

# Balgowlah Heights Public School

## Annual Report



2018



3736

## Introduction

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

### School contact details

Balgowlah Heights Public School  
Lewis St  
Balgowlah, 2093  
[www.balgowlah-p.schools.nsw.edu.au](http://www.balgowlah-p.schools.nsw.edu.au)  
[balgowlah-p.school@det.nsw.edu.au](mailto:balgowlah-p.school@det.nsw.edu.au)  
9948 2225

### Message from the Principal

It is with a sense of pride that I ask you to celebrate our successes and reflect on the school's significant growth and achievements.

In 2018 a range of quality educational programs were provided to ensure students achieved their personal best, were active and involved community citizens and became self-directed learners. At a state and national level students excelled and received accolades for their academic, cultural and sporting achievements. Within the classroom, a consistent focus on improving literacy and numeracy outcomes for all students was supported through quality pedagogy and a focus on personalised learning.

Throughout the year the school's dedicated and highly accomplished teachers combined a strong sense of caring with high expectations and were well supported by an equally committed team of administrative and support staff. The strong partnership that exists within the school between staff and the parent community was enhanced through parental involvement in the P&C, a range of successful fundraising efforts and parent assistance across the school.

As we head into 2019 the school will undertake an extensive self-assessment measured against the School Excellence Framework and will continue to implement the school's long term vision and plan for delivering excellence and opportunity.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Megan Holland

**A/Principal**

## School background

### School vision statement

The school promotes excellence in learning and provides enriching opportunities to enable students to build the foundations for ongoing success in life.

Students are provided with the opportunities to achieve personal bests in each of the domains; intellectual, creative, sporting and social. The school recognises that students have their own skill sets, aptitudes, aspirations and prior knowledge.

Future focused learning across all Key Learning Areas supports our students to develop the skills and capabilities to thrive in a rapidly changing and interconnected world.

Parents and teachers are genuine partners in the learning process and ensure students are encouraged to participate, strive to achieve their personal best, to be considerate and supportive of others, to be resilient and to value the pursuit of knowledge.

### School context

Balgowlah Heights Public School was established as a one teacher school in 1933 with an enrolment of 29 students. Currently, it provides a quality education to over 700 students, 22% from culturally diverse backgrounds. Teaching is Year-based and includes two Opportunity Classes.

The school is a member of the Northern Beaches Learning Alliance and enjoys active and supportive parent involvement including the coordination of significant programs such as the Band and String Programs. An extensive co-curricular program caters for diverse student interests including sport, dance, choir, drama, debating, chess and robotics.

Values education is a strong focus and the school actively provides students with explicit teaching and sets high social and moral expectations. Students are expected to be thoughtful, responsible, compassionate and considerate members of the school community.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

The school's self-assessment using the School Excellence Framework provided a clear description of high quality practice across the domains of learning, teaching and leading.

In 2018 the focus on **learning** was centred around building a personalised learning culture with a clearly defined and planned approach to student wellbeing. The school employs evidence-based teaching practices to develop the knowledge and skills of students; the principles of visible learning practices were embedded across the school whilst targeting priority areas with supplementary interventions. The positive behaviours exhibited by students, both in the classroom and in the playground, demonstrated that the school's Positive Behaviours for Learning practices delivered intended outcomes. In 2019 the school's system of recognising and rewarding student achievement will be reviewed.

In the domain of **teaching**, collaborative practices were observed within the school's teaching and learning programs and classroom walkthroughs Kindergarten to Year 6. The strong emphasis placed on data informed decision making across the school was evident with Bump It Up Walls, Learning Intentions and Success Criteria, Exit Slips and Rubrics being seamlessly integrated into classroom practice. Data informed decision making is evident within the school in the allocation of resources to support teaching and learning. The school's Instructional Leader coached and mentored early career and experienced teachers in current research based quality teaching, including Targeting Early Numeracy (TEN), Language, Literacy and Learning (L3), Count me in Too (CMIT), Focus on Reading (FOR), Visible Learning and the Seven Steps to Writing Success.

In 2018 the focus of the **leadership** team centred around enabling strong community engagement, this will continue to be a priority moving into 2019. Aspiring leaders were provided with purposeful leadership roles across the school and two members of staff successfully gained accreditation at *Highly Accomplished Teacher* and *Lead Teacher* levels while a further two staff members commenced the Principals Credential through the NSW Primary Principals Association.

For more information about the School Excellence Framework visit

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

## Strategic Direction 1

Engaged successful learners

### Purpose

To support students become increasingly self-motivated learners – confident and creative individuals with the personal resources for future success and wellbeing.

