

# Thurgoona Public School

## Annual Report



2018



3208

## Introduction

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

Theresa Kane

Principal

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## School background

### School vision statement

At Thurgoona Public School staff provide innovative teaching and learning programs that will engage and challenge students to achieve excellence. Students will become responsible, resilient, creative and successful lifelong learners.

### School context

Thurgoona Public School is a P2 school situated on the northern outskirts of Albury near the New South Wales/Victorian border. It has a student population of 560 students which equates to 23 classes arranged in staged based groups. The school enjoys strong support from family and community members, and encourages and values this partnership.

The school's motto is 'learn to live and live to learn'. The premise behind this ethos stems from a belief that the school culture is focused on equipping the students with the dispositions to become successful life-long learners who have a thirst and a passion for knowledge.

Dedication and commitment from school staff combined with strong family support ensures that student academic, social and emotional growth and development is fostered.

The school is proud of the strong partnership that exists between the school and the Parents and Citizens Association. This partnership results in extensive social opportunities for the school community while also providing funding support for specific school initiatives.

Thurgoona Public School is a member of the Northern Spirit Learning Community. Strong partnerships within the community of schools exist and have resulted the establishment of networks to effectively build capacity across schools.

# 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 domain of **Learning**, there is a demonstrated commitment within the school community that all students make learning progress. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning. Participation in high quality research based professional learning has resulted in teachers using data to inform, monitor and respond to student learning needs. Teaching and learning programs include adjustments and classrooms are inclusive of high quality learning experiences where students are engaged in their learning and achieve learning goals. Assessment of students is an ongoing process that provides evidence for future teaching and learning directions. The school regularly reports to parents on their child's learning and provides parent information sessions to update parents on curriculum and current teaching and learning practices.

In the domain of **Teaching**, teachers collaborate across stages and teams to share curriculum knowledge, data and to reflect on student progress and achievement. The introduction of stage planning days has provided a platform for teachers to engage in professional discussion and collaboration to improve teaching and learning within their classrooms. The introduction of a Teacher Accreditation Committee and beginning teacher support has formalised mentoring and coaching to support teacher growth and develop aspiring leaders. Teachers engaged in professional learning targeted to school priorities, the needs of their students and the achievement of their professional goals.

In the domain of **Leading**, there was an audit of physical learning spaces within the school. This resulted in learning spaces being used more flexibly to meet the growing needs of the school. An additional learning space was created in the library and library furniture was updated to enhance the available area. Office areas were adjusted to meet the growing needs of the school which included the establishment of a meeting room, a counsellor office and an additional space for a business manager. The disabled toilet was relocated and upgraded providing the necessary equipment for students currently enrolled. As a result of reflection aligned to administrative practices and systems, a financial allocation was committed to employ a Business Manager in 2019. This will enable the leadership team to re-allocate non-educational administrative tasks to appropriate non-teaching staff. Access to technology has been reviewed resulting in extensive changes to the location of technology and access across the school. This is an ongoing process across the school.

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

### Collaboration and Engagement

#### Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated thereby enabling students to develop strong identities as self-directed learners.

To implement quality learning experiences that build positive, respectful and caring relationships, and will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

#### Overall summary of progress

Student assessment data is beginning to drive the teaching and learning that is happening within classrooms across the school. Teachers within K–2 have completed their two year training in Language, Learning and Literacy (L3). Early Stage 1 professional learning around this pedagogy was delivered by a school based trainer. The engagement within this professional learning has supported students to receive explicit instruction in reading and writing strategies in small groups in a daily literacy lesson. Data has been collected every 5 weeks and has been analysed to inform the next steps in programming to enhance student learning.

There is evidence in programming to see the formative practices that are being embedded to support teachers to make decisions around the next steps in learning. Teachers who were unable to engage in the Language Learning and Literacy professional learning have been supported through observations and demonstration lessons.

Executive staff attended the 'Enhancing Data Skills and Assessment Practice Professional Learning and component 1 of this package was delivered at the Term 3 Staff Development Day. A K–6 Assessment Schedule and monitoring system was introduced. Further monitoring to ensure all data is updated consistently will enhance the efficiency of this tracking system.

