

Pennant Hills Public School

Annual Report



2018



2857

Introduction

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

Matt Pinchbeck

Principal

School contact details

Pennant Hills Public School

Ramsay & Weemala Rds

Pennant Hills, 2120

www.pennanthil-p.schools.nsw.edu.au

pennanthil-p.school@det.nsw.edu.au

9484 1134

School background

School vision statement

VISION

Our vision at PHPS is to empower students to become independent lifelong learners, who are actively engaged and motivated. Our design of learning experiences will develop communication, collaboration, creativity, critical thinking and citizenship.

At PHPS staff and parents work together to enable all students to strive for personal best, experience success, and promote individual student growth through focus on personal effort and mindset.

Our students will be caring, active citizens on local and global stages, with skills to realise their potential and excel in an ever-changing world.

MISSION

We will achieve this by:

- Student-centred, differentiated learning programs providing opportunities for problem-solving, communication, collaboration, critical thinking, creativity and self-reflection.
- Providing challenging and stimulating opportunities to develop divergent and flexible thinkers.
- Developing a growth mindset whereby students take charge over their own success and are enthusiastic, hardworking, persistent learners.
- Developing digital fluency skills for students to create, demonstrate and share their skills and knowledge.
- Maintaining a strong focus on quality literacy and numeracy programs which underpin success in all areas of learning.
- Highly effective, motivated teachers committed to professional learning and pedagogy based on current educational research, working collaboratively to improve student outcomes.
- Providing a safe, caring learning environment which encourages students to be resilient, confident and tolerant.
- Engaging the community in our shared vision.

School context

Pennant Hills PS, established in 1925 and situated on two sites 500 metres apart, currently has an enrolment of 553 students. Physical facilities include air-conditioned classrooms with interactive whiteboards, a new school hall, canteen, Uniform Shop, Computer room, library and Before and After School Care Centre located on the Trebor Road campus. Our school is a welcoming, friendly, safe, nurturing and challenging learning environment, characterised by the wonderful support of parents and our diverse local community which works in partnership with our committed, professional, and caring staff to provide for the total education of every child in 'Learning for Life', our school motto.

Our school community promotes at all times the values of responsibility, respect, kindness, fairness and being a learner. The school has a high reputation in the community for excellence in academic, sport and creative arts programs. The school's comprehensive sport program provides opportunities for participation in the Premier's Sporting Challenge, Primary School Sports Association competition in netball, softball, Oztag and soccer and a variety of school-based sport experiences. PHPS offers performance opportunities in music, choir, instrumental and dance, which resulted in the NSW Director-General of Education's School Achievement Award for Outstanding Performing Arts Programs. Additional programs include Reading Recovery, literacy and numeracy learning support funded by the Parents' and Citizens' Association, EAL/D and environmental education. Our Learning and Support Team works in partnership with parents and outside agencies to develop and implement programs to cater for students with special needs. Student learning is further enhanced through the teaching of technology integration, public speaking and debating, specialist music instruction, gardening club, Student Representative Council.

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.

Throughout 2018 the school leadership team, in consultation with key stakeholders, utilised the School Excellence Framework to conduct a comprehensive assessment of the school's progress towards achieving the goals set out in the School Plan 2018–2020.

Learning – Sustaining and Growing

In the domain of Learning, Pennant Hills PS focused on curriculum delivery, reporting, visible learning, formative assessment, data analysis and student wellbeing.

The school focused on the quality of student learning through the provision of differentiated, explicit teaching and learning programs across the curriculum. Staff collaborated to develop scope and sequences that identified what the students were expected to know, associated skills and understandings for each Key Learning Area (KLA). The school's executive worked with their colleagues to ensure each class met its obligations around timetabling.

2018 saw the introduction of a new reporting format. This format provided parents with greater information about their child's progress. The reporting format will again be reviewed during 2019, whilst it provided more information to parents the processes to compile the report are not timely or sustainable. Community consultation will take place to find a practical solution to that situation.

Teaching – Sustaining and Growing

In the domain of Teaching, Pennant Hills PS staff demonstrated a high commitment to working together to improve teacher practice and enhancing their impact on student outcomes. Staff are extremely collaborative and work together to produce quality teaching and learning programs across all Key learning Areas that support the development of the whole child. Staff engaged weekly in professional development sessions aligned to the School Plan to improve their practice.