### Overall summary of progress

The school has continued to develop student engagement in Literacy and Numeracy through Focus On Reading, TEN and Seven Steps to Writing. Collaborative planning sessions, stage based action research projects, classroom observations and instructional rounds are informing planning sessions, teaching programs and enhancing learning opportunities for students. Student expected growth in NAPLAN is equal to or greater than similar schools .

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student expected growth in NAPLAN is equal to or greater than similar schools.  Students in Year 3 and Year 5 NAPLAN achieve the same % in the top 2 bands as similar schools.		While the school's Year 3 NAPLAN results for reading fell marginally short of similar schools, the number of students in the top two bands increased by 18% and in writing the school's writing results exceeded those of similar schools by 10%. In numeracy the school's Year 3 NAPLAN results also fell marginally short of similar schools, however the number of students in the top two bands increased by 6%. In Year 5 the strongest growth was achieved in writing with students closing the gap between similar schools by 8%.
Students in Years 2 to 6 achieve twelve month's academic growth within a school year (ACER testing) .	N/A	All teachers engaged in the construction of assessment plans, professional learning on and moderation of student assessment data. The integrity of student assessment data and tracking of progress was improved. Awareness was raised with staff on the purpose and value of formative assessment strategies.
Annual exit reading levels: <ul style="list-style-type: none"><li>• 92%of Kindergarten students working at or above level 10</li><li>• 92%of Year 1 students working at or above level 20</li><li>• 92%of Year 2 students working at or above level 28</li></ul>	Instructional Leader	The school's annual exit reading levels fell marginally short of the goal with 90% of students in Kindergarten to Year 2 reaching the target.
90% of Year 1 students working at or above EAS3, 90% of Year 2 students working at or above PV2.	Instructional Leader	All students in Year 1 and Year 2 reached the target.
80% of Years 4 to 6 students feel challenged and confident in their skills in English and mathematics in Tell Them From Me Survey results.	N/A	While student engagement in English and mathematics improved, the school did not meet it's target of 80% in the Tell Them From Me Survey.  Professional learning and collaborative practice has consolidated staff knowledge of Visible Learning and was evidenced in students' ability to set personal learning goals and openly discuss their strengths and challenges. The school has also taken steps to bridge the gap between the school and the broader community so that parents engage

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of Years 4 to 6 students feel challenged and confident in their skills in English and mathematics in Tell Them From Me Survey results.		more with the school and in their children's learning.

## Next Steps

Teachers use evidence-based quality teaching practices to engage and challenge students in deeper levels of learning.

We will know we are successful when:

- grade teams use data to identify gaps and strengths in student learning to plan, monitor and track student progress using the literacy and numeracy progressions
- the Learning Support Team coordinates a whole school approach to supporting teachers to deliver adjustments that allow all students to access the curriculum at the appropriate level.



## Strategic Direction 2

Student life

### Purpose

To strengthen effective leadership and teacher commitment to a culture of high expectations and a shared sense of responsibility for student engagement and success.

### Overall summary of progress

Staff at Balgowlah Heights Public School are working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan. Regularly opportunities for teacher to work together in grade teams is developing a shared sense of responsibility for student engagement and success.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Agreed expectations and coherence around the quality of teaching required to impact on student performance (School Excellence Framework).		The school supports collaborative performance development and efforts to continuously monitor improvement.  Teaching and non-teaching staff proactively seek to improve their performance.
100% of teachers are working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.		
School Executive facilitate opportunities for staff to learn from each other once a term, provide access to specialised knowledge and model continuous learning in their own practice.		
School Executive evaluates the impact of professional learning on student achievement in Semester 1 and 2 and facilitates the measurement of student growth in Semester 2.		Explicit systems for collaboration, classroom observation and the modelling of effective practice and feedback were observed by the School's executive team.
Analysis of feedback following lesson observations, Tell Them From Me data, People Matter Employee Survey and other data sources.		

### Next Steps

Consolidate expectations and coherence around the quality of teaching required to impact on student performance.

We will know we are successful when:

- there is Increased collaboration between staff
- teachers refer to student performance data and feedback to evaluate the effectiveness of their teaching practices.

- strong academic partnerships enhance the learning experiences of every student
- student learning outcomes and opportunities for individual and cohort success improve in line with targets.

### Strategic Direction 3

#### Productive partnerships

#### Purpose

To strengthen positive, respectful partnerships with families and carers and with the broader school community to better connect students to their learning.

