

Stanwell Park Public School

Annual Report



2018



3103

Introduction

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

Melanie Paterson

Principal

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Message from the Principal

Stanwell Park Public School is strongly committed to developing a student-centred learning culture based on high expectations and optimal outcome attainment for all. Strong processes exist that support learning continuity and successful transitions at key points. In partnership with our community, we implement a whole school approach to wellbeing and engagement. Teaching and learning programs are evidence-based and differentiated to meet the individuals needs of our students. Formative assessment has been a focus this year and observable changes in teaching practice have occurred. We anticipate that in time student progress and achievement will provide valuable evidence to support these practices. We aim to continue using many forms of data to maintain a whole school view of how we are performing. By improving the way we use and respond to student data, we hope to see a shift in value-added, NAPLAN and student growth measures.

School background

School vision statement

At Stanwell Park Public School quality education with meaningful, engaging and individualised learning experiences, inspire students to achieve their goals. Data informed decision-making and evaluative student-centred practice helps staff focus on learning outcome improvement. We work together as a whole school community to develop confident, resilient students with positive self-esteem who challenge themselves to take risks in their learning.

School context

Stanwell Park Public School proudly delivers quality Public Education for the children of families in the coastal communities of Stanwell Park and Coalcliff, the most northern beach suburbs of the Illawarra Region. Our school belongs to the Seacliff Community of Schools and values the opportunities our students are offered through this supportive relationship. Bulli High School is our local high school. In 2018 there are 164 students enrolled, 5% coming from a language background other than English.

The Stanwell Park Public School Parents and Citizens' Association is an active and vital group that supports school programs and student learning through resource acquisition and the organisation of events that engage the community with the school.

Stanwell Park Public School is known for the extracurricular activities offered to students. A Training Band and a Performing Band have been maintained for the past sixteen years. Debating and public speaking programs are valued and the school is well represented in many sporting fields. Future focused initiatives offer students high order inquiry based learning opportunities with staff committed to setting high expectations for all students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning**, our on-balance judgement is that Stanwell Park Public School is **Sustaining and Growing**.

Stanwell Park Public School is strongly committed to developing a student-centred learning culture based on high expectations and optimal outcome attainment for all. Strong processes exist that support learning continuity and successful transitions at key points. In partnership with our community, we have implemented a whole school approach to wellbeing and engagement that is beginning to transfer into the daily dialogue and behavioural habits of our students. Regular review and monitoring of curriculum provision has allowed staff to collaborate with colleagues and feedback indicates enhanced individual practice. By placing emphasis on the assessment and reporting processes within the school, the leadership team are building the capacity of staff to effectively use data to inform their teaching. Formative assessment has been a focus this year and observable changes in teaching practice have occurred. We anticipate that in time student progress and achievement will provide valuable evidence to support these practices. Internal and external assessment measures have been more tightly aligned and now provide a better whole school picture of data trends and concern areas. We recognise that whilst we are *Sustaining and Growing* in most aspects, Student Performance Measures are *Delivering*. We aim to continue using many forms of data to maintain a whole school view of how we are performing. By improving the way we use and respond to student data, we hope to see a shift in value-added, NAPLAN and student growth measures.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**, our on-balance judgement is that Stanwell Park Public School is **Sustaining and Growing**.

Staff collaboration and collegial feedback is an area in which we have made great gains. Data interrogation processes support evidence-informed programming and lessons that aim to meet the needs of all students. The leadership team comprehensively analyse student progress and achievement and have supported staff to identify and gather quality data.

Consistent teacher judgment is effectively facilitated through moderating days and feedback from staff indicates that these opportunities increase their ability to identify skill gaps and areas for extension in their students. Following a whole staff analysis of teaching staff, expertise was identified in the area of formative assessment practices. Drawing on this strength, staff have been supported with strategy examples, lesson observations and collegial mentoring. All teachers now provide explicit formative feedback to their students because of significant professional learning in this area. The Australian Professional Teaching standards are the foundation for all Professional Development Plans with school, stage and personal goals closely linked. To monitor the accreditation status of staff, a professional learning log with standard tracking, is utilised in every development session. Whilst we have determined that we are *Sustaining and Growing* in all areas we recognise that explicit teaching strategies need to be further developed and more formal coaching/ mentoring processes would assist in this area.