Ongoing professional learning has been targeted to the priorities in the School Plan and incorporate the introduction of new syllabi. Staff have also identified personal goals that are included in their Professional Development Plans.

Leading – Delivering

In the domain of Leading, Pennant Hills PS executive has demonstrated a strong commitment to professional development, capacity building and continuous improvement of teaching and learning. The leadership team actively sought to provide staff and students a range of learning opportunities to improve their skills or outcomes. It should be noted that throughout 2018 the school had many leadership changes that affected its achievements in this area. With a new leadership team at the school at the beginning of 2019 Leading will be a focus for the school leadership team.

The school plan, milestone tracking, data analysis and budgeting tools have focused on achieving the school's identified targets. Improving student outcomes and wellbeing was at the forefront of the decision making process when it came to staff recruitment.

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

AGENTS OF LEARNING

Purpose

Engage students as deliberate and active agents in their own learning, develop an understanding of themselves as learners and expand their ability to self-regulate their learning. Establish a culture of critical thinking and creativity to develop deep and lasting understandings. Develop strong character qualities that will enable them to connect, succeed, thrive and contribute positively throughout life.

Overall summary of progress

Our commitment to engage students in being connected, inquiring learners who can think critically and act as a positive citizen has progressed further in 2018. Impact has been evidenced through, but not limited to: students engaging in meaningful guided reading sessions and applying Super Six reading strategies when comprehending texts; extension of learning environments organised to facilitate student voice and choice to all Stage 3 classrooms; students setting learning goals in literacy that they can identify and reflect upon; formulation of a Wellbeing Policy through consultative processes; reinforcement of growth mindset with students and the school community practising consistent language and behaviours.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|----------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| • 100% of teaching/learning programs show evidence of learning intentions and success criteria. | \$30,831 | Professional learning has been undertaken to extend teacher's knowledge of Visible Learning and Formative assessment. |
| • 5% increase in percentage of students achieving in the top 2 literacy and numeracy NAPLAN bands. | | There was a slight decrease (1.71%) in the percentage of students achieving a score in the top two bands in NAPLAN. |

Next Steps

- I Can statements K–6 developed for writing and an aspect of numeracy.
- Students can articulate what they are learning and how they are going.
- Develop PHPS Wellbeing Policy.
- Investigate programs to support Wellbeing and the introduction of the new PDHPE syllabus.

Strategic Direction 2

CULTURE OF LEARNING

Purpose

Develop a school culture that facilitates and supports teachers in proactively developing and refining their skills and fostering students as deliberate and active agents in their own learning. Establish a common language of teaching and learning based on research-based practices of Visible Learning and Formative Assessment.

Overall summary of progress

In 2018 staff reflected upon the nature of professional learning at Pennant Hills PS. A shared definition was articulated and commitment to its delivery was amplified. Impact has been evidenced through: formation of professional learning teams, Stage Hubs, to work collaboratively for a variety of purposes; teachers plotting students on the literacy progressions for writing; teacher knowledge-building in reading; collegial discussion sessions to develop consistent teacher judgement, ICT skills and strategies for literacy development; refinement of conceptual units in English; using data to inform school planning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|----------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • 100% of teaching/learning programs show evidence of learning intentions and success criteria. | | All staff have Professional Development Plans (PDPs) which are reflective on school plan and personal goals. |
| • 5% increase in percentage of students achieving in the top 2 literacy and numeracy NAPLAN bands. | | Staff effectively implemented formative assessment practises underpinned by evidence-based research. This enabled staff to deliver more effective programs that cater for individual student needs. |

Next Steps

- Implement formative assessment practices based on evidence-based research of Dylan Wiliam: Learning Intentions and Success Criteria.
- Eliciting evidence of learner's achievements.
- Implementation of the new Science & Technology syllabus.
- Use a range of data sources to inform learning.
- Target higher achievers for program differentiation.
- Research best practice for the effective delivery of Mathematics.

Strategic Direction 3

PARTNERS IN LEARNING

Purpose

Strengthen family and community engagement by building effective communication, connecting learning at home and at school, participating and collaborating beyond the school. Develop effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.