#### Overall summary of progress

The school has reviewed existing systems and practices and is working towards strengthening partnerships with families and providing high quality representation of community views. The school is a proactive member of the Northern Beaches Learning Alliance and delivered parent workshops and information sessions in 2018. The school has explored future focused learning opportunities, purchased new resources and supported staff professional learning to better enable students to connect, collaborate and build relationships with local, national and international communities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater than 65% parent participation in school surveys.		Participation in school surveys increased but is still below the target response rate of 65%.
Communication Assessment Matrix demonstrates annual growth.		A draft communication plan was developed and new modes of communication consolidated.
Four parent information sessions held per semester.	N/A	In 2018 parent information sessions delivered by the school included literacy and numeracy Kindergarten to Year 2 and the Opportunity Class and Selective High School Program. In October the P&C committee organised for Dr Justin Coulston, an internationally recognised public speaker in the realm of positive psychology and child development, to deliver a parent presentation on '10 Things Every Parent Needs to Know'. The information sessions were well supported by the community.

#### Next Steps

Continuation of initiatives piloted and commenced in 2018 will strengthen community partnerships ensuring the continued success of students and the school.

We will know we are successful when:

- the school community demonstrates aspirational expectations of learning progress and achievement for all students
- Students across all grades demonstrate high levels of engagement in a variety of group situations and positive interaction with the new learning environment
- communication practices promote student learning and school excellence.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1,500	Improved focus in strengthening cultural awareness across the school focused on Aboriginal and Torres Strait Islander cultures and histories.
<b>English language proficiency</b>	\$7,500	Students requiring English Language proficiency support were provided with in-class support based on their level of language proficiency.
<b>Low level adjustment for disability</b>	\$29,503	Funds were used to provide Learning and Support Teacher support and School Learning Support Officer support for targeted students. Funds also contributed to teacher professional learning initiatives to build staff capacity in meeting the needs of students with disabilities. Personalised Learning Plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and or numeracy.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$125,000	Instructional Leader
<b>Socio-economic background</b>	\$1,700	
<b>Support for beginning teachers</b>	\$26,417	Funding was used to provide early career teachers with mentoring, additional release and professional learning opportunities.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	339	361	347	350
Girls	389	375	381	354

Overall student enrolments at Balgowlah Heights Public School decreased in 2018. Kindergarten enrolments remained stable and the number of students enrolling in the school exceeded the number of students transitioning to high school in Year 6.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.8	96	95.9	95.9
1	95.6	95.7	94.9	95.2
2	95.3	95.8	95.1	95
3	95.9	96	95.7	95.6
4	96.1	96.5	96	95.1
5	96.1	96.1	95.8	95.5
6	95.3	95.5	94.3	95.2
All Years	95.8	95.9	95.4	95.3
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 figures in 2018 were commensurate with state averages.

Student absences are required to be explained by parents. Where the school is concerned about the attendance of a student, parents are contacted and strategies are put in place to improve the situation including referral to the Home School Liaison Officer. In

2018 the school continued to use electronic roll marking to assist with accurate collection and analysis of data. Ongoing monitoring of student attendance in 2019 will maintain the school's high attendance rates.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.71
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Administration and Support Staff	4.67

\*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. The school did not employ an Aboriginal permanent members of staff in 2018. An Aboriginal Education Contact Officer was nominated by staff members. The role of the officer includes ensuring Personalised Learning Plans for all Aboriginal students are implemented and awareness and the celebration of Aboriginal culture is a key school priority.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

### Professional learning and teacher accreditation

The school has a strong commitment to staff professional development. All staff have a Performance and Development Plan to assist with setting goals, reflecting on their achievement of goals and their impact on performance.

Professional learning was aligned to the school's strategic directions and is embedded in the school's

progress to achieve goals. Teaching staff at Balgowlah Heights Public School participated in a number of professional learning activities designed to build capability and support staff in achieving the school's priority areas as set out in the School Plan. Highlights of Professional Learning included:

- Seven Steps to Writing
- ICT – Google Apps for Education, GSuite, SeeSaw and Class DoJo
- PDP / Observation/ Goal Setting/ Feedback/ Self Assessment/ Annual Reviews
- Assessment and Reporting
- 2017 Milestones – evaluation
- Strategic Planning for 2018–2020
- PBL – Tier 2 interventions
- Student Wellbeing Framework
- CPR and Anaphylaxis
- Child Protection Training
- Code of Conduct
- LMBR – Financial Tool Training for SAM and Principal

In 2018 Beginning Teachers Support Funding was used in:

- additional release time for early career teachers and provision of mentors
- release for teachers to attend professional learning opportunities in areas aligned to the school plan and career progression.

