

Speers Point Public School Annual Report



2018



3968

Introduction

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

Chris Payne

Principal

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Message from the Principal

At our end of year Presentation Assembly in 2018 we tagged the school year of 2018 as our "best year ever." For Speers Point Public School, 2018 gave the school a great number of triumphs, successes and developments which we widely celebrated at the close of the year. School enrollments steadily grew through the year and we ended 2018 on the highest enrollment in five years.

The greatest contributing factor to 2018 was effort. The efforts of students, the efforts of staff and the efforts of community – working together. As such our NAPLAN data showed fantastic growth in reading, writing and numeracy. K–2, tracked through their reading levels, continued to grow above expected targets and progress.

All the staff had a clear understanding of the big picture and worked towards school goals and goals within Early Action for Success. Professional learning for staff remained a high priority along with ongoing collaboration and support in order to provide expert teachers. Our program of student learning intervention also supported student growth.

Community events, such as our concert, were widely supported and highly attended. Our model of inclusion continued with the process underway to form a fourth support class for 2019.

The news of a school upgrade came with the announcement of 170 new and upgraded schools. Speers Point was one of only a handful in the region to receive this. Under School Infrastructure a Program Reference Group was formed and acted as a consultative body in the initial stages. Part of this upgrade included the refurbishment of some spaces. By November the early works had commenced which was to refurbish a block of classrooms (including the library) into purpose designed rooms including amenities for our 4 support classes ready for 2019.

2018 had been a very exciting for our growing school, and while we dubbed it as the best year ever, 2019 is already known as our next best year ever as our growth and strong education continues.

School background

School vision statement

Speers Point Public School aims to empower our students to thrive, connect and succeed through a positive and holistic wellbeing approach. Staff are dedicated to delivering quality education through best teaching practices and personalised learning in an environment that engages all students. Our students, staff and community are highly valued and have a strong sense of belonging through supportive and respectful relationships that value inclusivity.

School context

Speers Point Public School is seen as a small school with the both mainstream and support classes catering for all students in a very family focused environment. Along with the mainstream classes, Speers Point is proud of their two MC (Multi-categorical) and one IO (Intellectually Moderate) support unit classes.

This whole school inclusion is a very integral aspect of the school and is widely regarded, respected and preserved by all community members. All staff focus on the education and wellbeing of all students across the school. With an average FOEI of 124 the community is supportive.

Speers Point Public School has firmly embedded learning and wellbeing practices into its whole school and classroom practices with the key expectations of Safe, Respectful, Responsible, Achievers. Speers Point is a proud member of the Lake Macquarie Area Collegiate (L-MAC) community of schools in the West Lake Macquarie area.

In 2017, Speers Point became an Early Action for Success (Phase 2) school and has a strong focus on best teaching practices and pedagogies including Explicit Instruction.

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:

Positive Behaviour for Learning has continued to drive our Wellbeing initiative with strong support for students to become safe, respectful responsible achievers. While we have identified that we need to improve practices around attendance support, transitions to and from school is an area we are excelling in. The Kinder Koalas transition program, our partnerships with Lake Macquarie High in the Yr 6–7 Headstart program and the transition to and from our Support Unit have all seen students successfully transition between new settings.

As our second year under the Early Action for Success initiative, we have continued to strive to improve student learning outcomes across the school. Our focus pedagogies, in Explicit Instruction, L3, TEN and 7 Steps of Writing have been supported through a rich professional learning schedule to support our teachers.

In the domain of Teaching

Speers Point Public School staff are committed to ensuring high levels of professionalism and effective teaching practice. Effective classroom practice shows our school to be making progress in areas of explicit teaching, classroom management and lesson planning and have given us a direction in improving our feedback to students. This has prompted our school to develop through the Visible Learning strategies. Through Early Action for Success, teachers have developed a higher level of proficiency in data collection, analysis and use in developing teaching and learning programs based on individual student need. Staff are proactive, improving practice and building professional capacity, including working between our community of schools, Lake Macquarie Area Collegiate. Self assessment has demonstrated that as a school we need to include better systems for coaching and mentoring staff, whether that is formal or informal and have developed an induction program through Strong Start, Great Teachers. Further documentation of support has been developed through our policies and procedures manual, teacher handbook and Explicit Instruction manual.