Overall summary of progress

Family engagement and connecting learning at home and at school has decreased in 2018 as evidenced from the Partners in Learning and Tell Them From Me surveys. Due to leadership changes at the school many aspects of this Strategic Direction have been impacted. With a new leadership team in place for the beginning of 2019 this will be addressed.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • 10% increase in number of parents participating in high quality, needs-based information sessions held on topics relevant to parents. | | Achieved 10% increase in the number of parents participating in high quality, needs-based information sessions held on topics relevant to parents e.g. Read with Me sessions, PHPS Cafe, 123 Magic. |
| • 10% increase in number of staff acting as leaders in a variety of settings. | | Due to changes in leadership these targets have not been met. Aspiring leaders had to fill out an online questionnaire regarding identified areas of leadership skills they felt were their strengths. |

Next Steps

- PDP goals to reflect leadership capability.
- Information sessions for parents on Mathematics, 123 Magic and Parent Cafes.
- Communication to parents of student goals.
- Review Pennant Hills PS report format.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aboriginal background loading | \$3,478 | Pennant Hills Public School sustained its Aboriginal students through financial support to ensure participation in all school activities. |
| English language proficiency | \$151,217 | <p>EAL/D students were supported by an EAL/D teacher through a program of targeted identification of students with needs in speaking, listening, reading and/or writing in English. Modes of support included withdrawal of individuals or small groups for targeted learning.</p> <p>Extensive resource purchases were made to support student learning in the classroom.</p> <p>Flexible Funding was utilised to engage School Learning Support Officers to support these students and their classroom teachers.</p> |
| Low level adjustment for disability | \$99,045 | Funds were used to increase the school's allocation of a Learning and Support Teacher. They were also used to engage School Learning Support Officers to increase students' ability to access the curriculum and improve their educational outcomes. |
| Quality Teaching, Successful Students (QTSS) | \$96,096 | <p>Staff participated in collaborative learning groups to extend their knowledge of classroom applications of strategies to teach reading, student goal setting and use of progressions. They also collegially explored class programs to ensure relevant inclusion of content to develop skills of reading and use of progressions.</p> <p>Funds were also used to release executive staff members from teaching duties to mentor staff, develop and deliver professional learning, create engaging programs and ensure the school meets its requirements around curriculum.</p> |
| Socio-economic background | \$4,347 | Funds were used to facilitate equal access for all students to the curriculum. |
| Support for beginning teachers | \$15,019 | There were two teachers in their second year of teaching and one in their first year. These staff were provided with time to reflect on their practice and work with their mentor to improve their pedagogy. |
| Targeted student support for refugees and new arrivals | \$1,644 0.2 Staffing allocation | <p>Funds were used to facilitate equal access for all students to the curriculum.</p> <p>Funds were also used to engage a teacher to support the schools New Arrivals program.</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2015 | 2016 | 2017 | 2018 |
| Boys | 268 | 268 | 262 | 272 |
| Girls | 277 | 296 | 274 | 272 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 95.7 | 94.8 | 96.5 | 94.4 |
| 1 | 94.8 | 95.2 | 96.2 | 96.4 |
| 2 | 94.6 | 95.8 | 95.8 | 95.5 |
| 3 | 95.6 | 95 | 97.2 | 95.8 |
| 4 | 95.3 | 95 | 95.8 | 95.4 |
| 5 | 95.3 | 93.4 | 95.7 | 96 |
| 6 | 95.2 | 93.5 | 93.5 | 93.2 |
| All Years | 95.2 | 94.7 | 95.9 | 95.2 |
| 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

Student attendance is regularly monitored by individual class teachers, in Stage meetings, at Learning and Support meetings and through roll checks completed by the Home School Liaison Officer (HSLO).

While our student attendance profile is above the state average, for most grades there are some students who have quite significant absences in taking extended leave during the term or late arrivals. These students are monitored and letters are sent to parents if there is a concern about a student's pattern of absences.

The school works closely with the HSLO in monitoring the attendance of identified students.

Workforce information

Workforce composition

| Position | FTE* |
|-----------------------------------------|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 19.71 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 1 |
| Teacher ESL | 1 |
| School Administration and Support Staff | 4.36 |

*Full Time Equivalent

Pennant Hills Public School has one staff member that identifies as being Aboriginal.

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

Throughout 2018, our Teacher Professional Learning has focussed on the following key initiatives: the new Science Syllabus implementation – Digital Technologies, Introduction to the new PDHPE Syllabus, The School Excellence Framework, VCOP, Scout introduction, Dylan Wiliam conference, student goal setting, "I can" statements, learning intentions and success criteria and the NSW Quality Teaching model. This Professional Learning focus ensured the implementation of quality programs, effective teaching and engaging learning activities.