## 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>	366,101
<b>Revenue</b>	6,156,486
Appropriation	5,173,038
Sale of Goods and Services	7,295
Grants and Contributions	965,366
Gain and Loss	0
Other Revenue	3,745
Investment Income	7,042
<b>Expenses</b>	-5,947,645
Recurrent Expenses	-5,947,645
Employee Related	-5,010,208
Operating Expenses	-937,437
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	208,842
<b>Balance Carried Forward</b>	574,943

The school's budget is based on whole school needs and strategic priorities. Income and expenditure were monitored on a regular basis by the Principal and School Administrative Manager. The school is moving towards managing the operational budget through Stage Program budgets coordinated by each Assistant Principal and program budgets managed by the Deputy Principals and other program leaders.

School funds were used in 2018 to employ a Japanese teacher (Kindergarten to Year 5, a music teacher (Kindergarten to Year 2), an enrichment teacher (Kindergarten to Year 6) and additional Learning Support teachers (Kindergarten to Year 6).

Funds carried over into the 2018 financial year were committed to the three strategic directions outlined in the 2018–2020 school plan.

### 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>	4,674,799
Base Per Capita	140,773
Base Location	0
Other Base	4,534,026
<b>Equity Total</b>	99,237
Equity Aboriginal	0
Equity Socio economic	1,672
Equity Language	7,575
Equity Disability	89,990
<b>Targeted Total</b>	77,499
<b>Other Total</b>	190,414
<b>Grand Total</b>	5,041,948

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.

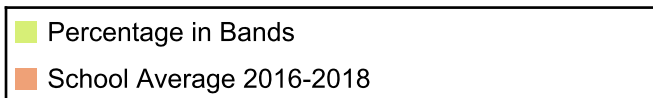
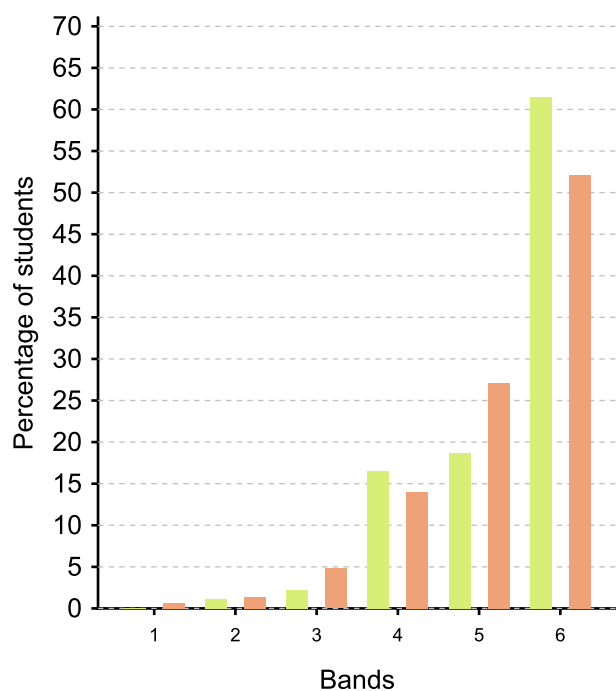
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

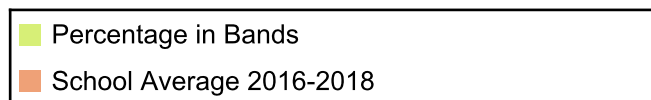
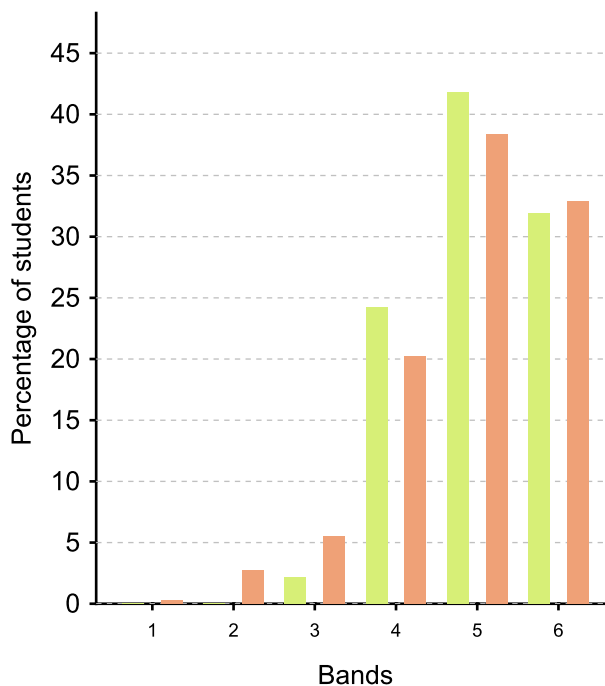
The school's NAPLAN results demonstrate strong student performance in Literacy.