The results of this process indicated that in the School Excellence Framework domain of **Leading**, our on-balance judgement is that Stanwell Park Public School is **Sustaining and Growing**.

A professional learning community based on high expectations is developing at Stanwell Park Public School. By reviewing and modifying the way in which the leadership team provide professional development opportunities, we have seen a shift in the attitudes of staff. Collaborative review of teaching practice in a mutually respectful space has supported staff to become more willing to take risks in their teaching and be more receptive to collegial feedback. We are proud of the recognition we receive from our community that indicates we are a responsive and proactive school. A continuous improvement culture is growing as a result of a strong cohesive leadership team that are consultative and evidence-informed when making decisions. Strategic management processes and the creative use of physical spaces optimise school resources. Community engagement has been a focus for our school over the past two years and we are proud of the many ways in which we facilitate parental involvement. We aim to continue building on processes and practices that have recently been introduced, with the expectation that over time this will move us from *Sustaining and Growing* to *Excelling* in this domain.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

STUDENT-CENTRED TEACHING, LEARNING AND CURRICULUM

Purpose

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and motivated to deliver their best and continually improve.

Deep, rich, future focused learning opportunities are offered to students by teachers with expert contemporary curriculum knowledge.

There is a school-wide, collective responsibility for the development of positive, respectful relationships that promote student wellbeing to ensure optimum conditions for student learning across the school.

Overall summary of progress

2018 Goals – Literacy and Numeracy

- To compare data from a range of sources in order to effectively evaluate how our school is performing
- To build the capacity of staff to analyse student achievement data and thereby making trend and whole school data everyone's responsibility
- To identify areas that need to be addressed as a matter of priority in our planning and classroom teaching

The analysis of external measures indicated that writing is a particular area in need of attention. To date, teachers have engaged in a number of professional learning sessions in which student work samples have been compared and assessed against rubrics with individual goals written. Goals have been reviewed and staff have indicated that by focusing on targeted aspects of writing rather than writing as a whole they have seen measurable improvements in the quality of most students' work. This year we have introduced a synthetic phonics program, which is running successfully in K–2. Camera word data is collected each term and shows great gains in the recognition and representation of core vocabulary.

2018 Goals – Learning Culture

- Consistent curriculum delivery between classrooms
- Create and maintain a high expectations learning culture
- Gain insightful baseline data that informs student-centred learning practices
- All teachers demonstrate quality evidence-based practice

At this point in time all staff are on their way to achieving these goals however approximately 50% are yet to deeply embed these things in their daily practice. The external validation process has been beneficial in assisting the school to gather useful baseline data and to evaluate the ways in which this data is used. All staff are increasing their awareness of good data use and which forms of assessment are the most beneficial in gauging student needs and where to next.

2018 Goals – Wellbeing

- All students understand the expectations for behaviour that are required for optimal learning to occur
- All staff consistently implement a whole school reward and discipline policy
- Parent feedback indicates that school processes and practices support and maximize student wellbeing and learning

All staff having engaged in a range of professional learning opportunities and a thorough consultation process demonstrate a strong commitment to implementing the new welfare policy. Student feedback indicates they value the free and frequent methods of recognition and can clearly articulate consequences for negative behaviour. Parents receive ongoing feedback around their child's learning and have indicated they support new school processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• NAPLAN results indicate all students are achieving proficiency in Literacy and Numeracy in line with the	1/2 day Staff release \$200 x 7 = \$1400 (planning days). One per term. • Quality Teaching,	2018 NAPLAN results indicate 65% of students in Year 3 and 5 are achieving proficiency in line with the Premier's Priorities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Premier's Priorities.</p> <ul style="list-style-type: none"> All students will achieve expected growth in Literacy and Numeracy NAPLAN results NAPLAN results of all Aboriginal students indicate proficiency in Literacy and Numeracy School wellbeing programs result in measurable improvement as evidenced in the Wellbeing Self-Assessment Tool 	<p>Successful Students (QTSS) funds(\$5600.00)</p>	<p>In the areas of Writing and Numeracy our students achieved above the expected growth in NAPLAN 5 when compared to the state and similar schools.</p> <p>Community feedback strongly indicates that the new welfare and discipline policy has positively impacted on students and teachers K–6.</p> <p>Parent feedback indicates that the Bounce Back program has improved the wellbeing of all students specifically in the areas of managing disagreements and acting assertively in a positive way. Both areas were identified as being areas of concern at the beginning of the year.</p>