All staff completed the mandatory training as outlined by the NSW Department of Education. All staff attended the School Development Days in Terms 1, 2 and 3 and two extended afternoon sessions during term 2 and 3. In addition, teachers attended Teacher Professional Learning meetings before and after school.

We had 3 Beginning Teachers as part of the Beginning Teacher Mentor Program of which two completed their accreditation.

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 | 276,694 |
| Revenue | 4,945,004 |
| Appropriation | 4,400,808 |
| Sale of Goods and Services | 26,175 |
| Grants and Contributions | 511,178 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 6,843 |
| Expenses | -4,631,002 |
| Recurrent Expenses | -4,631,002 |
| Employee Related | -3,935,911 |
| Operating Expenses | -695,092 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 314,002 |
| Balance Carried Forward | 590,696 |

Pennant Hills Public School has rigid management processes and governance structures in place to ensure that it meets its financial compliance obligations. During 2018 there was several key leadership changes at the school and in the administration office and this would account for a higher than expected rollover figure at the end of the year. These funds will be utilised in 2019 to ensure that all classrooms have adequate resources, students have access to quality technology, the school grounds are addressed and staff receive professional development opportunities aligned to the school's plan.

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 | 3,668,482 |
| Base Per Capita | 103,646 |
| Base Location | 0 |
| Other Base | 3,564,836 |
| Equity Total | 258,087 |
| Equity Aboriginal | 3,478 |
| Equity Socio economic | 4,347 |
| Equity Language | 151,217 |
| Equity Disability | 99,045 |
| Targeted Total | 85,694 |
| Other Total | 169,415 |
| Grand Total | 4,181,677 |

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.

Pennant Hills PS Year 3 students performed well in NAPLAN 2018 with the following results in Literacy;

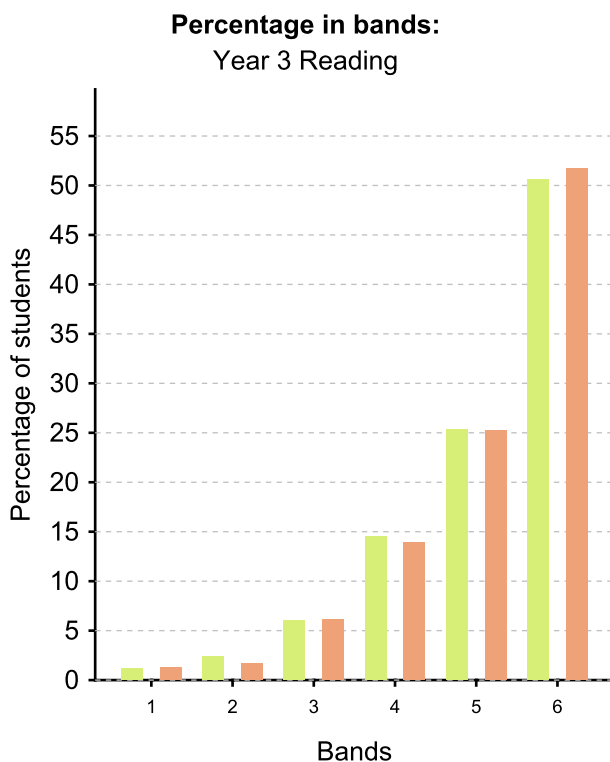
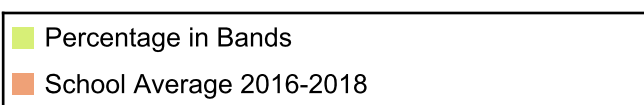
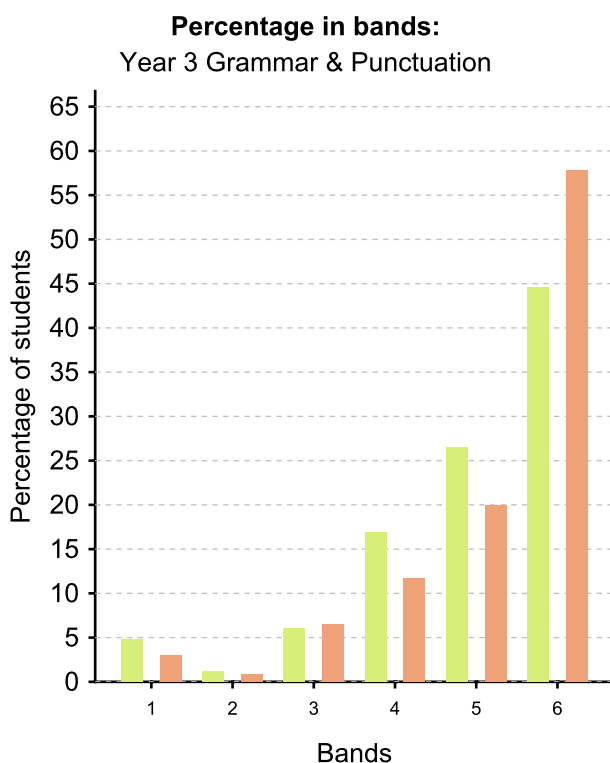
- For Reading, 75.9% of students demonstrated a band 5 or above, compared to 51.6% of students in the state.
- For Spelling, 68.7% of students demonstrated a band 5 or above, compared to 50.3% of students in the state.
- In Grammar and Punctuation for Year 3, 71.1% of Pennant Hills students demonstrated a band 5 or above, compared to 47.8% of students in the state.
- 60.2% of Year 3 students demonstrated a band 5 or above in Writing, compared to 45.2% of students in the state.