- 78% of Year 3 students were placed in the top two bands for Reading, above the state average of 52%.
- 80% of Year 3 students were placed in the top two bands for Writing and 20% of students were placed in the middle two bands with no students placed in the bottom two bands.
- 81% of students in Year 3 were placed in the top two bands for Grammar and Punctuation, 11% more than students in similar schools.
- 74% of Year 3 students were placed in the top two bands for Spelling, however 15% more students in similar schools were placed in the top band.
- 31% of students in Year 5 were placed in the top two bands for Writing, above the state average and below that of similar schools.
- 53% of students in Year 5 were placed in the top two bands for Grammar and Punctuation, above the state average of 34%.
- 67% of students in Year 5 were placed in the top two bands for Reading, above the state average of 35%.
- In Spelling 48% of students in Year 5 achieved results that placed them in the top two bands, above the state average of 35% and below the average of similar schools.
- 100% of students in the school's Opportunity class were in the top two bands in Reading and Spelling, 72% were in the top two bands in writing and 93% were in the top two bands for Grammar and Punctuation.

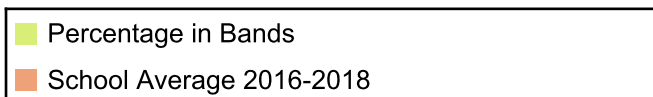
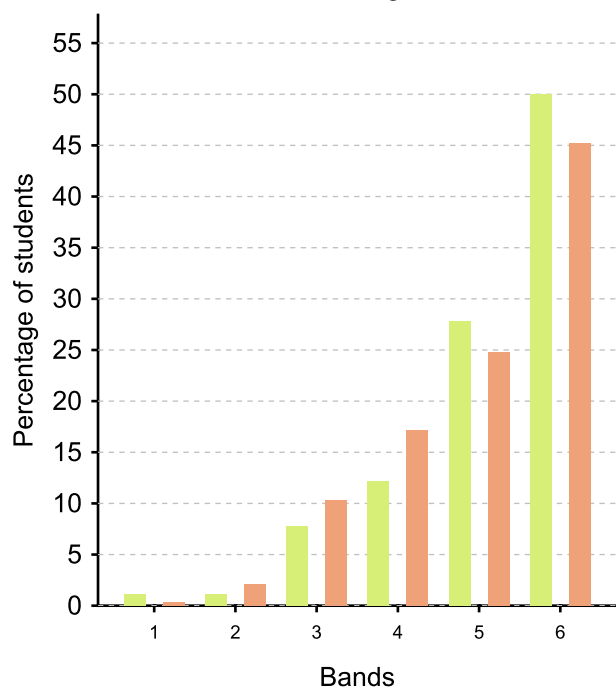
**Percentage in bands:**  
Year 3 Grammar & Punctuation



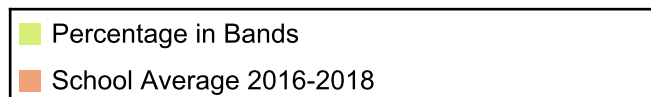
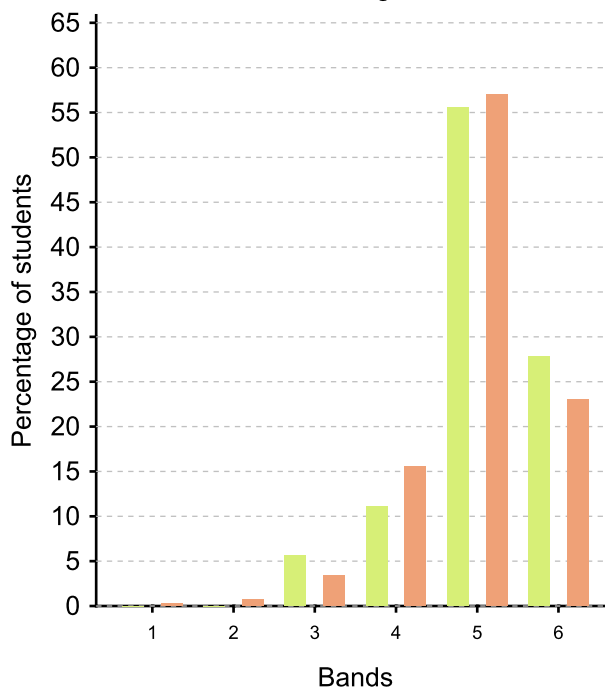
**Percentage in bands:**  
Year 3 Spelling