Through the implementation of the Quality Teaching Successful Students (QTSS) model, greater opportunities for lesson observations and reflections occurred across the school. These observations linked to the explicit instructional model.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)                   | Progress achieved this year   |
|---|---|---|
| An increase in the percentage of students in the High Skills High Challenge quadrant of the Tell Them From Me survey. | Time to conduct the survey.                     | Unfortunately this survey was not conducted this year. Further efforts and measures in place to ensure that this happens in the 2019 school year will occur so that we can assess growth. |
| The value add trend is positive and equal to or above the average school.   | QTSS funds<br><br>L3<br><br>Stage Planning Days | The value add scores for K–3 have shown a steady upward trend and the information reflected in the Scout reports indicate that the trend is about average for the school.                 |

#### Next Steps

- Deeply embedding L3 pedagogy.
- Engaging in the SMART Spelling professional learning to further enhance the phonemic knowledge of students K–6.
- Continuing the implementation of the Enhancing Data Skills and Assessment Practices to include a new and an ongoing training group.
- Refining the practices around the collection of data.
- Engaging in the Progressions Professional Learning and embedding this practice within teaching and learning.
- Using the Explicit Instructional Model to enhance teacher practice and student outcomes.
- Looking at how the C & PL School Improvement Plan can become more evident across the whole school.



## Strategic Direction 2

### Innovative and Creative Teaching

#### Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators., supported by a positive collaborative culture that develops high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

#### Overall summary of progress

During 2018, staff who were involved in L3 training reflected on the pedagogy to determine if all critical aspects of literacy were included in the pedagogy. This resulted with staff identifying the need to ensure that the explicit teaching of phonemic awareness was evident in all learning environments. School based Seven Steps of Writing trainers implemented the Seven Steps of Writing program at a school level in Stage 2 and Stage 3. This resulted in a consistent language across the school, more explicit teaching of writing skills and an increase in the confidence levels of students in relation to writing. Additional resources were purchased to support the implementation.

Executive staff participated in SEF Enhancing Data Skills and Use to build their capacity to deliver modules to teaching staff. All staff completed SCOUT training and professional development linked to Progressions and PLAN 2. Staff effectively updated student data in PLAN and specifically focused on data markers in Reading and Writing strands. Allocated time for collegiate teams to review data provided an opportunity for moderation and professional dialogue linked to data to occur between staff. As a result, the school has developed a culture of collaborative teachers who use student evidence based on the syllabus to differentiate learning for all students.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)   | Progress achieved this year   |
|--|---|---|
| 100% of teachers show an improved level of teaching practice as evidenced by the increase in the school mean of the Tell Them From Me Survey in the aspect of collaboration. | L3 training costs \$35 596<br><br>Seven Steps of Writing Costs \$5807 | Two school based trainers implemented Seven Steps of Writing training to all teachers in Stage 2 and Stage 3. A school based L3 trainer commenced L3 trainer professional development and delivered at Thurgoona Public School and across schools in the region. Professional development was sourced for staff that linked directly to staff Professional Development Plans and the School Plan. QTSS funds were allocated to provide additional time for executive on each stage. The time was used to provide mentoring, coaching and release to allow staff to view specific teaching in another classroom or at another school.<br><br>The Tell Them From Me Survey was not conducted. A school based survey outlined the following information. |
| 100% of teachers show an increase in data skills and use.  | SEF Data Skills \$3000<br><br>Collegiate team planning days \$30000   | Allocated time (Planning Days & identified meetings) for collegiate teams to review data provided an opportunity for moderation and professional dialogue linked to data. SEF Enhancing Data Skills and Use modules were delivered to all staff in Term 3. Scout training was delivered to all staff. The school based data collection timetable was reviewed and all staff uploaded specific data onto a school register.  |

#### Next Steps

- 2019 planning for the continued implementation of the Seven Steps of Writing.
- Review school based data aligned to L3 and determine if additional explicit teaching is necessary to ensure high student outcomes.
- SEF Data Skills and Use – training for beginning staff, continued training for all staff.
- How is data reflected in programming documentation?
- Provide professional development aligned to PLAN 2 and determine most effective way to implement PLAN 2 at a school level.
- Continued use of school based funds to allow for stage based planning days. In 2019, a changed approach will include the use of RFF teachers to support the model. This will assist in reducing the overall cost of staffing for this model.