Next Steps

Next Steps

- Continue to analyse and interrogate data at a whole school level to increase staff understanding of school trends and individual growth. This allows teachers to modify their practice in response to needs and be proactive in improving school performance data.
- Improve the connection between internal and external assessment methods so that more incremental tracking can occur and students can receive support earlier.
- Make some minor adjustments to the newly implemented welfare and discipline policy in response to community feedback.
- Continue to implement the Bounce Back program to deeply embed the foundational understandings developed this year.



Strategic Direction 2

EVIDENCE-INFORMED PRACTICE

Purpose

A consistent school-wide approach of utilising evidence-informed teaching methods ensures learning progress is optimal for all students.

All teachers demonstrate research-informed innovative practice that is supported within explicit school systems. Facilitated professional dialogue, collaboration, classroom observation with the provision of effective and timely feedback, supports ongoing school wide improvement.

Overall summary of progress

2018 Goals – Researched Informed Pedagogy

- All staff increase their understanding of formative assessment practices and how to best use them to inform their teaching.
- A culture of educational leadership exists where knowledge and expertise are shared to build staff capacity.

After a series of professional development sessions, all staff are using formative assessment strategies in their classroom with varying degrees of confidence. 3 out of 7 staff utilise a wide range of strategies in their day-to-day practice and demonstrate, during lesson observations, adjustments in their teaching as a result of the feedback received from students. Key enablers in this aspect of our school have been new teaching and executive staff. By demonstrating that formative assessment practices can cause measurable learning gains, existing staff have become interested in exploring this way of teaching.

2018 Goals – Collaborative Practice

- All staff are reflective about their teaching practice and actively engage with their colleagues to improve their impact on student outcomes

Teachers are demonstrating a collective commitment to share successes and failures and adopt a growth mindset in their approach to their practice. All staff have positively responded to lesson observations and collaborative sharing experiences and continue to seek opportunities to learn from their colleagues and the leadership team. We are still developing the overall confidence of some staff to invite colleagues into their classroom to provide feedback without prompting. By making the professional learning schedule all about learning, implementing and reflecting on classroom practice, staff have begun seeing visible changes in the habits and dialogue of their students. We are eager to see this in time result in value-added student growth.

2018 Goals – Evaluative Practice

- To ensure optimal staff impact by identifying strengths and areas of development and then targeting learning to achieve professional standards.
- To establish a learning community that is focused on continuous improvement
- To achieve and maintain high levels of community satisfaction in relation to the school staff, leadership team, processes and priorities

All staff are proactive in tracking their professional learning in relation to their identified goals. The leadership team after completing a whole staff analysis have devised professional learning schedules that support all staff. All staff frequently review their Professional Development Plan and evidence their learning in a professional learning log. Community feedback indicates that a noticeable shift has been made in the efforts of the school to engage with parents and that aspirational expectations for all students are clearly and frequently communicated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• All teachers have Performance and Development Plans with the Australian Professional Standards implicitly linked with an increase in staff working towards higher levels of accreditation.	1/2 day Staff release \$200 x 7 = \$1400 (moderating sessions). One per term. • Quality Teaching, Successful Students (QTSS) (\$5600.00)	All staff planned and effectively monitored their Performance and Development plans by engaging in targeted professional learning and critical collegial discussion. Two members of staff set and achieved goals aligned with the Highly Accomplished Australian Teaching Standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All teachers maintaining current accreditation standards evidenced by professional learning logs.• Classroom observation data and facilitated collegial discussion utilising The What Works Best Reflection Guide, indicates all teachers use evidence-informed pedagogy and regularly reflect on their educational impact.		<p>All staff have engaged in a minimum of 35 professional learning hours evidenced in their learning logs. With the expectation that 100hrs are accrued in a 5 year window, our staff are well on their way to reaching this accreditation standard.</p> <p>Comparative staff survey data indicates that we have significantly improved our educational impact on students. Using the What Works Best reflection guide as a tool, staff have identified that the way in which we collaborate to interpret student data has been the area of greatest improvement.</p>

