, learning and collaboration to ensure the use of best practices to meet the learning needs of the students.
Socio-economic background	\$7529 Additional classroom teacher	The additional teacher provided more opportunities for learning needs to be addressed, stage specific curriculum to be delivered and greater focus on individual learning needs.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	9	9	9	10
Girls	5	8	11	9

Nymboida Public School continues to maintain steady enrolment with 19 students enrolled in 2018. Three students will transition to high school in 2019 and three Kindergarten students are expected to enrol in 2019 meaning enrolment figures will remain at 19 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.6	100	93	81.9
1	88.9	92.7	92.3	100
2		90.3	94.9	92.2
3	97.8	100	84.9	93.5
4	94.4	96.8	100	85.9
5	91.2	92.5	93	96
6	96.1	89.7	90.3	95.8
All Years	92.3	92.8	92.7	92.1
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		94.1	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

The attendance rate in 2018 at Nymboida Public School was below state average. While the rate was adversely affected by the long-term absences of two students who had extended holidays overseas and within Australia with their families, regular and unexplained absences continue to be a concern. We worked with the Home School Liaison Officer for advice on increasing attendance rates and we continue to

encourage full participation by all students in a number of ways including interviews with parents/carers and newsletters which regularly remind the school community about attendance requirements at NSW public schools and the importance of regular attendance for optimum learning.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

No staff members 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	100
Postgraduate degree	100

Professional learning and teacher accreditation

Professional learning in 2018 included:

* Mandatory training for all staff on CPR and Anaphylaxis, Child Protection, Code of Conduct, Corruption Prevention

* E-Prescribed Medication

* LMBR and system training in EBS4, SAP Reports, EFPT, SCOUT, MyPL, budget and banking management

* Connecting to Country

* Anti-Racism Contact Officer training

* NAPLAN online training

* Learning Progressions (including Best Start Assessment)

* Regular meetings including PBL Hub, AECG, Primary Principal Association, Principal Network, Clarence Valley Community of Small Schools

* NSW Public School Leadership and Management Credential

* Student Attendance

* New and Relieving Principal training

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	54,105
Revenue	350,367
Appropriation	334,066
Sale of Goods and Services	836
Grants and Contributions	14,783
Gain and Loss	0
Other Revenue	0
Investment Income	683
Expenses	-346,899
Recurrent Expenses	-346,899
Employee Related	-318,714
Operating Expenses	-28,185
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	3,468
Balance Carried Forward	57,573

The responsibility for the school's financial management rests with the Principal. The School Administration Manager is responsible for the day-to-day accounting procedures including monitoring income and expenditure and providing financial records to the Principal. The finances of the school are allocated according to the school budget which addresses the needs and priorities of the school as reflected in the School Plan. The Nymboida P & C is a supportive body which raises additional funds to support the school's programs.

Spending patterns are consistent with usual planned budget expenditure.

Surplus allows for any overspending during the transition to the new SAP finance system and is expected to reduce each year to support ongoing staffing allocation.

The equity funding data is the main component of the 'Appropriation' section of the financial summary above. Equity Aboriginal, Socio-Economic and Disability funds are used primarily to employ a second classroom teacher allowing for smaller class sizes and more focused and individualised teaching and learning.

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	278,991
Base Per Capita	3,867
Base Location	9,065
Other Base	266,058
Equity Total	22,121
Equity Aboriginal	3,357
Equity Socio economic	7,529
Equity Language	0
Equity Disability	11,234
Targeted Total	0
Other Total	24,194
Grand Total	325,306

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.

NAPLAN Literacy and Numeracy – Nymboida Public School is unable to display graphs or results as less than 10 students completed NAPLAN testing in 2018.

NAPLAN Literacy and Numeracy – Nymboida Public School is unable to display graphs or results as less than 10 students completed NAPLAN testing in 2018.

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.

As less than 10 students undertook NAPLAN testing in 2018, we are also unable to display data about the results of our Aboriginal students as per *State Priorities: Better services – Improving Aboriginal Education outcomes*. All Aboriginal students have Individual Learning Plans which state learning goals to improve educational outcomes.

Parent/caregiver, student, teacher satisfaction

Parents, teachers and students were surveyed in Term 4 2017 to find out which programs were successful and which programs could be changed or improved.

- * 80% of respondents were happy with the delivery of mathematics, literacy, science, creative arts and languages
- * 100% of community respondents agreed that the inclusion of a kitchen garden program would be beneficial to student learning.
- * 80% of respondents felt that the extension of the PBL program would be an improvement to the school culture and student well-being
- * 80% of respondents requested additional outdoor/fitness activities to be included in the daily school timetable.
- * 60% of respondents were happy with the amount of collaboration and activities students participate in with students from other school.

The responses were used to inform 2018–2020 school planning and were put into practice throughout 2018. For example, students participated in an additional 15 minute fitness sessions daily throughout 2018 to increase student activity. In Term 4 2018, the P & C provided the funding for the purchase of 4 vegetable garden beds for the establishment of a kitchen garden for the school.

Policy requirements

Aboriginal education

Equity Aboriginal funding was used primarily to help fund a second classroom teacher to allow smaller class sizes and explicit teaching opportunities catering for individual student needs and, in particular, to improve the learning outcomes for indigenous students. Nymboida Public School also supported Aboriginal education in the following ways:

- * All students participated in Gumbaynggirr language lessons delivered by an Aboriginal tutor employed through the Gumbaynggirr Language Nest. Lessons focus on teaching students every day words in Gumbaynggirr and discussing Gumbaynggirr stories and culture.
- * All Aboriginal students have Individual Learning Plans which focus on ways in which their learning outcomes can be improved. These plans are formulated by the teachers, parents and student to help the student reach their learning goals.
- * Relieving Principal attended the AECG – Connecting to Country training to learn about Aboriginal culture, perspectives and challenges faced by Aboriginal students in schools.
- * Relieving Principal attended AECG Meetings
- * Aboriginal perspectives are included in units of work, especially focusing students attention on local Aboriginal history. Discussions have commenced to have a local discovery excursion with Gumbaynggirr representatives to show the students important Aboriginal sites in the Nymboida region. Throughout 2018, every 3–6 student participates in an Acknowledgement of Country at whole school assemblies and presentations.
- * Students attended the Wooli Traditional Games. This event is aimed at K–2 students participating in traditional Aboriginal games. The games are supervised by Aboriginal students from South Grafton High School and provide a fun day as well as exposure to Aboriginal culture and perspectives.
- * All students have a subscription for Wingaru, an online Gumbaynggirr educational site.
- * K–4 students visited the Yarrawarra Aboriginal Cultural Centre to learn about Gumbaynggirr history, language and culture.

Multicultural and anti-racism education

Nymboida Public School encourages students to appreciate and celebrate cultural diversity. We celebrate Harmony Day every year as a community event in which community members are encouraged to join students for a multicultural feast. Students learn about different cultures and can come dressed from a different culture on the day. Discussions focus on cultural diversity, multiculturalism, tolerance, kindness and harmony and students are encouraged to view themselves as global citizens.

The relieving principal undertook Anti-Racism training as every school requires an Anti-Racism Contact Officer (ARCO). Staff ensure teaching and learning programs align with culturally inclusive practices.