## Strategic Direction 3

### Fostering Leadership

#### Purpose

To create and maintain a culture of excellence through instructional leadership, high expectations and effective performance management and development.

To provide leadership development and professional learning to ensure excellence.

#### Overall summary of progress

A culture of excellence is being created and maintained through instructional leadership, high expectations and effective performance management and development. Processes have been established that identify, address and monitor professional learning linked to Professional Development Plans. Collaborative practice is evident in stage meetings and during Stage Planning Days. Some staff sought opportunities for leadership development through training as a Language Learning and Literacy (L3) trainer, delivering Professional Learning to collegiate teams and leading committees.

The school executive measured their leadership attributes using the AITSL Leadership Assessment Tool. Members of the executive have commenced professional development in the Art of Leadership course and all members of the executive attend local AP network meetings throughout the year to enhance their understanding and strengthen our school's network of leaders. Classroom teachers who have led initiatives throughout the year have shared their knowledge with colleagues in a variety of ways, including presenting at staff meetings and organising demonstration lessons.

Increased opportunities for peer lesson observations, both within and across schools, occurred through the implementation of the Quality Teaching Successful Students (QTSS) model. The employment of specialised teachers to work with beginning teachers, supported several teachers new to the teaching profession.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)  | Progress achieved this year  |
|--|--|--|
| Increased levels of teacher accreditation at and beyond proficiency.                         | Professional development aimed at attainment of teachers' PDP goals  | All staff, including support staff, completing PDPs in 2019.<br><br>Data wall of teachers' level of accreditation has been developed with all teachers' current level mapped and aligning to their PDP goals.  |
| Increased attributes of Leadership measured using the AITSL Leadership Self-Assessment Tool. | Art of Leadership professional development Course Costs \$11250<br><br>AP Network Meetings \$6000<br><br>Executive planning days which included working on our School Plan in Albury Office with the current PSL. \$10000<br><br>QTSS days | All executive staff completed the self assessment tool at the conclusion of a 12 month cycle. Increased attributes were identified across all areas.<br><br>Observations of practice took place across all stages within our school. Teacher understanding of key pedagogical initiatives was improved |

#### Next Steps

- . Continue to embed a culture of excellence using Explicit Instructional Model.
- . Assistant Principals analyse PDP goals across the school to identify trends and link professional learning to goals.



. Learning lounges will be established and run during two staff meetings a term where recent professional learning will be delivered to staff.

. The accreditation committee will meet and support teachers to demonstrate accreditation requirements, at all levels. There will be increased levels of teacher accreditation beyond proficiency.

. Increased attributes of leadership will be identified using the AITSL Leadership Self-Assessment Tool.

. School funded employment of an Instructional Leader to work with teachers and students K–2.

Appointment of a Deputy in 2019 will fulfil the role of Instructional Leader 3–6.

