

# Weston Public School Annual Report



2018



3431

## Introduction

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

Robyn Callinan

Principal

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## School background

### School vision statement

Together we make a difference to inspire safe and respectful citizens.

All stakeholders effectively work together to identify opportunities that will foster life-long student achievement.

### School context

Weston Public School is located inland in the electorate of Cessnock. It serves a community in which many families identify as being in the low socio-economic group and provides quality education to students from Kindergarten to Year 6. The school strives to give all students the opportunity to reach the highest outcomes in all aspects of their development (academic, personal, social, cultural, sporting and civic). There are currently 188 students enrolled at the school of which 21% identify as Aboriginal. The local AECG committee and executive take a very positive and active interest in the school's learning, welfare and cultural programs and promote these within the Aboriginal community.

Early Action for Success (EAFS) has been a key program since our commencement in 2015 with highly targeted teaching practices in all grades. Data indicates that students are achieving expected growth. NAPLAN data demonstrates strong growth across Years 5–7 and some challenges in Numeracy with reading at a plateau in the top two skill bands.

Weston Public School is a proud member of the Kurri Kurri Learning Community (KKLC). The KKLC works together to promote a comprehensive education from K–12 in the Kurri Kurri area through a collaborative approach to programming, teaching practices and processes. Our positive behaviour for learning (PBL) values of being safe, respectful and responsible guides and promotes a harmonious school environment.

## 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 School Excellence Framework domain of **Learning** our school is *Sustaining and Growing* in most elements except where we are *Delivering* in Student Performance Measures. The school learning culture is one which is driven by ongoing data collection and assessment systems. Students who are identified at risk with their performance are provided tiered support and Positive Behaviour for Learning (PBL) is a key teaching element throughout the school. Student growth throughout the school is on a whole quite impressive though in external assessments (NAPLAN) our students do not achieve at state level but achieve outstanding growth. This is an area and focus for improvement and one which we hope to achieve as a result of the school continuing to being part of the Early Action for Success program with K–2 staff embedding L3 and TEN strategies into classrooms and these teaching practices and processes being extended to Years 3–6.

In the domain of **Teaching** our school is consistently *Sustaining and Growing* for each teaching element. Staff consistently demonstrate a collaborative commitment to sharing professional development school-wide and have completed their performance and development plans demonstrating progress towards achieving their professional goals. Teachers are committed to providing quality experiences beyond the classroom demonstrating their commitment to students' ongoing development and achievement. Executive closely monitor teachers' classroom processes and practices and engage in regular collegial dialogue to reinforce school and professional goals.

For the domain of **Leading** our school is *Sustaining and Growing* for most elements except where we are *Excelling* in School Resources. The school continually works in collaboration with external agencies and develops productive and positive relationships that enable and improve opportunities for students. Teachers are committed to the improvement of student outcomes and the analysis and collection of data to guide their teaching practices. The professional effectiveness of all school members is reflective through cohesive documentation and processes with management practices routinely reviewed, updated and improved as evident on the school's PBL program. The effective allocation of school resources target and benefit the whole school community whilst ensuring that identified needs are met, based on the collation and analysis of data. The leadership team takes a creative approach to the use of the physical environment to ensure that it optimises learning within the constraints of the school design and setting.

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

Build leadership and enhance teacher capacity through quality professional learning

### Purpose

At Weston PS we believe that building teacher capacity and leadership via quality professional learning will create an environment that encourages students to reach their full potential.

### Overall summary of progress

Strategic Direction 1 has had significant progress this year. Professional learning throughout the year has been both explicit and targeted to the needs of the school. Staff meetings have been a focus area for professional learning along with classroom visits, shoulder-to-shoulder teaching practice, mentoring, guidance from leadership/executive team, visiting other schools and professional learning (PL) workshops through MyPL. Teaching staff have sourced their own PL in accordance with goals in their professional development plans (PDPs). The majority of PL activities were school-based using the expertise of teaching staff and executive. All staff completed mandatory training. The Instructional Leader (IL) has continued to work intensely and productively with K-2 staff along with the Interventionist and Learning and Support Teacher (LaST).

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved individual teacher capacity within the classroom.	\$26 000.00 <i>Exec off-class</i>  \$26 000.00 <i>Library/IT</i>  \$53 920.00 <i>Support Staff</i>  \$5 000 <i>TPL</i>	All teaching staff have consistently used assessment and data analysis to inform teaching programs.
Improved community perspective of communication between home and school.	\$12 500.00 <i>Support Staff</i>  \$4 000.00 <i>Consumables &amp; Resources</i>	More than 80% of parents and community members identified that they are receiving effective communication.