Our Year 5 students also demonstrated strong performances in NAPLAN with the following results;

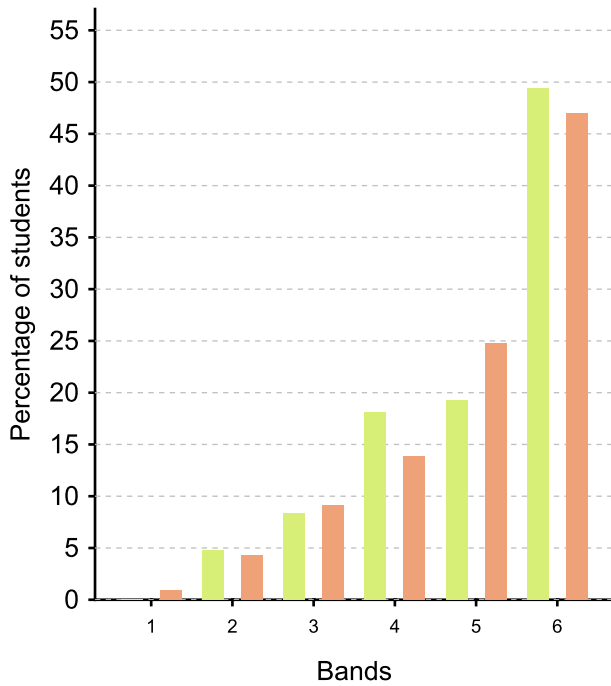
- 95.1% of Pennant Hills students received a band 5 or above in Reading, compared with 79.6% of students across the state. This is a marked improvement from 2017 with 77% of students achieving these bands.
- In Spelling, 95.2% demonstrated a band 5 or above, a significant increase on the 2017 results with 61% of Pennant Hills students performing within these bands.
- 96.8% of students attained a band 5 or above in Grammar and Punctuation in comparison to 65.4% of students in the state and compared to the 2017 results where 67% of students demonstrated a similar performance.
- In Year 5 Writing, 93.5% of students demonstrated a band 5 or above, compared to 76.4% of students in the state. This shows strong developments since 2017 where 38% of students demonstrated these skills.

Overall, Pennant Hills PS students demonstrate strong growth between their performances in Year 3 and Year 5 NAPLAN.