| Key Initiatives                            | Resources (annual) | Impact achieved this year   |
|--|--------------------|---|
| <b>Aboriginal background loading</b>       | \$31015.00         | <p>Personalised Learning Pathways were developed, implemented and revised for all Aboriginal students. All Aboriginal students were tracked on the literacy and numeracy continuums.</p> <p>Staff were provided release to attend local AECG meetings. Targeted professional development to support Aboriginal education and culture was funded. Expenses for significant events were funded including NAIDOC Day and a Yarn Up.</p> <p>Additional School Learning Support teacher time provided targeted and explicit academic, social and emotional support as identified.</p>  |
| <b>English language proficiency</b>        | \$400.00           | Identified students were supported by School Learning Support Officers.   |
| <b>Low level adjustment for disability</b> | \$141686.00        | <p>A fulltime Learning Support Teacher provided specialised individual and group teaching to support students at point of need. All students requiring adjustments and accommodations were catered for within the school. The Learning Support Team continued to monitor and if necessary, support students previously referred. Personalised Learning Plans were developed for all students identified in NCCD.</p> <p>School Learning Support Officers (SLSO's) were employed to support student learning and wellbeing in classrooms and playground. Students were given additional support to access curriculum and engage in appropriate decision making across all school settings.</p> |
| <b>Socio-economic background</b>           | \$69074.00         | Additional Teacher time was funded to support literacy and numeracy development for identified students. This resulted in short, sharp and explicit learning opportunities for students and enabled students to better access the curriculum. Additional literacy and numeracy resources were purchased to support targeted and explicit teaching in classrooms. This included reading resources. Funds were used to supplement costs of school activities to ensure that all students had access to participate in events.   |
| <b>Support for beginning teachers</b>      | \$18545.00         | <p>Three beginning teachers received additional support. Teachers were eligible for two additional hours of release including one hour of release with a mentor.</p> <p>Funds were used to support Professional Development Plan (PDP's) through Professional Learning opportunities and Beginning Teacher courses.</p>   |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 214        | 233  | 264  | 295  |
| Girls    | 193        | 205  | 228  | 280  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 95.8 | 94.5 | 94.7 | 94.4 |
| 1         | 95   | 93.8 | 95   | 94.2 |
| 2         | 95.2 | 95   | 93.2 | 93.9 |
| 3         | 95   | 94.7 | 96   | 95.4 |
| 4         | 94.5 | 93.8 | 95.2 | 94   |
| 5         | 93.7 | 93   | 93.7 | 93.6 |
| 6         | 92.3 | 93.2 | 93.4 | 92.3 |
| All Years | 94.5 | 94.1 | 94.5 | 94   |
| 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

Attendance rates are above average with the exception of Year 6. Staff are committed to improving attendance rates, including partial attendance. Strategies include letters to families following unexplained absences, meetings with families, the support of the Home School Liaison Officer and the implementation of specific strategies to support specific students and families.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Assistant Principal(s)                  | 4     |
| Classroom Teacher(s)                    | 22.87 |
| Teacher of Reading Recovery             | 0.63  |
| Learning and Support Teacher(s)         | 0.9   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 4.07  |

\*Full Time Equivalent

The Australian Education Regulation, 2017 requires schools to report on the Aboriginal composition of their workforce. Thurgoona Public School has one Aboriginal staff member employed in a fulltime position as a School Administration Officer.

### 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             | 9          |

### Professional learning and teacher accreditation

All teaching and support staff completed the Department of Education's Performance and Development Framework with each staff member having a Performance and Development Plan comprising of goals aligned with accreditation requirements, the School Plan and DoE priorities. Professional learning continues to be a high priority at Thurgoona Public School staff. Staff participated in regular professional learning activities designed to build their capacity, improve students' educational outcomes and work toward the key priorities in the school plan.

## Financial information

### Financial summary

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

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 452,261                 |
| <b>Revenue</b>                        | 5,097,071               |
| Appropriation                         | 4,935,256               |
| Sale of Goods and Services            | 4,830                   |
| Grants and Contributions              | 152,020                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 200                     |
| Investment Income                     | 4,766                   |
| <b>Expenses</b>                       | -4,936,932              |
| Recurrent Expenses                    | -4,936,932              |
| Employee Related                      | -4,466,799              |
| Operating Expenses                    | -470,133                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 160,139                 |
| <b>Balance Carried Forward</b>        | 612,400                 |

The balance carried forward will support specific initiatives and projects at Thurgoona Public School;

- a Business Manager is being employed to support the efficient management of the school's business functions including administration, O H & S, asset management and finance
- a school funded instructional leader
- an upgrade of technology within the school
- library and playground upgrade.

### Financial summary equity funding

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

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 3,843,275               |
| Base Per Capita       | 95,138                  |
| Base Location         | 4,136                   |
| Other Base            | 3,744,001               |
| <b>Equity Total</b>   | 242,599                 |
| Equity Aboriginal     | 31,440                  |
| Equity Socio economic | 69,074                  |
| Equity Language       | 400                     |
| Equity Disability     | 141,686                 |
| <b>Targeted Total</b> | 337,607                 |
| <b>Other Total</b>    | 258,449                 |
| <b>Grand Total</b>    | 4,681,931               |

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.