### Next Steps

- Continue to ensure PL is a focus in staff meetings and driven by teachers' PDPs with Phonics, STEM and Learning Progressions being highlighted.
- Enhance learning opportunities for students by building teacher capacity and leadership.

## Strategic Direction 2

Data driven decisions empower all teaching and learning practices and processes.

### Purpose

At Weston PS we utilise data to inform whole school practices and promote student wellbeing.

### Overall summary of progress

Strategic Direction 2 has had consistent growth this year. The programming, planning and delivery of lessons by classroom teachers is data driven. Lessons are taught in line with the Australian Curriculum in both an explicit and concise manner. Quality teaching practices are delivered across all stages with assessment evidence underpinning all classroom practices and processes. PLAN data is diligently monitored by the Instructional Leader and personalised learning plans developed for identified students. Growth has been demonstrated by students throughout in-school assessments.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Progressively increase students demonstrating expected growth across DEC Literacy and Numeracy expectations.	\$26 000.00 <i>Exec off-class</i> \$50 000.00 <i>Support Staff</i>	Students demonstrated significant growth based on in-school data collection.
All identified students to have personalised learning plans with every child to achieve their benchmarks.	\$10 211.00 <i>Targeted Program (Speech)</i> \$53 920.00 <i>Support Staff</i> \$3 000.00 <i>Consumables &amp; Resources</i>	Classroom teachers and LaST developed personalised learning plans (ie. IEPs, RMPs and BMPs) with adjustments made as required.

### Next Steps

Executive to lead a powerful approach to the transfer of EAfS strategies, practices and processes to Years 3–6 classrooms.

School targets and staff professional learning to continue to empower and drive the teaching of Literacy and Numeracy.

### Strategic Direction 3

High expectations are embedded throughout the school community.

### Purpose

We use identified targeted practice to embed a culture of high expectations throughout the school community.

### Overall summary of progress

Excellent progress has been made with this strategic direction. The staff have worked diligently and with high expectations to engage students and promote the school. Staff have continually upskilled to create positive learning environments for all students and established frameworks for consistent high standard practices in literacy, numeracy, integrated curriculum planning, capacity building of 21st C skills and support for student success. Aboriginal perspectives are consistently embedded into classroom practices and processes with cultural awareness programs delivered regularly. Ongoing communication between home and school is a priority.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Average school attendance for all students to be above 90%.	\$5 940.00 <i>Targeted Programs</i> \$63 920.00 <i>Support Staff</i> \$4 000.00 <i>Consumables &amp; Resources</i>	Average student attendance was 91.3%.
Progressively increase Aboriginal student achievement.	\$7 536.00 <i>Aboriginal Initiatives</i> \$36 000.00 <i>Support Staff</i>	Aboriginal student achievement and progress equivalent to achievement and progress of whole-school population.

### Next Steps

To continue to embed high expectations throughout the school community via identified targeted practices.

Apply a consistent approach to promote attendance and performance for all students.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$36 000.00  <i>SLSO – 3 days per week</i>  \$2 500.00  <i>MGoals relief</i>  \$7 036.00  <i>Aboriginal Initiatives:</i>  – Deadly Cooking Kitchen – Football – weekly sessions over term – Aboriginal performance and Inspirational speaker NAIDOC prizes and resources  Aboriginal background loading (\$ 6000.00)  • Aboriginal background loading (\$6 000.00)	<i>Strategic Direction 3</i>  The additional SLSO support continues to help students both in the classroom and with behaviour. MGoals updated for commencement of 2019 school year.  Students involvement in the Aboriginal initiatives increased confidence, cooperation and socialisation
<b>English language proficiency</b>	\$400.00  <i>SLSO</i>	<i>Strategic Direction 2</i>  Students demonstrated more confidence with classroom processes and practices.
<b>Low level adjustment for disability</b>	\$26 000.00  <i>.2 Int.</i>  \$12 300.00  <i>.2 SLSO</i>  \$10 211.00  <i>Consumables, PL &amp; Resources</i>  • Low level adjustment for disability (\$5 090.25)	<i>Strategic Direction 2</i>  Additional focused and explicit support provided to identified students. Interventionist working shoulder-to-shoulder to support staff, assisting with group activities and withdrawing students for additional support and practice as required.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$ 4 178.00  <i>AP Relief</i>  • Quality Teaching, Successful Students (QTSS) (\$4 178.00)	<i>Strategic Direction 1</i>  AP supported staff with EAfS, PBL, behaviour management, BNL processes and practices. PL sessions for staff were organised to develop understanding of Learning progressions.
<b>Socio-economic background</b>	\$52 000.00  <i>AP Relief</i>  \$11 276.00  <i>Speech Support</i>  \$234 260.00	<i>Strategic Direction 1</i>  Successful leadership of PBL (Positive Behaviour for Learning) processes and practices, intense mentoring of staff with behaviour management, programming and planning. Professional Learning (PL) a key focus at staff meetings along with successful transition and support programs implemented.