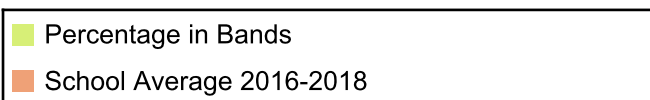
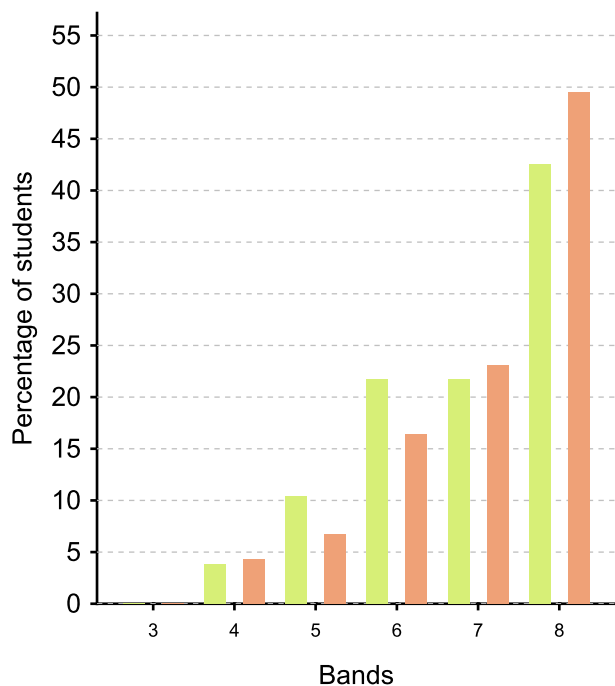
**Percentage in bands:**  
Year 3 Reading



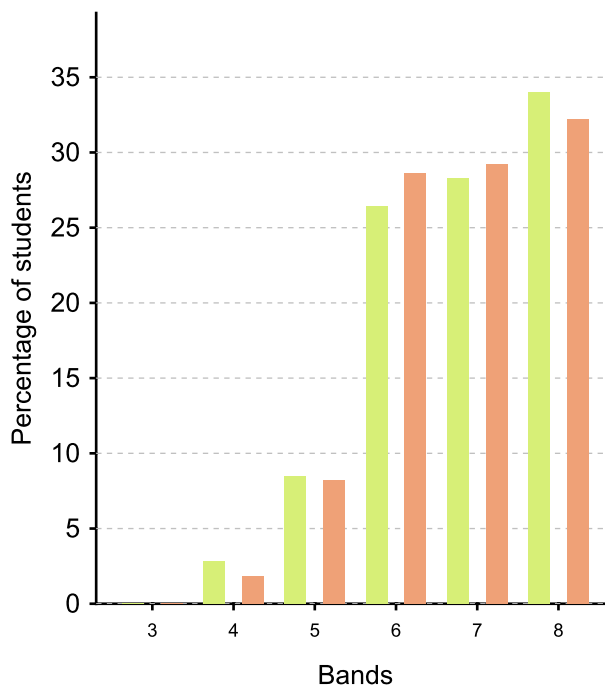
**Percentage in bands:**  
Year 3 Writing



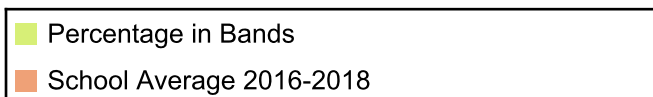
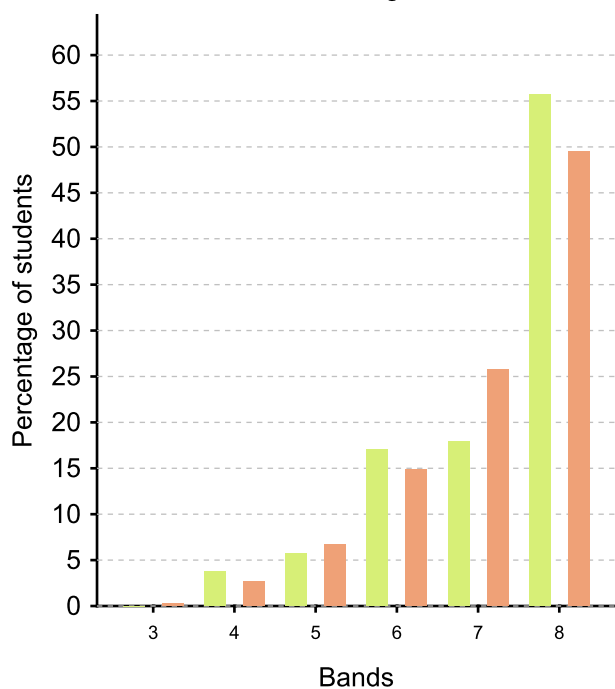
**Percentage in bands:**  
Year 5 Grammar & Punctuation



