

Tanja Public School

Annual Report



2018



3159

Introduction

The Annual Report for **2018** is provided to the community of Tanja Public School 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.

Lee-Ann Thomson

Principal

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Message from the Principal

2018 was an abundance of great and varied experiences, as we set about delivering a top quality education with as many life and extra curricula experiences as possible for our small cohort of students. The fact that we could all fit into two staff vehicles meant that nothing could hold us back from exploring the world around us!

In Term 1 we went swimming, visited Cobargo Public School and the folk festival and learnt some customer service skills at the Train Cafe; (which we put to good use at our community events). We had a visit from the Games and Gadgets guy and learnt all about flying and drones, culminating in flying a drone over our school and the Tanja area. We cleaned up our school on Clean up Australia Day and played a community game of cricket on Harmony Day. Term 1 also saw the devastating fires come through Tathra, temporarily suspending our school for a week. However, I took the students on a play date at Tura Beach Library where we played some games, read some books and talked about the fires and their effects on our lives. We also turned this adversity into a hit song, performed at the Sapphire Coast Learning Community performance later in the year, where we performed with previous Tanja students. We had an Easter egg hunt but weren't able to find all the eggs, so in 2019 some lucky student may come across a hidden bonus! The big excursion for Term 1 was our family visit to Tabandy farm, where we met the lovely animals that had given us the materials used in our Artisan program, made felt and had lovely picnic lunches with our families and Tabitha.

Term 2 started with a trip to Wollongong for our Year 6 to an arts program. We were lucky enough to be able to stay at the Arts Centre's unit and enjoyed some city experiences such as Cold Rock Ice-creamery and learnt a lot about Australian Aboriginal art. Back in Tanja, we did our Bug survey and went to Wolumla for our cross-country. We had Stage 3 Bournda expedition and leadership camp with Wolumla School. The zoo-mobile came to visit with lots of interesting creatures and then we found some interesting insects in our own school grounds and examined them under the microscope, before returning them to their homes. Stage 3 also completed a movie making workshop to assist in creating a movie about our STEAM project. Then we had Sapphire Coast Learning Community music camp, Bournda biology excursion, small school athletics and NAIDOC at Jigamy Farm, where our families joined us for a host of activities. We enjoyed a picnic luncheon with our community and ended Term 2 with an excursion to Wolumla where we worked with some of their seniors in their wood working room to create some Jacob ladders.

In Term 3 we begun work with musician Greg Sheehan, learning about body percussion, which we then performed at the inaugural Four Winds Youth Festival. We also performed at the Bird Calling Olympics and Sapphire Coast Performing Arts Concert. We visited the Bega art gallery and were the first school in the area to compete the Woolworths Fresh Food tour. We had book week at Bega library and then our own celebration at school, where many members of the community joined us to share their favourite book and share a scrumptious hot luncheon. We celebrated pirate day with our community joining us for some pirate themed learning activities, a hearty pirate luncheon, treasure hunt and pirate ship building contest. Bega high school came to visit and brought their new puppy along with the doggy cam. Then we had our huge opening of our official entry with our Director cutting the ribbon with our community out in force and local media interviewing and photographing the event. We all enjoyed a lovely sausage sizzle that the P&C prepared.

In Term 4 we began our Taste of Tanja days, and our whole school went camping for our Expedition, with many students experiencing their first night away from home or mum and dad. We did our spring water bug survey, performed in the Four Winds Youth music festival and swam at Bega. We created an e-book about the Yuin Nation. We organised and attended the small schools peer support camp and finished the year with our Christmas Tree evening. Our final excursion was our family fun day at Kianniny bush cottages, where we flew across the lake, kayaked in it, swam in the pool and played putt-putt.

Our cooking and kitchen garden projects were expanded to include a community event every Term where the students worked towards our school motto "not for ourselves but all" and ensured our wonderful community enjoyed many scrumptious luncheons. The first of these was our Mad Hatter Tea Party, where we all dressed up as characters from Alice in Wonderland and enjoyed a feast that would have made the Mad Hatter very envious. We had picnic luncheons, pirate day feasts and hot lunches all cooked and served by our students with the majority of ingredients being sourced from our garden. The gardens were revamped and each student had their own patch and grew vegetables that they liked or wished to cook with. Our chickens got a new home and our fruit tress some much needed care and pruning, ready for a bumper crop in 2019. Thank you Liz for all your hard work in trying to teach me to not have a black thumb and teaching the students so much about cooking and gardening.