<p><b>Socio-economic background</b></p>	<p><i>Non-teaching staff including SLSO support, Library/Office administration and playground improvement.</i></p> <p>\$3 940.00</p> <p><i>Dance2bfit</i></p> <p>\$3 349.00</p> <p><i>Consumables and PBL expenditure</i></p> <p>\$12 500.00</p> <p><i>Additional Classroom Relief</i></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$38 683.50)</li> </ul>	<p><i>Strategic Direction 2</i></p> <p>Teachers released for PL, planning sessions in Stage groups with executive, LaST and IL to increase student outcomes.</p>
<p><b>Early Action for Success (EAfS)</b></p>	<p>\$127 418.00</p> <p><i>.8 Instructional Leader (IL)</i></p>	<p><i>Strategic Directions 1 &amp; 2</i></p> <p>IL worked in a mentoring, leading, coaching and collaborative role with K-2 staff. Interventionist and executive ensured that individual students were able to work towards achieving growth and success.</p> <p>EAfS processes and practices have moved across into Years 3-6 classrooms. Ongoing targeted PL delivered to staff at staff meetings including Building Numeracy Leadership (BNL).</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	84	99	99	98
Girls	103	87	85	85

Student enrolment has remained equivalent over the last three years with 54% of students being male and 46% female.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.2	93.1	95.1	89.3
1	91.5	91.9	93.8	93.1
2	92.1	88.9	92.1	91.7
3	90	90.5	91.7	92.5
4	91.2	89.1	92.6	89.3
5	87.7	92.1	91.9	94
6	92.2	86.3	87.2	89
All Years	91.2	90.4	91.9	91.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance this year has remained consistent with previous years. Weston PS promotes and rewards regular and high attendance through Positive Behaviour for Learning (PBL) initiatives. PBL processes and practices are having an excellent impact on student attendance.

Non-attendance is addressed and supported by the Home School Liaison Officer and Maitland District Office.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.22
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	1.92

\*Full Time Equivalent

On the basis of the information available we have two identified indigenous staff members. All members have continued to work on increasing their understanding of Aboriginal education and Indigenous affairs. Weston PS enjoys a close and active relationship with our local Aboriginal Education Consultative Group.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	94
Postgraduate degree	6

### Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Weston Public School staff in 2018. Through the Resource Allocation Model (RAM) funding and the Early Action for Success (EaFS) program all staff received training in some or all of the following areas:

- Positive Behaviour for Learning (PBL),
- Numeracy,
- Literacy,
- Programming, Assessing and Reporting,
- Aboriginal Education – 8 Ways, Connecting to Country,
- STEM,
- Learning Progressions,
- Child Protection,
- Smart/PLAN Data and School Improvement,
- Differentiation of the Curriculum,
- Tell Them From Me,

- Debating,
- Behaviour Management,
- Sport coaching,
- EAfS – L3, Speech Therapy, Multilit, Minilit, Daily 5, Learning Progressions Plotting and Assessment,
- Code of Conduct,
- CPR & Anaphylaxis (face-to-face and online) ,
- School Excellence Framework Version 2,
- LMBR,
- School Finance and
- Australian Curriculum.

Expenditure for 2019 includes:

- security refurbishment measure at the front entry to Administration building;
- additional computers for IT Lab which will accommodate NAPLAN online;
- Chrome books to replace the out-dated iPads;
- Cementing front and rear of Administration building to replace garden beds removed due to termite infestation; and
- Fencing around K-2 COLA and front of school for safety and security purposes.