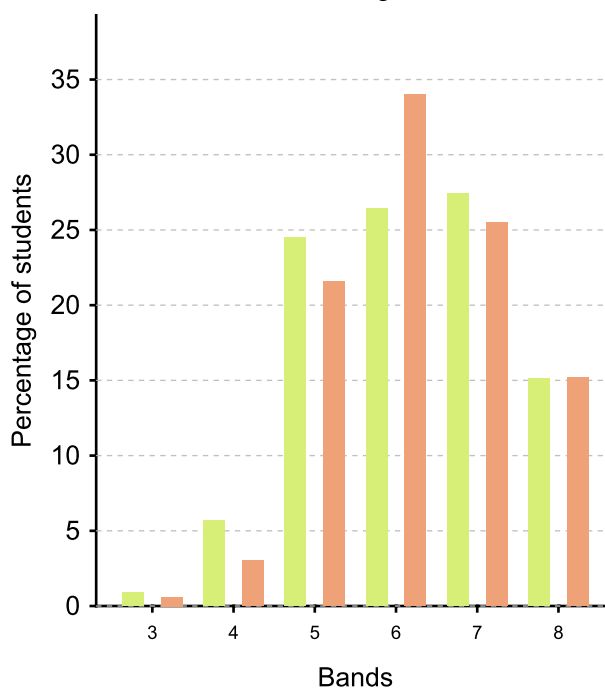
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



The school's NAPLAN results demonstrate strong student performance in Numeracy.

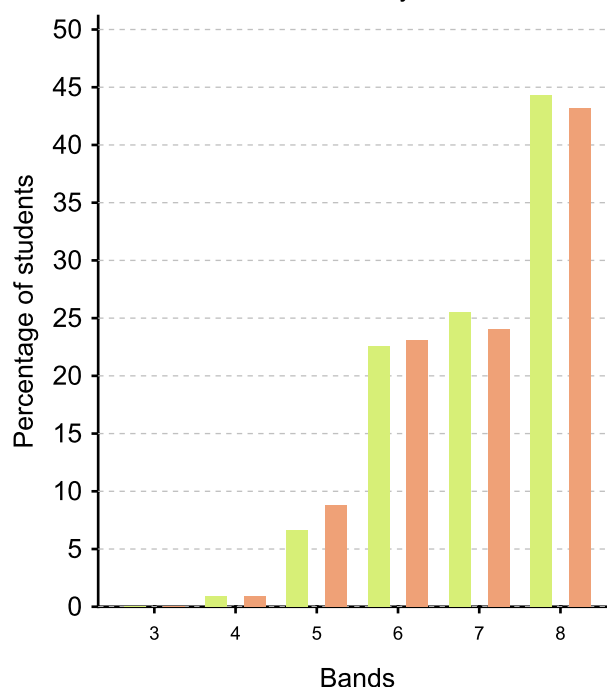
- 71% of Year 3 students were placed in the top two bands for Numeracy, slightly below similar schools and well above state averages of 41%.
- 58% of mainstream Year 5 students were placed in the top two bands for Numeracy, slightly below similar schools and well above the State averages



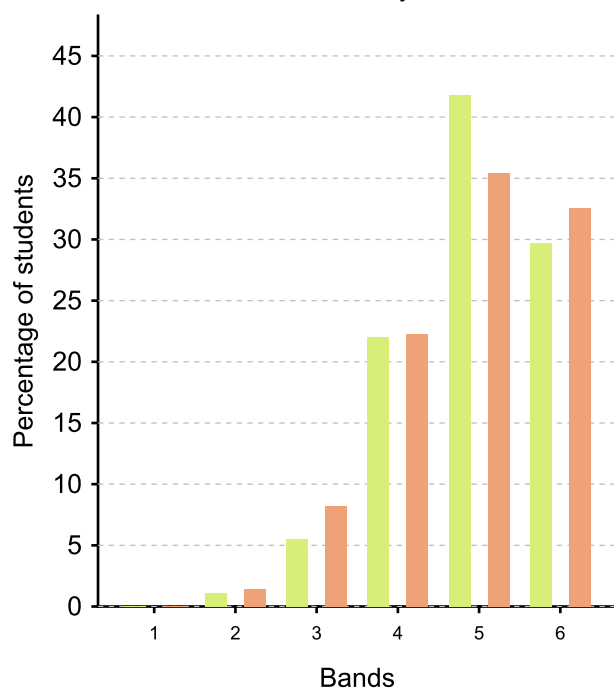
of 29%.