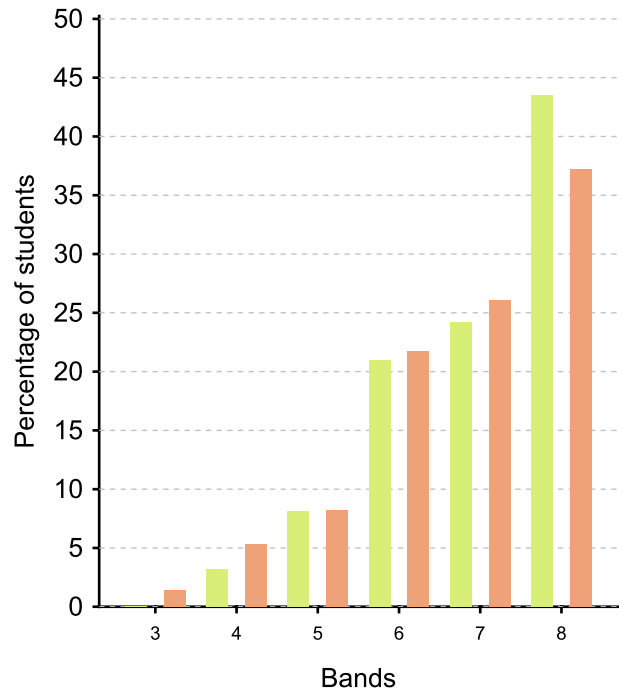
- In Reading, 73% of students have met or exceeded expected growth from Year 3 to Year 5.
- In Spelling 68% of students met or exceeded their expected growth in NAPLAN.
- 74% of students met or exceeded their expected growth between Year 3 and Year 5 in Writing



Percentage in bands:
Year 3 Spelling



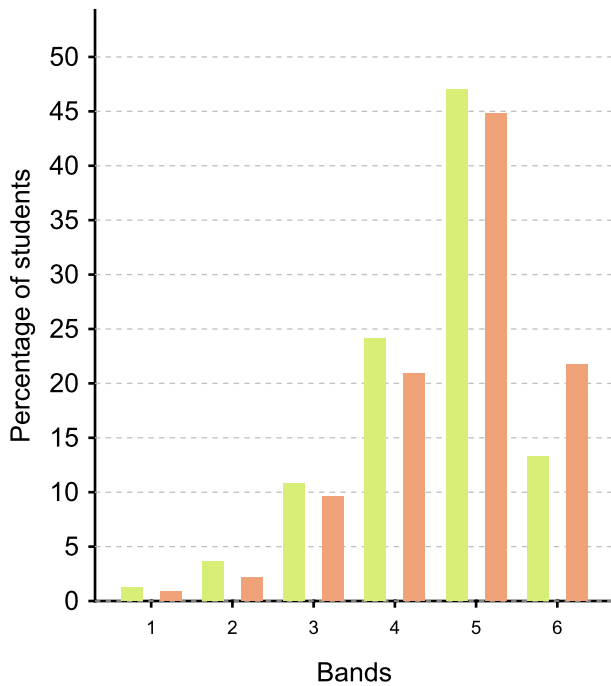
Percentage in bands:
Year 5 Grammar & Punctuation



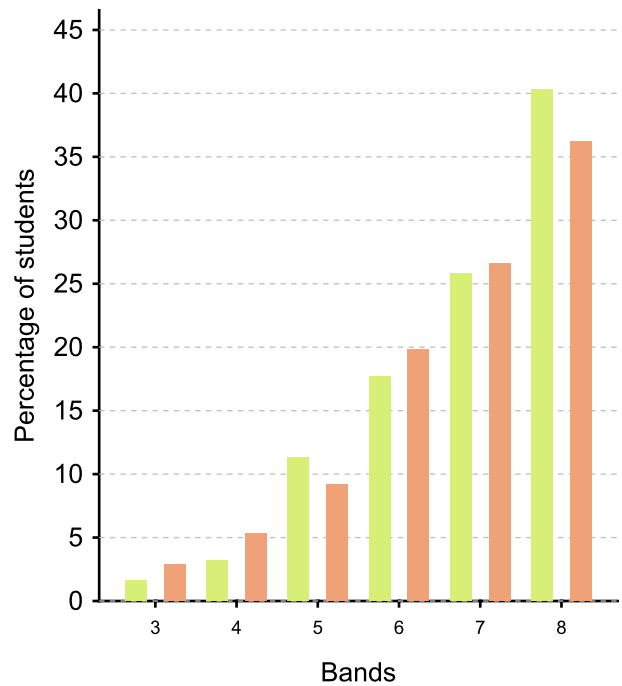
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