## 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>	437,076
<b>Revenue</b>	2,781,500
Appropriation	2,736,142
Sale of Goods and Services	1,909
Grants and Contributions	40,865
Gain and Loss	0
Other Revenue	0
Investment Income	2,584
<b>Expenses</b>	-2,742,196
Recurrent Expenses	-2,742,196
Employee Related	-2,550,314
Operating Expenses	-191,882
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	39,304
<b>Balance Carried Forward</b>	476,381

The migration to Learning Management Business Reform (LMBR) required the learning and use of a new finance system SAP/SALM that created intense training and understanding. Due to the wealth of knowledge gained and training undertaken it has taken some time to manage to understand the new finance reports thus leading to a higher than expected and anticipated amount carried forward into 2019.

### 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>	1,383,149
Base Per Capita	35,580
Base Location	0
Other Base	1,347,569
<b>Equity Total</b>	568,780
Equity Aboriginal	45,536
Equity Socio economic	349,043
Equity Language	754
Equity Disability	173,447
<b>Targeted Total</b>	45,727
<b>Other Total</b>	402,222
<b>Grand Total</b>	2,399,878

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

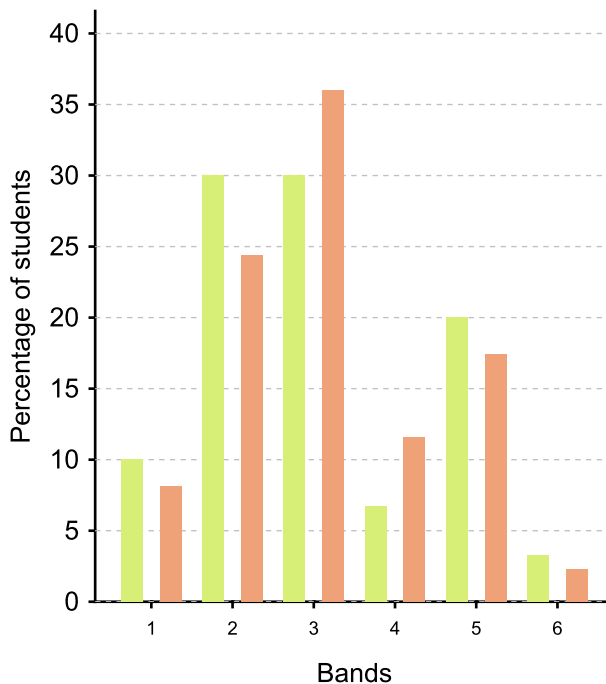
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

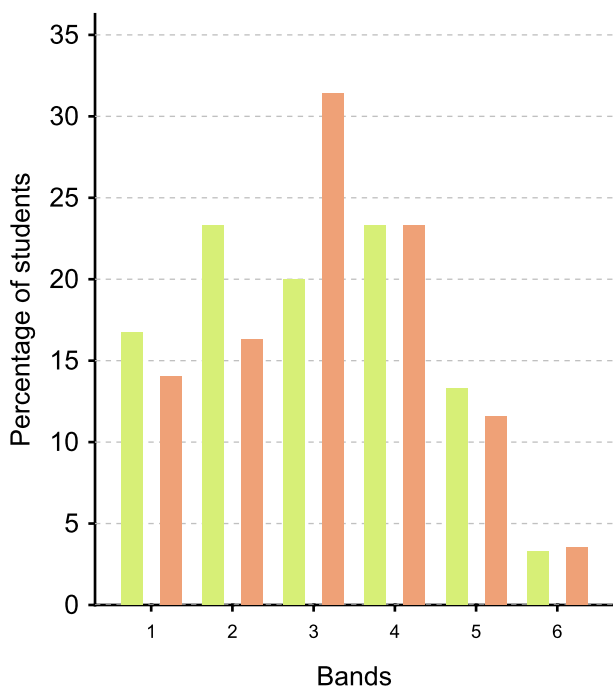
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

The NAPLAN results for Year 3 show a fairly consistent number of students performing in the top three bands in Spelling, Grammar and Punctuation though in Reading and Writing there has been a decline in the number of students in the top three bands though an increase of students in the top two bands. Year 5 students have achieved growth across all areas of Literacy though the number of students in the top two bands is minimal. Despite a growth in Writing from previous years Year 5 is still performing below expected standards.