Next Steps

Next Steps

- Continue evaluating school processes and practices to measure learning gains and overall school performance.
- Maintain high expectations for service delivery and address underperforming staff in a supportive way.
- Remain responsive to community feedback and work creatively with staff and students to foster a positive learning environment for all.
- Continue to interrogate teaching practices that research indicates works best.
- Increase staff collaboration and time spent in each other's classroom to build capacity and improve consistency in curriculum delivery.
- Continue to increase the ways in which staff reflect on their practice and evaluate their impact on student outcomes.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$660	These funds were used to facilitate collaborative discussions between staff, students and families in the creation and monitoring of Personalised Learning Pathways for our Aboriginal student. The impact of these meetings was evident in the relationships formed and the sense of trust that exists between all parties. There is a collective focus on improving outcomes for these students.
English language proficiency	\$2,014	As a result of efficient learning and support processes, all students identified with additional language dialects had their progress regularly reviewed. Data indicates all of our identified students are working proficiently.
Low level adjustment for disability	\$29,983	All students requiring adjustment and learning support who do not receive targeted funding, were identified through the Learning Support Team processes. Students were supported in the classroom and/or playground by a Learning and Support Teacher one day per week and a School Learning and Support Officer 4 days per week.
Quality Teaching, Successful Students (QTSS)	\$27,000	These funds were used to provide additional collaboration and peer observation time for staff. Team planning and moderating days supported the consistent teaching and learning programs of students K–6. By engaging in these reflective practices all staff critically evaluated their impact on students and devised strategies to best meet their diverse learning needs.
Socio–economic background	\$3,055	The funds allocated to support students from low socio–economic backgrounds continued to provide additional support for identified students. The class teacher and Learning Support Team analysed data to ensure the learning progress of all students was tracked and support received where necessary. Identified families also received financial support to ensure all students gained equal access to educational experiences within and outside the classroom.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	87	79	76	72
Girls	71	70	78	84

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	96.2	95.7	94.2
1	93.7	95.6	95.6	93.4
2	94.1	91.4	95.3	92.8
3	96.6	96.1	95.8	89.6
4	96.6	96	94.9	93.3
5	95.9	97	92.9	94.6
6	92.9	96	92.7	91.6
All Years	95	95.6	94.7	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

We are proud of our high attendance data and attribute this to the thorough and carefully monitored attendance procedures. Data indicates that the programs offered and the high level sense of belonging experienced by students contributes to regular attendance. We attribute this year's lower than usual percentage to a significant number of long term family holidays.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	6.85
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	1.92

*Full Time Equivalent

We do not currently have any workforce members who identify as having an Aboriginal background.

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

The implementation of the Performance and Development Framework continued with a focus on distributive educational leadership and offering staff learning opportunities that enhance practice and the learning outcomes of students. Curriculum provision is evidence-based and regularly discussed and reviewed at a whole school level to ensure consistent delivery between staff. Proactive staff seek learning opportunities and value chances to share their expertise with others. Targeted professional learning has transferred into observable classroom practices resulting in improved levels of student engagement. The What Works Best Reflection Guide is referred to regularly to assist staff and school leaders to evaluate the impact teaching methods are having on student outcomes. Staff content knowledge in the area of technology use and formative assessment is an ongoing focus with various strategies being explored and evaluated in terms of enhanced learning and achievement for students. Professional reflective opportunities are incorporated into all professional development sessions to enable the leadership team to gauge staff confidence and plan future learning. At the end of 2018 our staff consists of 10 proficiently accredited members who, in the maintenance phase, are evidencing their professional learning against the Australian Teaching Standards.