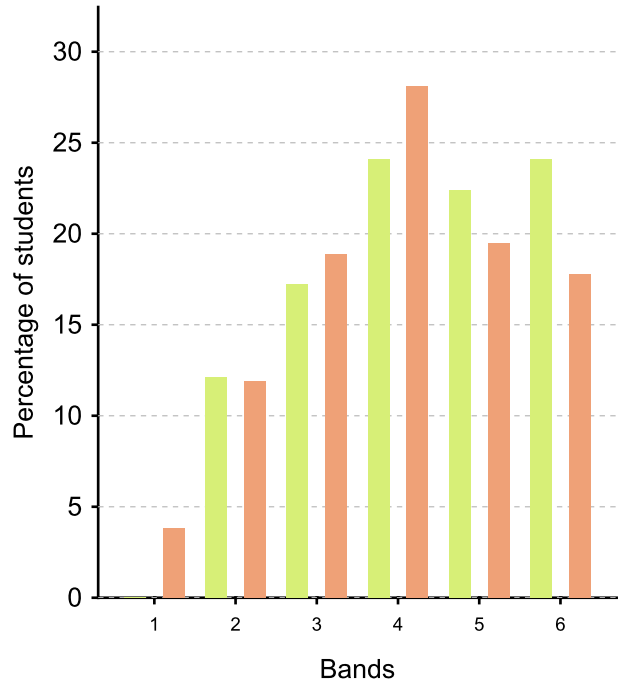
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

YEAR 3 NAPLAN data from 2018 indicated that:

- fifty–five percent of the students scored in the top two bands in **Reading**.
- forty–six percent of the students scored in the top two bands in **Spelling**.
- thirty–four percent of the students scored in the top two bands in **Writing**.
- fifty–two percent of the students scored in the top two bands in **Grammar & Punctuation**.

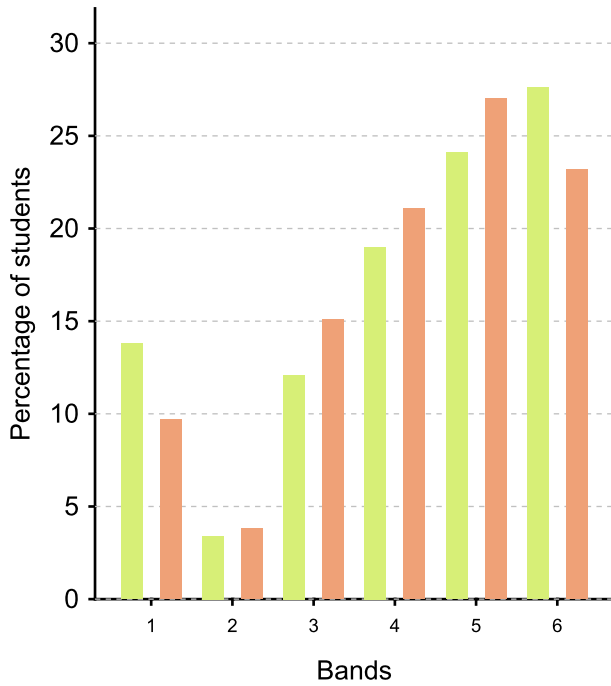
- forty-four percent of the students scored in the top two bands in **Numeracy**.

**Percentage in bands:**  
Year 3 Spelling



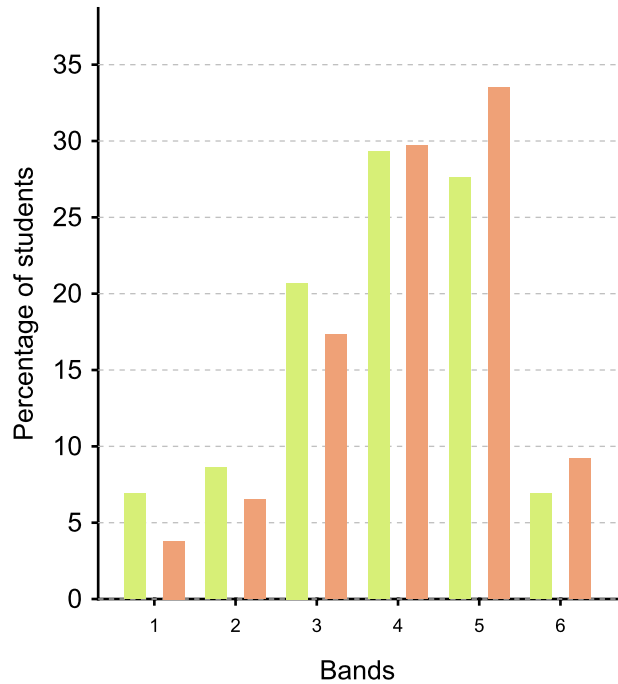
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Grammar & Punctuation