**Percentage in bands:  
Year 3 Reading**



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

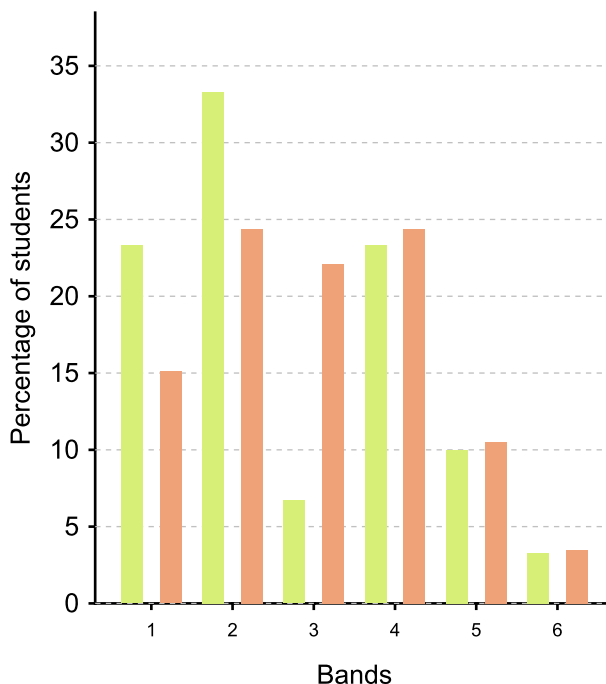


Percentage in Bands (Green)

School Average 2016-2018 (Orange)

Band	1	2	3	4	5	6
Percentage of students	10.0	30.0	30.0	6.7	20.0	3.3
School avg 2016-2018	8.1	24.4	36	11.6	17.4	2.3

**Percentage in bands:  
Year 3 Spelling**



Percentage in Bands (Green)

School Average 2016-2018 (Orange)

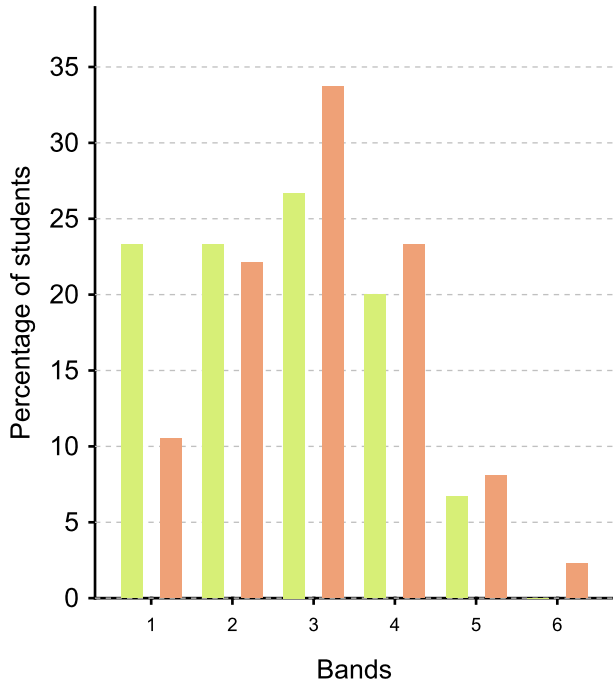
Percentage in Bands (Green)

School Average 2016-2018 (Orange)

Band	1	2	3	4	5	6
Percentage of students	16.7	23.3	20.0	23.3	13.3	3.3
School avg 2016-2018	14	16.3	31.4	23.3	11.6	3.5

Band	1	2	3	4	5	6
Percentage of students	23.3	33.3	6.7	23.3	10.0	3.3
School avg 2016-2018	15.1	24.4	22.1	24.4	10.5	3.5

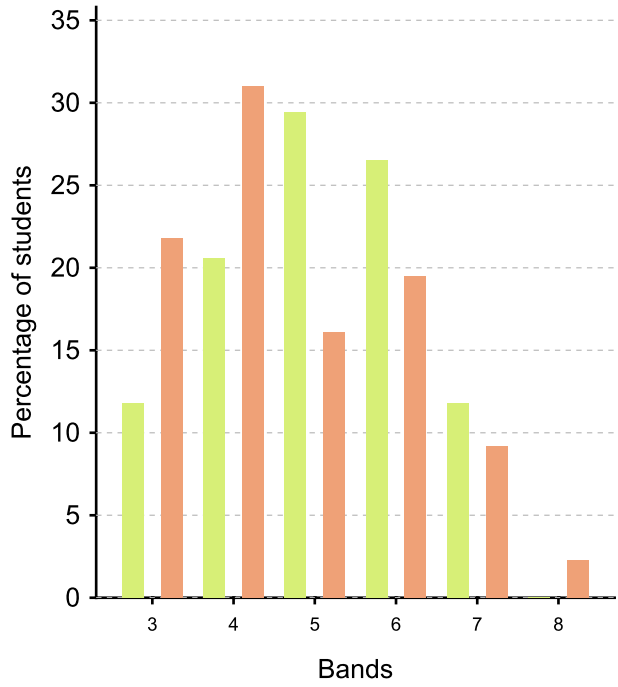
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	23.3	23.3	26.7	20.0	6.7	0.0
School avg 2016-2018	10.5	22.1	33.7	23.3	8.1	2.3