- 100% of students in the Year 5 Opportunity Class were placed in the top two bands for Numeracy, above the state average of 92% for students in similar classes.
- 80% of Year 5 students made at or above expected growth in numeracy, 21% above average growth for the state and 12% above that of similar schools.

**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 3 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.

The school's NAPLAN results in 2018 met the Premier's Priority with an increased number of students achieving in the top two bands across all domains in both Year 3 and Year 5.

There are no identified indigenous students within the school's population.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below as reported through the Tell Them From Me Survey.

The Parent Survey was implemented in Term 4 and covered parents' perceptions of their children's experiences at home and at school. The 41 responses received were aligned with the School Excellence Framework elements of Learning Culture, Curriculum and Learning, Effective Classroom Practice and Leadership and informed the school's self-assessment against the framework. The parents who responded expressed a desire for greater two-way communication with the school and for there to be more opportunities for them to be involved in school life.

Students in Years 4–6 were surveyed in Term 1. The

survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. The results demonstrate the importance the school has placed on establishing a positive learning culture encompassing respectful relationships, student engagement and participation rates. (...) indicates NSW Government norm.

#### Social–Emotional Outcomes

- Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class 93% (83%)
- Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school 67% (55%)
- Students feel accepted and valued by their peers and by others at their school 83% (81%)
- Students have friends at school they can trust and who encourage them to make positive choices 92% (85%)
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future 97% (96%)
- Students do homework for their classes with a positive attitude and in a timely manner 59% (63%)
- Students that do not get in trouble at school for disruptive or inappropriate behaviour 94% (83%)
- Students are interested and motivated in their learning 78% (78%)
- Students try hard to succeed in their learning 93% (88%).

#### Drivers of Student Outcomes

- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives 8.5% (8.2%)
- Students find classroom instruction relevant to their everyday lives 8.2% (7.9%)
- Students feel classroom instruction is well–organised, with a clear purpose, and with immediate feedback that helps them learn 8.3% (8.2%)
- Students are subjected to physical, social, or verbal bullying, or are bullied over the internet 20% (36%)
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice 8.1% (7.7%)
- Students feel teachers are responsive to their needs, and encourage independence with a democratic approach 8.7% (8.4%)
- Students understand there are clear rules and expectations for classroom behaviour 7.1% (7.2%)
- The school staff emphasises academic skills and hold high expectations for all students to succeed 8.9% (8.7%).

The staff survey included a series of statements of which they were asked on a Likert scale from 0 (strong disagreement) to 10 (strong agreement). These responses were then averaged and reported by

question and topic. Responses were compared with state norms with results showing that staff believe the school is achieving above NSW Government norms in six of the eight drivers of student learning:

- Parent Involvement
- Data Informs Practice
- Inclusive School
- Technology
- Teaching Strategies
- Learning Culture.

## Policy requirements

### Aboriginal education

During 2018, the school expanded its Aboriginal education strategy to facilitate quality teaching and learning experiences aimed at building the school's appreciation and respect of Aboriginal heritage and culture. Activities included incorporation of cultural awareness into History, Geography and English learning units.

In 2018 a student survey was conducted to determine the impact of the rewriting of the school's acknowledgment of country and the school's student leaders participated in the Northern Beaches Learning Alliance students leadership day on country experience.

The school's focus in 2019 will be on strengthening this strategy to ensure Aboriginal cultural awareness is embedded authentically across the curriculum for all students.



### Multicultural and anti-racism education

The school promotes the values of respect for all races and cultures and the school's values of being respectful, responsible and achieving your personal best help to support these principles. To foster harmony and tolerance, multicultural education is embedded in all curriculum areas and school activities.

A Japanese language program facilitates an intercultural approach to teaching and learning and supports students in making connections to the real world in a meaningful way.

The school's Anti-Racism Contact Officer liaises with students, staff, parents and the community members and fosters tolerance within the school.