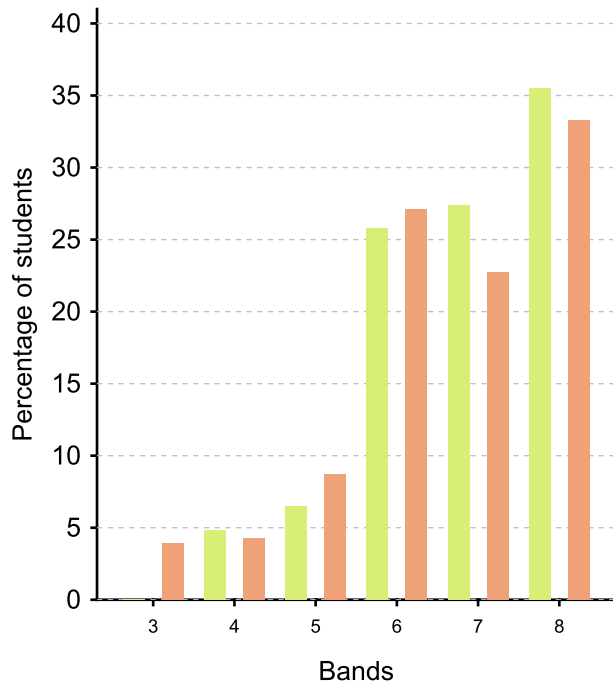
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling

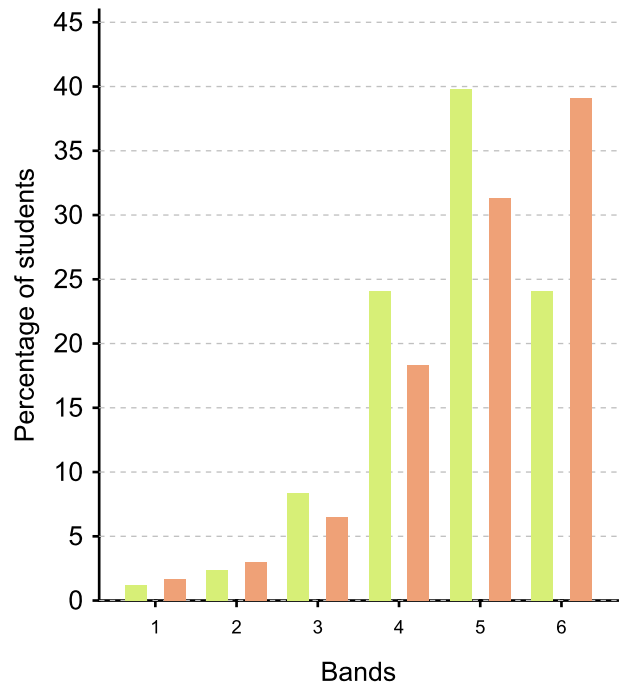


- 93.6% of Pennant Hills Year 5 students demonstrated a band 5 or above in Numeracy, compared to 81.7% of students in the state. Stronger results than 2017 which saw 59% of students in these bands.

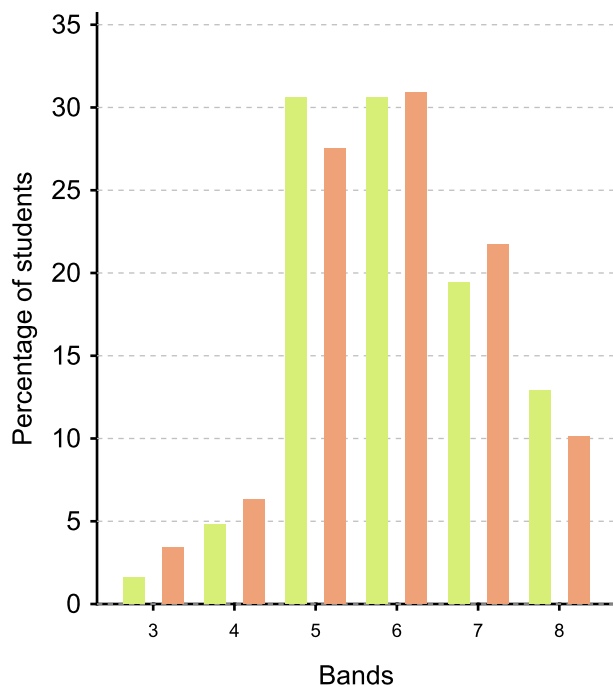
Overall, Pennant Hills PS students demonstrate strong growth between their performances in Year 3 and Year 5 NAPLAN.