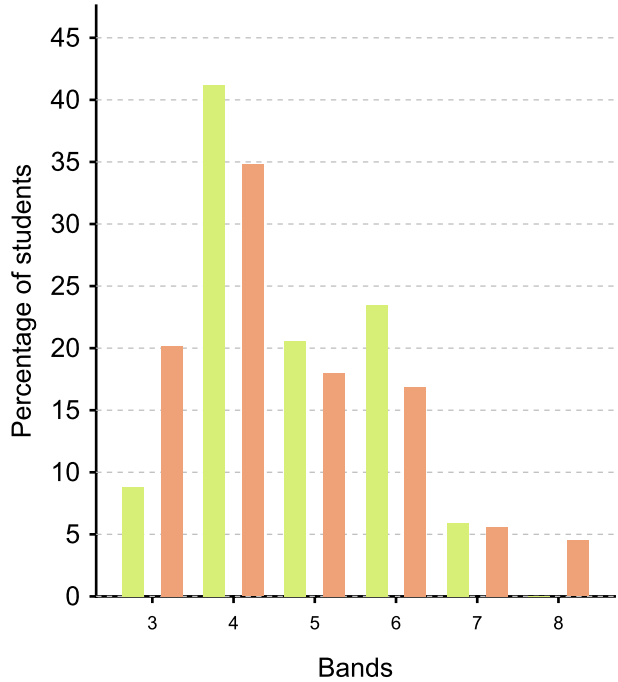
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	11.8	20.6	29.4	26.5	11.8	0.0
School avg 2016-2018	21.8	31	16.1	19.5	9.2	2.3

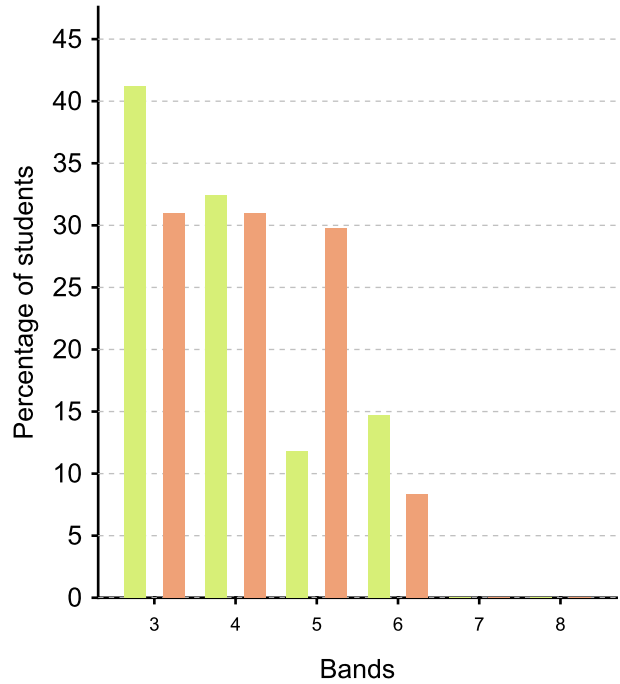
**Percentage in bands:**  
Year 5 Reading



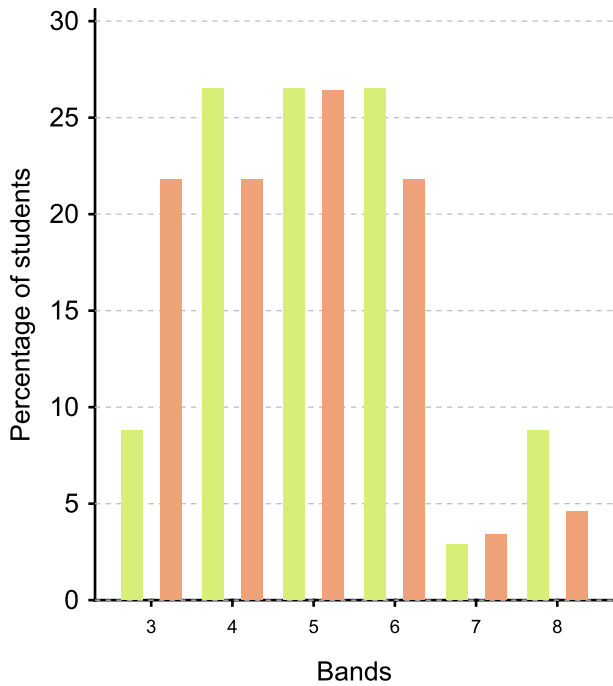
Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	8.8	41.2	20.6	23.5	5.9	0.0
School avg 2016-2018	20.2	34.8	18	16.9	5.6	4.5