Our long standing Tanja traditional artisan program continued, with a skew as we aligned the artisan to our STEAM (Science Technology Engineering Arts and Mathematics) focus. First term we had Linda come and work with our staff and students to create wax wraps, following our environmental and sustainability focus. The students learnt a lot of mathematics, as well as customer service skills when they sold these wraps at the Tanja Markets and later used the profits to go towards our gardening and sustainability program. We also worked with Tabitha on weaving and knotting, working with wool and natural resources. Students learnt many aspects of engineering in these lessons which resulted in the creation of a hammock and climbing wall for the playground. Term 2 saw us working with Rick on mosaics. We created an amazing school sign which, along with our Aboriginal Artisans Anita and Julie leading the creation of the giant rainbow serpent and Tanja turtles in Term 3, we created a wonderful school entry. Term 4 we learnt to dance with Lee and later used these skills to create a dance for our Christmas Tree performance.

I introduced STEAM as a learning focus in 2018. This saw our students performing all manner of science experiments and engineering trials aligned with books we were reading and our mathematics program. I was able to secure some funding for a Rural and Remote STEAM project, which I was going to use to build a mud brick artisan room but after consultation with community, students and staff it was decided we would use to create an official entry for our school. We were also the first school in the state to have the Stemshare robotics kit, which included all manner of interesting robotics and many fun lessons, especially when we created Daleks and R2D2s to battle. We also had our schools Wi-Fi upgraded, which meant we gained a Tardis to house our computer servers and were able to donate our old box to the community to create a community book exchange.

Our Early Action for Success program continued, with a change of process with our instructional leader visiting once a week instead of only a few times a term. This led to our students' progressing at an increasing rate of accomplishment. We also completed NAPLAN online with much success.

System changes saw Rosemary and me attending more mandatory training, with the introduction of a new staffing system and changes to the LMBR SAP system. Which on top of other stresses, led to a hectic and stressful year. Thank you Rosemary for handling these situations so well and your support.

Being such a small school, our P&C numbers were diminished, but our few parents managed some amazing feats including: the Tanja markets (even after the devastation of the Tathra fires), sausage sizzle for our official entry opening, catering for the Small Schools Peer Support camp and organising community supper for Christmas Tree evening. Thank you for all your contributions in 2018.

Thank you to our wonderful extended Tanja community for all your support in our learning journeys in 2018..

2018 was a year of high highs and low lows, with many moments set to try us. I would like to personally thank those that supported myself and our school throughout the year.

Lee-Ann Thomson

School background

School vision statement

Tanja Public School's Motto–

Not For Ourselves But For All.

School's Vision–

Caring for each other, our school and our world.

Personal Best In All Things.

School context

Tanja Public School is a TP1 school with an enrolment between 1 and 25 students. There is one multistage classroom. The school is located on the Far South Coast of New South Wales and is designated as an isolated, rural, remote school. There is a permanent full time teaching principal position and a permanent part time teacher, one day a week.

We are currently part of the Early Action For Success initiative; this enables us to have an instructional leading teacher which is shared with Mogo PS.

There is a strong connection with the Tanja Community, which is involved and supportive of the school. The Tanja Community is itself recognised as an arts centre for the region. The creative and performing arts are strong within the school and local artisans are a regular feature in the school's visual arts, music, dance and drama programs.

The school has an environmental focus, the school is part of the sustainable school's network and has a connection with both the Bournda Environmental Education Centre (BEEC) and the local National Parks and Wildlife.

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.

In the theme of High Expectations we assessed ourselves as delivering, Progress in learning is identified and acknowledged and the aspirations and expectations of students and parents are known and inform planning for learning. To improve in this area, we need all of our parents and whole school community embracing aspirational expectations of learning progress and achievement and to be committed to a pursuit of excellence in literacy and numeracy as it is with wellbeing and arts. Attendance is an area where improvement is also needed, as our whole school community need to prioritise attendance as an area that allows students to be 'Known and Cared for' and forms the basis of student's education and wellbeing needs being met. Being such a small cohort, the lack of regular attendance of all students prevented programs from being delivered, including an individual Tanja performance at the Four Winds Youth Festival, planned pre-school peer art program and our Artisan Dance performance as we didn't have enough students attend lessons each week to enable these performances. Literacy and Numeracy programs were also inhibited by inconsistent attendance., which was also reflected in our High Expectations self-assessment.