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	138,023
Revenue	1,558,016
Appropriation	1,448,021
Sale of Goods and Services	5,286
Grants and Contributions	103,473
Gain and Loss	0
Other Revenue	0
Investment Income	1,237
Expenses	-1,554,542
Recurrent Expenses	-1,554,542
Employee Related	-1,388,545
Operating Expenses	-165,997
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	3,474
Balance Carried Forward	141,497

Our school's financial management processes and governance structures adhere to the financial policy requirements of the Department. In 2018, there were no unusual spending patterns to report. We successfully replaced four interactive whiteboards as intended and increased our laptop bank by 20. It is expected that funds rolled over into 2019 will be used to rejuvenate our very weathered playground surface and continue our long term Hall fund.

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	1,314,250
Base Per Capita	29,779
Base Location	0
Other Base	1,284,471
Equity Total	35,711
Equity Aboriginal	660
Equity Socio economic	3,055
Equity Language	2,014
Equity Disability	29,983
Targeted Total	33,917
Other Total	28,322
Grand Total	1,412,201

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. This year, our school completed the paper test version of the assessment.

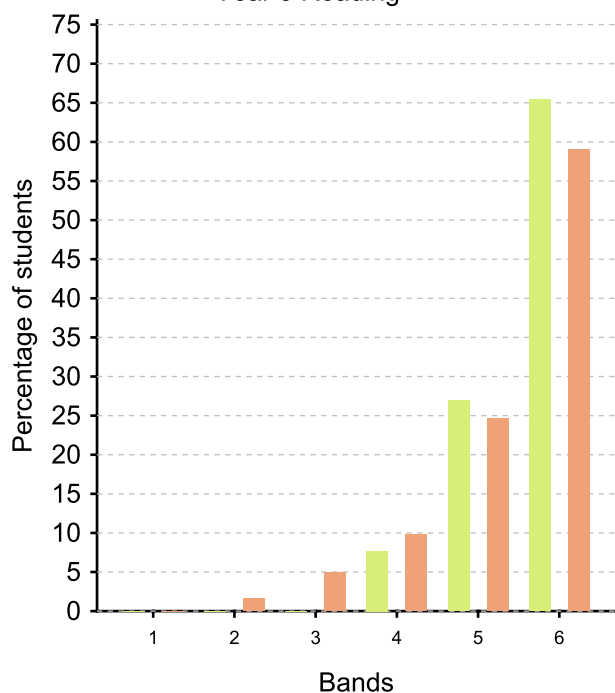
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

Our 2018 NAPLAN data shows proficiency results well above state average in all Literacy aspects for the Year 3 cohort. We are proud of our results in Reading, with the Premier's priority of 80% or more in the top two bands being met. 92% of our Year 3 cohort achieved results in the top two bands for Reading. Our Year 5 results are above state average for most aspects but require analysis in the areas of Writing and Spelling for

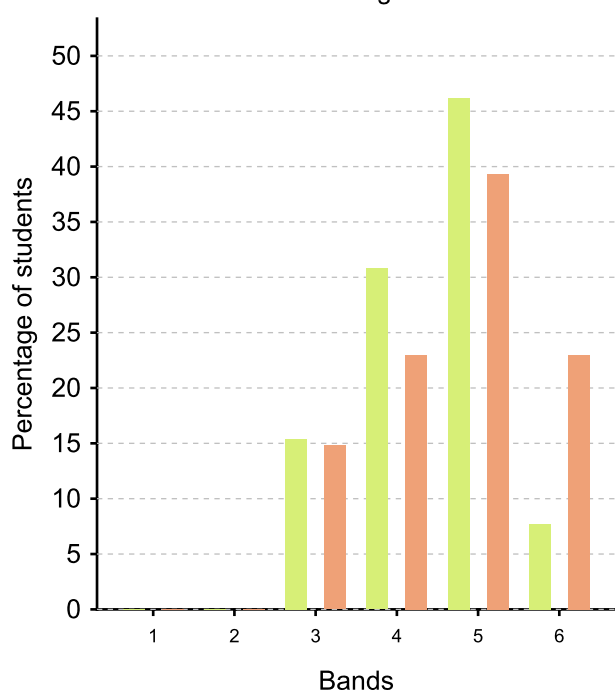
which we were below. These areas will be a focus in our 2019 plan.