**Percentage in bands:  
Year 5 Writing**



**Percentage in bands:  
Year 5 Spelling**



Percentage in Bands
School Average 2016-2018

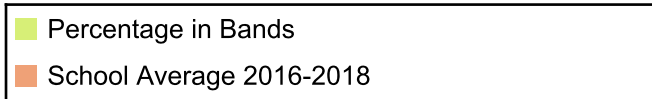
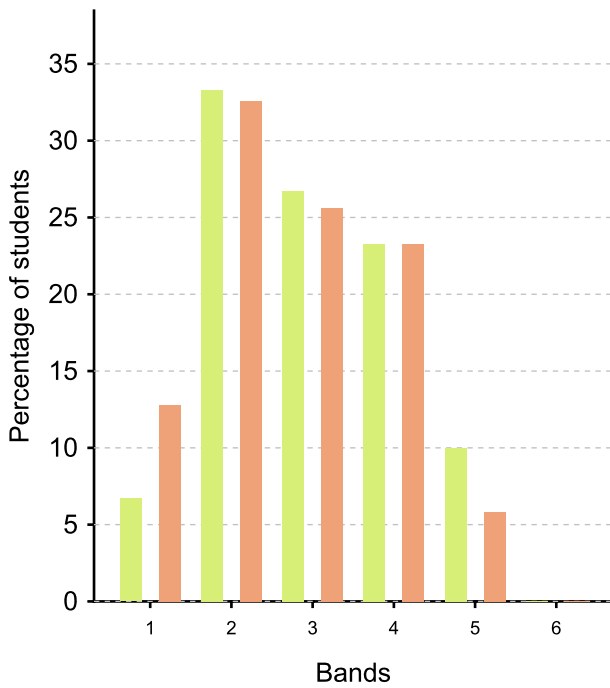
Band	3	4	5	6	7	8
Percentage of students	41.2	32.4	11.8	14.7	0.0	0.0
School avg 2016-2018	31	31	29.8	8.3	0	0

Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	8.8	26.5	26.5	26.5	2.9	8.8
School avg 2016-2018	21.8	21.8	26.4	21.8	3.4	4.6

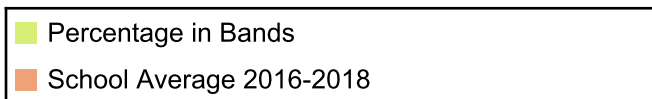
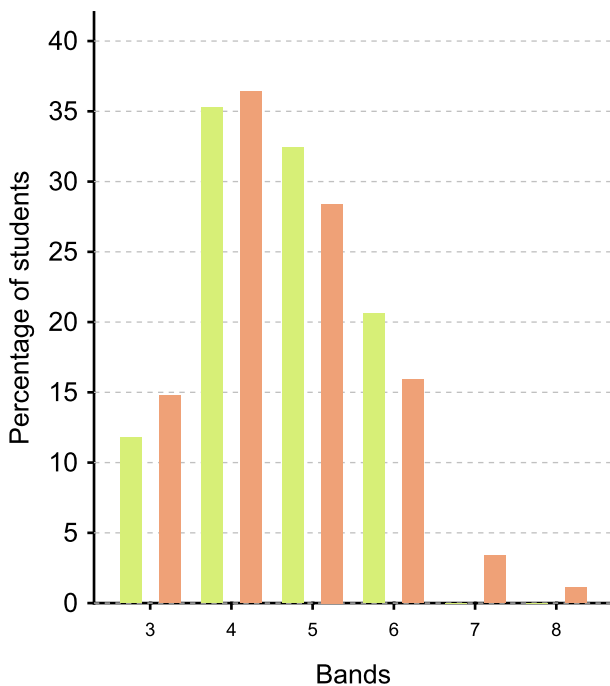
In Year 3 Numeracy students have demonstrated growth in Band 5 though a very limited number of students are achieving in the top two bands. Year 5 Numeracy students displayed growth in Band 6 though not achieving in the top two bands.