We are excelling in the area of Transitions and continuity of learning as we engaged in strong collaborations between parents, students, community and other schools that informed and supported the continuity of learning for all students at transition points.

In the learning domain focus are of Wellbeing, every student can identify a staff member to whom they can confidently turn for advise and assistance at school. We attempted to create a planned approach to wellbeing with the staff undertaking training in How2Learn, however we were unable to fully implement this pedagogy as we could not attain parent attendance at information sessions. This pedagogy requires all members to be working towards common goals and language. We will attempt the implementation in 2019.

We are excelling in the areas of Curriculum Provision, Differentiation, Summative assessment, Whole School Monitoring of Student Learning and Teaching and Learning programs. Our teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

We are also excelling in the area of Student Growth, where we have identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

In the domain of Teaching, we are excelling at using data in teaching and in our analysis of data. Students learning goals are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Areas for improvement in Teaching include the use of coaching and mentoring to be introduced in 2019.

In the domain of Leading, we are excelling in the focus School Resources, our leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. Technology supports learning and is expertly integrated into lessons. The school collaborates with the local community and allows access to school assets and resources, delivering benefit to both the school and community. Areas for improvement in 2019 include improving our culture of high expectations and community engagement.

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

Creativity, Sustainability and Connectedness (Leading)

Purpose

Tanja students are active and informed citizens sharing their culture of sustainability, environmental awareness and responsibility with the wider community and schools across the country through incorporating local Indigenous culture and knowledge with future technology to ensure a sustainable future.

Overall summary of progress

In the area of creativity we met all our targets, continuing our Artisan program, implementing a STEAM (Science, Technology, Engineering, Arts and Mathematics) program and creating our official school entry. We also created an e-book featuring the local Yuin nation language and information. Our sustainability program had many hiccups, with the gardens being bare for the first half of the year, and then vermin eating the produce in the second half of the year. However, we did establish gardens for each student which gave them more of a sense of connectedness and understanding of the processes involved to create a permaculture garden.

We established many effective partnerships and spent a lot of effort and resources in attempts to strengthen and enhance existing partnerships between the school, students, parents and the wider community. Successful endeavours included establishing community days where students linked the garden and cooking program to cook and present food to the community. We also had many community excursions including at Tabandy Farm, Bega Art Centre, Four Winds Youth Festival and NAIDOC at Jigamy Farm. A Facebook page was established and a community newsletter produced. Our school newsletter was revamped and written by students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School is featured in local media and SCLC as sustainable school with strong community ties and commitment.	food purchases to support cooking program catering for luncheon Garden equipment purchases Chicken co-op purchases and continuing care products SLSO to support program Teacher to teach program	Wider community attended many luncheons that students prepared from produce grown in garden. Bush tucker garden project delayed due to Elders not being able to commit time at this stage
Parents report students' social informed competence and independent learning skills, as measured by survey	School entry established – mosaic school sign and Rainbow Serpent mural. Artisans employed to lead students in process and material costs	community, parents, departmental staff, media attended successful opening. Feedback received in relation to Facebook, community newsletter and new school newsletter has been positive.
	This process was added after community consultation in review of school plan and will be reported on in 2019.	This process was added after community consultation in review of school plan and will be reported on in 2019.

Next Steps

A further process was added to the school plan in November, after community review of the plan. This is around connected learner, where the school partners with families to encourage development of the whole child. This process

will need to be milestones and implemented in 2019.

The establishment of a bush tucker garden and expansion of the gardening program is planned for 2019.

Effective partnerships with a sustainability and environmental perspective have been established in 2018, for a program in 2019 that will see students working and assisting at the Tathra Bird park "On the Perch" on a weekly basis.



Strategic Direction 2

Confident Capable Learners (Teaching and Learning)

Purpose

Tanja students, staff and community are known, valued and cared for and Tanja school provides each individual with opportunities to connect, succeed and thrive.