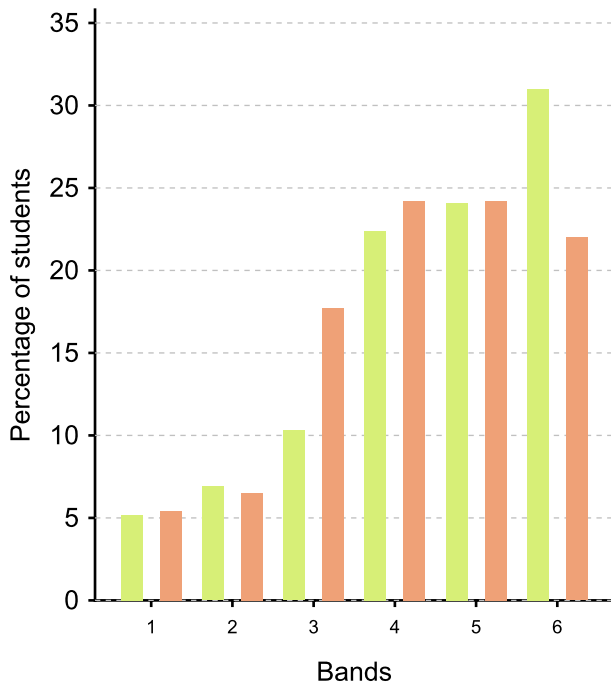
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing



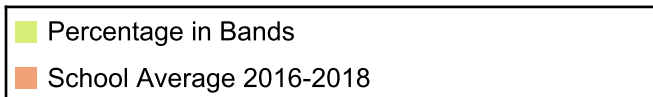
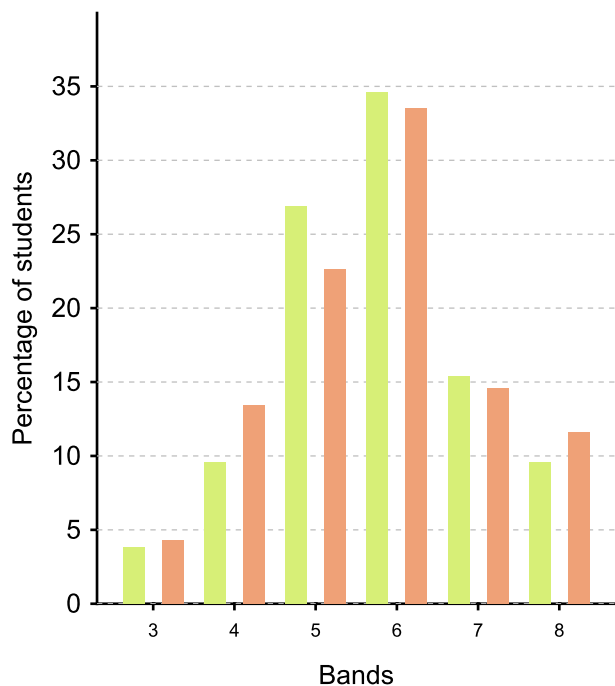
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Reading