Percentage in bands:
Year 3 Reading



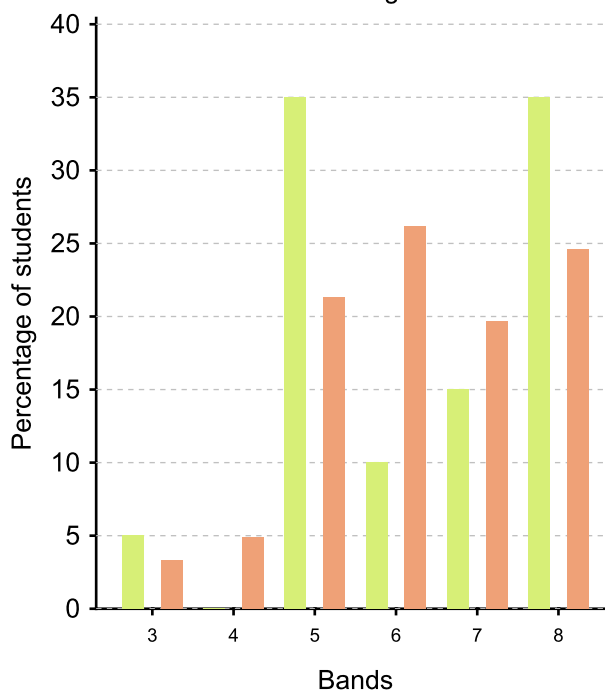
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



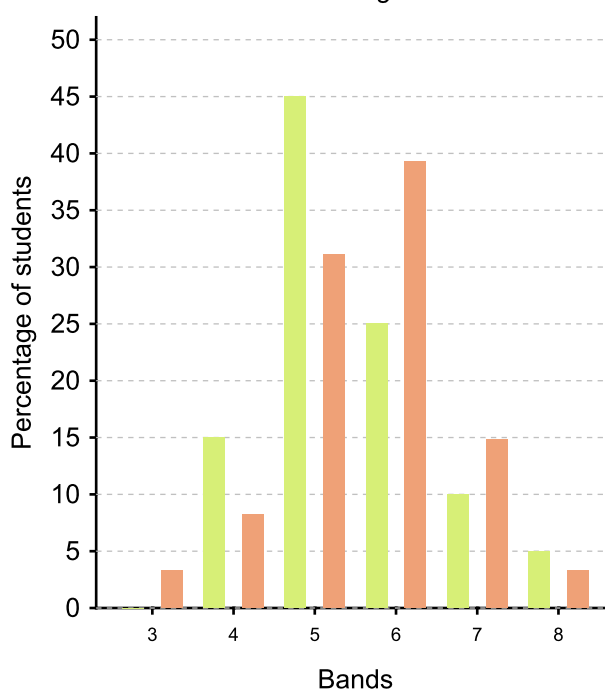
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Our 2018 NAPLAN data shows 65% of our Year 3 cohort in the top two bands in Numeracy which is well above state average. Our Year 5 results are above state average with 45% in the top two bands however as a school we are still require significant improvement in this area to reach the Premier's targets. This will continue to be a major focus in our 2019 plan.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year we asked for feedback in 4 main areas; Welfare and rewards, Bounce Back Program, Communication methods and Formative assessment and student-centred learning.

A summary of their responses are presented below.

Welfare and rewards

- The majority of parents and staff agree that the new welfare and discipline policy has resulted in clear and consistent expectations for behaviour that are clearly understood by students.
- The introduction of the values awards has been a positive change and provided timely feedback to students and reinforced positive behaviours.

Bounce Back Program

- The introduction of the program has been highly beneficial. The BOUNCE BACK acronym has enabled dialogue at home and school that is consistent and therefore more powerful.
- The most improved attributes in our students are; acting assertively in a positive way, taking appropriate action when mistreated and managing disagreements without withdrawing, becoming angry or aggressive.

Communication methods

- The large majority of our community access all of our key communication platforms.
- The methods of communication used by the school are considered to be effective.