Overall summary of progress

Strategic direction 2 includes a focus on individualised learning. We had planned to implement the How2Learn pedagogy to enhance student wellbeing, learning and ensure every child is known and cared for. Staff undertook training, however we were unable to engage the parents in information sessions and thus this implementation of this pedagogy has been delayed.

STEAM has been successfully implemented and timetables and we received positive feedback for our large STEAM project of creating the school formal entry. We had the Stemshare robotics and in 2019 will have the Stemshare 3D printing. Our school Wi-Fi was upgraded and technology purchased to allow all students to have 1-to-1 access to laptops and iPads.

We developed structures that supported teacher professional development in current research based pedagogy with staff undertaking professional learning in STEAM and How2learn pedagogy. Staff also undertook professional learning in current literacy pedagogy.

We achieved our milestone for student wellbeing, ensuring that spaces in the school were created where a sense of identity and belonging is nurtured and shared responsibility is developed with the creation of a welcoming entry, celebrating the Yuin culture and reflecting our Artisan community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individualised learning Students are known, with their individual needs met through personalised planning with all students tracked on learning progressions.	Tracking folders and visible learning resources purchased	How2Learn implementation has been delayed. Visible Learning implementation has begun but stalled due to staffing changes STEAM has been successfully implemented and timetabled. We have received positive feedback for large STEAM project (entry) Change in staff has delayed success of initiative. Limited range of strategies are being embedded at this time
Quality Teaching All teachers have current PDPs that reflect ongoing learning and reflection.	Staff professional learning costs, including travel, accommodation and conference costs	All staff have Professional development plans and are working towards the quality teaching framework. Goals are aligned with school plans.
Student Wellbeing Student attendance is 90% and above, to enable them to grow, flourish and prosper.	Cost of mural and furniture purchases	Whilst student attendance remains a concern and was impacted on by family trauma and the Tathra fires much work was accomplished at school to enhance student wellbeing including: 1.. Mural created reflecting Aboriginal students culture, created by all students with Community engagement and knowledge shared.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student Wellbeing Student attendance is 90% and above, to enable them to grow, flourish and prosper.		2. Spaces in school have been reorganised to ensure effective use of assets 3. Friendship chair established in playground to support student in need of a friend or quiet space.

Next Steps

In 2019, we aim to have successful parent information sessions to allow the full implementation of the How2Learn pedagogy.

Staff professional development in visible learning is to be undertaken and every student working towards their own personal goals, with personalised trackers and programs.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Music teacher salary</p> <p>Aboriginal Artisan cost</p> <p>E-book cost</p> <p>Wollongong Aboriginal art exhibition excursion</p> <p>Music camp costs</p> <p>SLSO costs</p>	<p>Aboriginal students were supported with initiatives including music tuition which lead to successful attendance at music camp and the production of a song at Sapphire Coast Performing Arts Concert.</p> <p>Aboriginal student were supported to grow leadership and confidence skills through attendance at Wollongong Aboriginal art exhibition excursion.</p> <p>Aboriginal artists were engaged to work with students to create a Rainbow Serpent school mural</p> <p>Aboriginal Elders worked with students to produce an e-book</p> <p>Student Learning and Support Officer engaged to support literacy and numeracy needs, including Multilit</p>
Low level adjustment for disability	SLSO costs	<p>Student Learning and Support Officer engaged to support student needs and attendance at excursions</p> <p>Student Learning and Support Officer engaged to support student literacy and numeracy</p>
Quality Teaching, Successful Students (QTSS)	<p>Professional development costs</p> <p>Casual teacher costs to allow mentoring of teachers</p>	Casual teachers employed to release teaching principal to mentor newly appointed teachers
Socio-economic background		



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	9	9	11	4
Girls	16	11	6	4

2018 saw a change in our student population, due to students transitioning to high school and families moving interstate.

Student attendance profile

School				
Year	2015	2016	2017	2018
K		90.3	82.3	93.7
1	46.2		93.9	68.2
2	72.2		96.8	90.1
3	81.9	95.7		
4	82.6	94.6	93.5	
5	90.7	96.3	92.8	96.7
6	77.7	94.2	94.3	76.1
All Years	79.2	94.8	92.7	85.7
State DoE				
Year	2015	2016	2017	2018
K		94.4	94.4	93.8
1	93.8		93.8	93.4
2	94		94	93.5
3	94.1	94.2		
4	94	93.9	93.9	
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	93.9	94	93.9	93.3

Management of non-attendance

Student attendance was below state average in 2018. Partially because of the traumatic effect of the Tathra fires and families taking their children on extended vacations as a manner of dealing with the trauma and trying to reconnect as a family, de-brief and de-stress. Our home school liaison officer was included in cases where student attendance was an area of concern. Where students were transient due to family circumstances, shared enrolments were established between schools to ensure continuity of education.