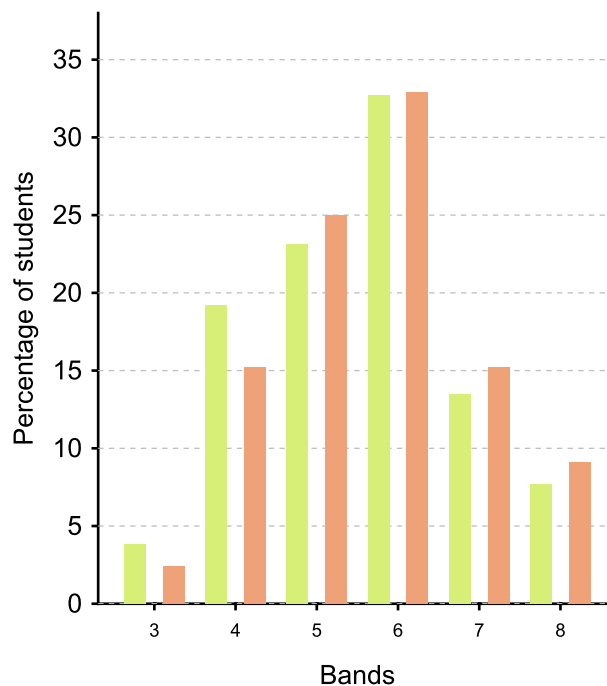


Percentage in Bands  
School Average 2016-2018

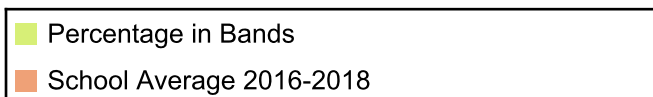
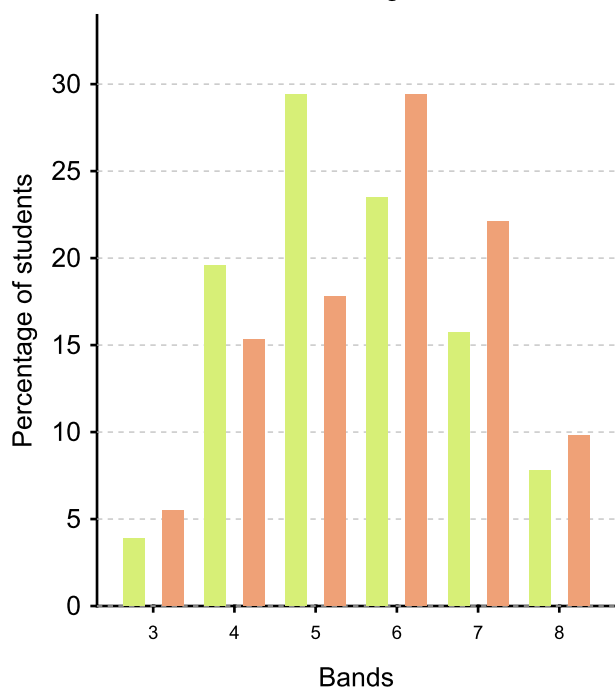
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

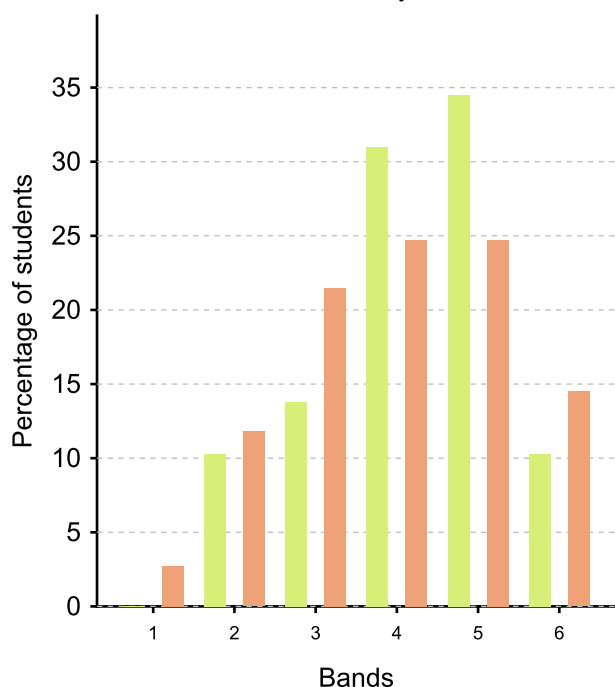


YEAR 5 NAPLAN data from 2018 indicated that:

- twenty-four percent of the students scored in the top two bands in **Reading**.
- twenty-one percent of the students scored in the top two bands in **Spelling**.
- thirty-five percent of the students scored in the top two bands in **Grammar & Punctuation**.
- twenty-six percent of the students scored in the top two bands in **Numeracy**.