**Percentage in bands:  
Year 3 Numeracy**



Band	1	2	3	4	5	6
Percentage of students	6.7	33.3	26.7	23.3	10.0	0.0
School avg 2016-2018	12.8	32.6	25.6	23.3	5.8	0

**Percentage in bands:  
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	11.8	35.3	32.4	20.6	0.0	0.0
School avg 2016-2018	14.8	36.4	28.4	15.9	3.4	1.1

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In Literacy Year 3 Aboriginal students were equivalent in achievement to the school population though slightly lower in Grammar and Punctuation. Year 5 students were generally equivalent to the school population in their achievement though not performing in the top two bands.

In Numeracy Year 3 and Year 5 Aboriginal students were equivalent in achievement to the school population. In Year 5 a student did achieve in the top two bands.

## Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- Parents expressed that they felt welcomed and staff are caring, kind, supportive and involved;
- Weston PS was a great local school with a positive school culture;
- Parents felt there was open communication between the school and the community;
- Positive feedback was given from parents that they were pleased their child/children attended Weston PS and they felt the school was always looking for ways to improve what it does;
- 89% of students had positive friendships with peers;
- 90% of students demonstrated a high effort to succeed in their learning;
- Student feedback indicated that 89% of students valued School Outcomes with girls (88%) and boys (90%) being equivalent;
- 82% of Aboriginal students felt good about their culture at school and that teachers also had a good understanding of their culture;
- All staff felt that PBL continues to have a positive impact on behaviour at Weston PS though consistency was still a concern at times;
- School Learning Support officers were extremely valued and admired;
- Staff felt that they were being supported in the development of their teaching practices and provided with quality professional learning opportunities both within and out of the school environment;
- All staff expressed positive comments about working at Weston PS and felt their welfare was of extreme importance and valued by the executive;



- TPL at regular staff meetings was viewed as a positive and valuable practice for whole staff development; and
- Teachers believe there are high levels of collaboration with their colleagues both within their stage groups and across the school with ongoing time provided for staff to jointly program, plan & discuss.
- **Focus Areas 2019:**
- Increasing student confidence;
- continuing to provide students with skills in preparation for high school;
- Increased use of technology in classrooms; and
- Consistency with uniform.

## Policy requirements

### Aboriginal education

Weston Public School values and acknowledges the importance of enhancing the knowledge and understanding of all students about Aboriginal history and culture.

#### Our plan included:

\*The employment of a School Learning Support Officer (SLSO) to work 3 days/week to support Aboriginal students;

\*Dedicated week of learning experiences and celebration for NAIDOC; and

\*Visiting performances and motivational speaker.

#### Aboriginal education, training, policy and strategies were implemented in the following ways:

\*School embedded Aboriginal perspectives throughout Key Learning Areas;

\*Drumbeat performances coached by classroom teacher and Learning and Support Teacher(LaST) consisting of 2 Aboriginal student representatives from each local school in the Kurri Kurri Learning Community (KKLC) who performed through out the KKLC for NAIDOC Week activities and at the Kullaburra Awards;

\*M–Goals were established for new students and updated for existing Aboriginal students;

\*Aboriginal students in Years 4–6 involved in the *Deadly Cooking Kitchen* program through the Cessnock AECG and Hunter Health;

\*Strong relationships with Aboriginal students, families and community members continued to be a focus;

\*School continued to build relationships with the local Aboriginal community including AECG with 2 staff members regularly attending Cessnock AECG meetings;

\*Supporting resources included 8 Ways for Aboriginal

Learning, Yulunga traditional games, Aboriginal texts, The Dreaming DVD series; and

\*All students participated in NAIDOC week celebrations with local elder Aunty Judy West leading an activity on the day. The school was praised for their efforts with NAIDOC Week and the outstanding behaviour of the students. Weston Preschool and Maitland Community Preschool attended the NAIDOC student performances and iced biscuits to represent the Aboriginal flag.

### Multicultural and anti-racism education

School staff members were kept up to date on current issues and concerns by the school's trained ARCO staff member. School curriculum, specifically History, Creative Arts and Personal Development and Health were used to integrate ideas on respect for cultural differences and embedding understanding.

Our Aboriginal education strategies, You Can Do It program and Positive Behaviour for Learning (PBL) involved staff, students, and parents in modelling and promoting Department of Education values.