Formative assessment and student-centred learning

- Many of our students are considered to be intrinsically motivated.
- Seesaw is a valued application that helps parents know what their children are learning.

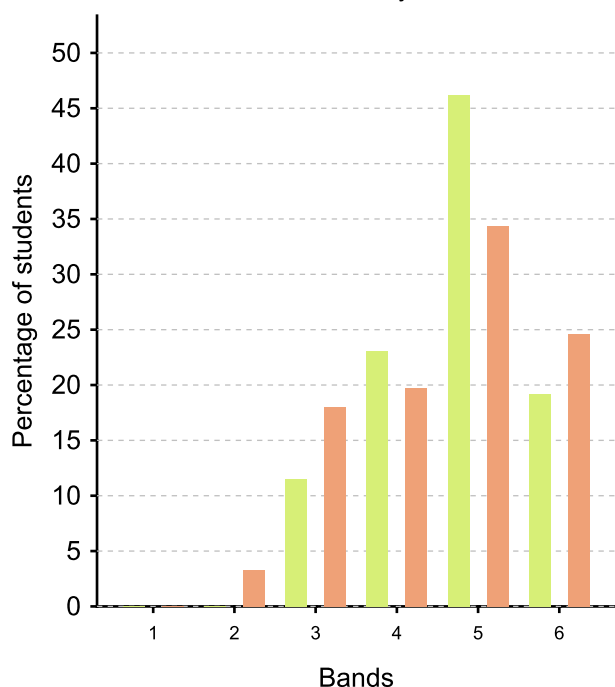
Thank you to the members of our community who provided this important feedback via an end-of-year survey.

Policy requirements

Aboriginal education

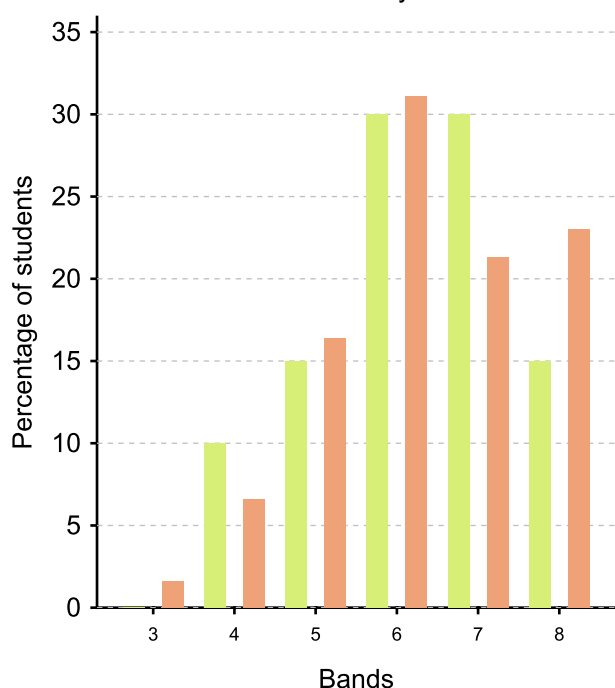
Our school is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. By developing Personalised Learning Pathways for all our students we ensure that equitable, culturally inclusive and significant educational opportunities are offered to help them achieve their full potential. Knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia is increased through the integration of Aboriginal perspectives in our teaching and learning

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

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.

At this stage we are yet to reach the Premier's target for Aboriginal students in the area of Reading and

programs. This year, students from Kindergarten to Year 2 engaged in an authentic and highly worthwhile excursion to Coomaditchie reserve where they developed a greater understanding of the importance of connection with country and how we must respect this land now and in the future. We proudly unveiled four murals created by the students at our end of year presentation event.

Multicultural and anti-racism education

In line with the School Plan and the Multicultural Education Policy, our school regularly reviewed teaching and learning programs to ensure inclusive teaching practices were in place for all students. Further to this, our school celebrates cultural diversity and recognises and values the backgrounds of all students. We promote an open and tolerant attitude towards different cultures, languages, religions and world views and student voice is a priority. Teachers participated in professional learning and collaboratively planned strategies that embed multicultural and anti-racism education in their daily practice.