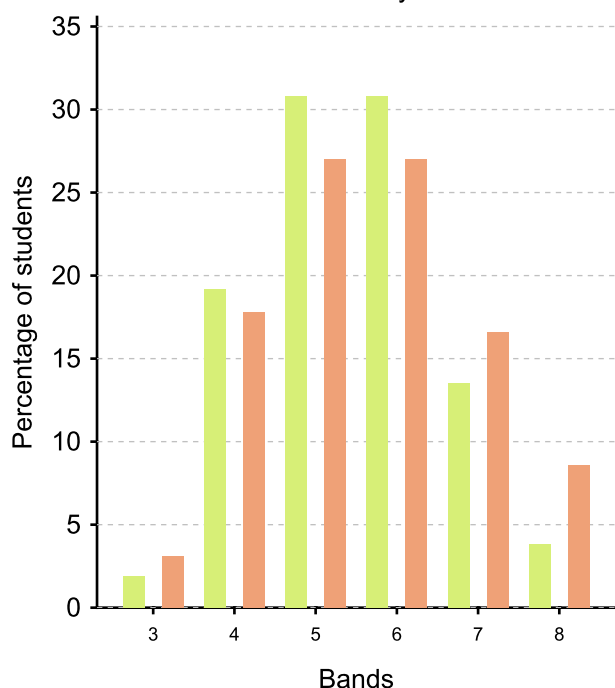


**Percentage in bands:**  
Year 3 Numeracy



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.>

A reporting requirement in accordance with the *Premier's Priorities: Improving education results* and

*State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

0% of Year 5 Aboriginal students were in the top two bands for reading, writing, spelling, grammar & punctuation and numeracy.

The percentage of Year 3 students in the top two NAPLAN bands was % for .....

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## Parent/caregiver, student, teacher satisfaction

Thurgoona Public School staff value feedback from all members of our school community. Feedback provides information where our school is performing highly and information where further development would be advantageous. Strong partnerships are encouraged between the school and the school community and classroom teachers are always available to work collaboratively with families of students that they are teaching. Teachers utilise various platforms to communicate with the school community including the school APP, class Dojo, newsletter, email, information sessions and parent meetings.

During 2018 the Wellbeing Policy was reviewed with a small number of changes being made. The document continues to be a fluid and flexible document with reviews being constantly made. Information relating to the policy was shared in the newsletter and at P & C meetings.

## Policy requirements

### Aboriginal education

Thurgoona Public School is committed to delivering positive learning experiences that enhance the understanding of Aboriginal culture. An Aboriginal Education Committee was established in 2018, consisting of teachers passionate to improve Aboriginal education outcomes and parents actively seeking opportunities to assist. Significant events such as NAIDOC Day promoted Aboriginal education through a variety of cultural activities, some led by Aboriginal students themselves. Senior students were given the opportunity to participate in a NAIDOC public speaking competition, after attending a whole day workshop, investigating the talent of several famous Aboriginal people. Aboriginal families were welcomed to the school community at a Yarn Up barbeque in March. Two members of staff attended each AECG meeting throughout 2018. Staff participated in two 3 hour mandatory training workshops on cultural awareness in July, led by our Aboriginal Community Liaison Officer. Aboriginal education is promoted through teaching activities across curriculum areas in all stages. Rich learning experiences around Aboriginal perspectives is evident in all classrooms.

## **Multicultural and anti-racism education**

Thurgoona Public School promotes an inclusive environment for all staff, students and our school community. In 2018, significant events such as Harmony Day and NAIDOC Week were recognised and celebrated by the school community with various assemblies and activities. Multicultural perspectives, cultural awareness and cultural harmony are promoted through teaching activities across curriculum areas in all stages. Thurgoona Public School has a Anti-Racism Contact Officer (ARCO) who promotes the schools values of Rights, Respect and Responsibility to encourage cultural harmony within the school community.