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	1.18

*Full Time Equivalent

Our teaching principal is a Wiradjuri woman, and is the only member of staff to identify as 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	100

Professional learning and teacher accreditation

All staff completed Professional Development Plans in 2018. All staff complied with teacher accreditation standards and requirements.

Professional learning included: Instructional Leader and Early Action for Success, Progressions and PLAN2 data, SAP and HR payroll, School Budgeting tool, Rural and Remote STEAM, EFPT training, SAP report training, effective reading and How2Learn

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	73,436
Revenue	359,199
Appropriation	353,646
Sale of Goods and Services	0
Grants and Contributions	5,107
Gain and Loss	0
Other Revenue	0
Investment Income	446
Expenses	-342,496
Recurrent Expenses	-342,496
Employee Related	-315,248
Operating Expenses	-27,248
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	16,703
Balance Carried Forward	90,139

We utilised funding this year to hire a teacher to implement a sustainability program. Funding was carried forward to purchase technology, including robotics and upgrading the classroom Interactive whiteboard to an interactive TV panel.

Equity funding was expended on the continuation of music program, to support the hiring of a music teacher. It was also used to support funding of activities and excursions to ensure inclusion of all students in events as well as an School Learning Support Officer to support students. Equity funding was also used to support funding of the STEAM entry project.

School Learning Support Officer employed to conduct multi-lit program to support student 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	273,438
Base Per Capita	3,287
Base Location	7,630
Other Base	262,521
Equity Total	16,539
Equity Aboriginal	2,456
Equity Socio economic	1,098
Equity Language	0
Equity Disability	12,985
Targeted Total	0
Other Total	38,934
Grand Total	328,911

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.

Due to our small cohort we cannot report on NAPLAN. Student growth is strong and in most cases exceeding expected growth averages.

We participate in NAPLAN online this year, which highlighted a greater need for students to learn typing skills in Year 1 and 2 to enable successful completion of writing tasks.

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 schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Tanja Public School is working towards the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands by ensuring individualised learning plans and teaching programs are data driven.

Parent/caregiver, student, teacher satisfaction

Student satisfaction surveys throughout the year were utilised to drive programming and strategic direction implementation changes. Student wanted to improve the gardening program as they felt there was not enough 'hands on' activities. The program was changed to include weekly 'hands on' gardening as well as theory related lessons. Students requested new animals, but this was not achieved as concern about having ducks was raised by the General Assistant, however the chickens were housed in better circumstances as per community requests and students planning ideas.

Student feedback clearly stated they wanted a wider variety of art lessons. A teacher with professional photography skills was hired and students learnt photography, as well as Artisan programs and various art lessons. This culminated in an exhibition at the end of the year, which gained positive feedback from students, parents and the wider community, along with the positive feedback from the community about the Artisan STEAM school entry program.

Parents expressed concern about wider community publicity of school. A Facebook page and community newsletter was established and distributed by the principal to local businesses as well as on local community websites and groups. Principal also promoted school at community events including Giiyong festival where world famous Aboriginal entertainer Sean Choolburra mentioned Tanja and our Rainbow Serpent mural as well as sustainability program, at Four Winds Youth Festival, by engaging local and wider media to promote activities, by creating a mural for the Bega 2019 show and handing out flyers at community markets.

Policy requirements

Aboriginal education

All Key Learning Areas have Aboriginal perspectives incorporated. In 2019, students interviewed local elders to create a Yuin e-book. Our school engaged Aboriginal artist to work with students to create a Rainbow Serpent mural, which was shared with the community on our official opening. Our whole school community attended Jigamy farm to participate in NAIDOC activities.

Multicultural and anti-racism education

Multi-cultural activities are embraced and celebrated throughout the year. Multi-cultural activities are included across all Key Learning Areas.