- In Numeracy, 68% of students met or exceeded their expected growth in NAPLAN.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



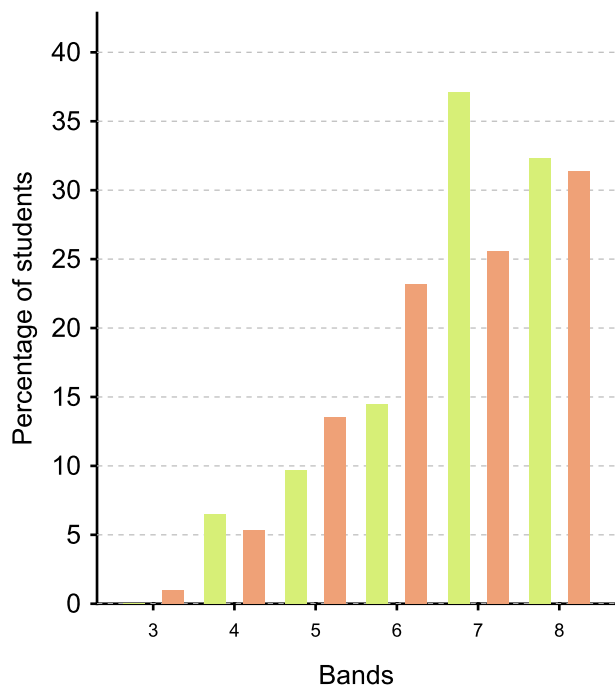
Percentage in Bands
School Average 2016-2018

Pennant Hills PS Year 3 students performed well in NAPLAN 2018 with the following Numeracy results;

- In Numeracy, 63.9% of Pennant Hills students demonstrated a band 5 or above, compared to 48.6% of students across the state.

Our Year 5 students also demonstrated strong performances in NAPLAN with the following results;

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.

In 2018 there were no identified Aboriginal students that sat NAPLaN.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school. Parents participated in the Partners in Learning survey. The Partners in Learning parent survey is based on a questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions have been converted to a ten-point scale, then averaged. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position. Their responses are presented below.

- 82 respondents participated in the survey
- Parents feel welcome scored 6.5
- Parents are informed scored 5.5
- Parents support learning at home scored 6.0
- School supports learning scored 6.3
- School supports positive behaviour scored 7.8
- Safety at school scored 6.8

Students in years 4–6 participated in the Tell Them From Me survey. The Tell Them From Me survey includes nine measures of students engagement categorised as social, institutional and intellectual engagement. Survey results are as follows:

- 192 students participated in the survey (years 4–6)
- 72% of students with a positive sense of belonging
- 89% of students with positive relationships
- 94% of students that value schooling outcomes
- 94% of students with positive behaviour at school
- 66% of students who are interested and motivated
- 91% of students apply effort to their learning

Teachers participated in the Focus on Learning survey. Their responses are presented below:

- 23 respondents participated in the survey
- Leadership scored 7.0
- Collaboration scored 7.7
- Learning Culture scored 8.2
- Data Informs Practice scored 7.4
- Teaching Strategies scored 7.8
- Technology scored 6.9
- Inclusive school scored 8.3
- Parent Involvement scored 7.2

Policy requirements

Aboriginal education

Pennant Hills Public School is committed to Aboriginal education and the improvement of outcomes by Aboriginal students in literacy and numeracy. The Aboriginal Education policy is being implemented for all Aboriginal students K–6, and teachers have engaged in professional development on this policy. Personalised Learning Plans (PLP) have continued to be a whole school focus. Teachers, LaST and SLSOs have contributed to working towards students individual PLP goals. The school has a small number of students who identify as Aboriginal people. Each Aboriginal student has a personal learning plan with a particular focus on literacy, numeracy and attendance, developed and reviewed in consultation with parents.

Each class Teaching and Learning program incorporates Aboriginal customs, beliefs and history, where possible, across a range of Key Learning Areas to ensure that all students develop their knowledge and understanding of Aboriginal Australia.

Multicultural and anti-racism education

Multicultural education influences all areas of the curriculum and the school encourages all students to identify with and be proud of their individual cultural heritage. Tolerance, understanding and acceptance of diversity are actively encouraged and taught, with additional support being provided by our Anti–Racism Contact Officer, a staff member who has been trained to deal specifically with any incidents of a racist nature. Participation in Harmony Day and the teaching of Human Society and Its Environment units of work and related topics in English and Creative Arts, which strongly reflect the values and appreciation of multicultural Australia, have further developed students' understandings, knowledge and respect for people from different backgrounds and for the contribution which all people make to Australia.