In the domain of Leading

As a team, teachers have been highly supported through growth in best practices, data analysis and catering for the individual needs of students. Ongoing improvement has been at the forefront and has led to a high performance culture. Our new 2018–2020 school plan continues to grow from the previous plan and strives forward with real and purposeful improvement measures. Most mainstream classrooms in 2018 used flexible seating arrangements and technologies to develop their classrooms around future focused learning. The school further expanded the fleet of laptops following from our P&C's previous purchase, which has assisted in this change. Administrative systems and processes also continue to be an area of improvement through the development of the policy and procedures manual for staff.

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

Wellbeing & Engagement

Purpose

To instill a culture that supports and values the positive wellbeing and the social, institutional and intellectual engagement of all students through a strategic and planned approach in developing whole school processes so they can connect, succeed, thrive, learn and contribute positively throughout life.

Overall summary of progress

Positive Behaviour for Learning (PBL) continued to be a focus point for our school in developing Safe, Respectful, Responsible Achievers. As a whole school approach, systems have been developed to recognise and celebrate positive student behaviour. A greater understanding over negative behaviour choices was also developed through the refined Behaviour Consistency Guide which was, when reviewed, had direct input from the students via our SRC.

Growth Mindsets was introduced and implemented differently in each classroom with clear evidence such as wall displays and teacher talk that it was being used in most rooms. The Engagement Project was also introduced which included student surveys and lesson observations. A definition of "engagement" was defined by the school using CESE evidence based documents to scaffold. This developed a system of showing which students were becoming at risk of

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|----------------------------|--|
| Increase the proportion of students demonstrating active engagement with their learning. | RAM Equity | Engagement was defined in the three areas of Social, Intellectual and Institutional. Social: Over 90% of students identified that they like their school, feel happy or belonging to the school and feel safe at school. However over 22% identified that they have difficulty in managing their own emotions. Intellectual: 95% of students identified that they are putting real effort into learning, work hard to complete tasks and teachers are actively encouraging them to try new challenges. Institutional – 88% of student identified the importance in knowing and showing our PBL expectations. Some students admitted to having absence days without good reason. |
| Increase student attendance to 95% | RAM Equity | Attendance remained unchanged between 2017 and 2018, both at 92.9% Unexplained absence slips were reintroduced in Term 4 of 2018 |
| Increase the number of days with zero behaviour referrals to Resolution room to over 50 days | RAM Equity | Over the year we recorded 54 days of no resolution room – (Term 1, 14 days, Term 2, 8 days, Term 3, 7 days and Term 4 25 days) In weeks 5 and 6 in Term 4 yrs 5/6 were at LMHS, which does account for 5 days. High non-resolution room period aligns with school concert time and weeks 6, 7 and 8. |

Next Steps

1. Continued development of PBL across the school and further development of the Behaviour Consistency Guide and PBL systems within the school to support positive behaviour choices. We want to see PBL culturally embedded.

2. Greater priority on Wellbeing and student engagement in learning, the need to implement mental health strategies and support for attendance. This includes greater monitoring and follow-up to attendance.
3. Continued rollout of Growth Mindsets philosophy into all classrooms.
4. Streamlining Engagement Project data gathering to a more efficient and timely tool.



Strategic Direction 2

Teaching & Learning

Purpose

To provide our learning community with passionate and skilled teachers who are committed to identifying, understanding and implementing effective explicit teaching methods where educational aspirations, learning excellence and personalisation are integrated into professional teaching practice across all learning environments to meet the needs of every student.

Overall summary of progress

Speers Point PS continued as an Early Action for Success (Phase 2) school in 2018. With an Instructional Leader (2 days per week) the school had a definitive focus on improving students results across literacy and numeracy with defined targets. L3, TEN and Explicit Instruction continued to deliver best practices in the classrooms and teachers were supported through extensive teacher professional learning. EAfS requirements under the new learning progressions changed several times, and targets were never delivered as anticipated. Implementation of the learning progressions was a huge undertaking in 2018 and was highly supported.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|----------------------------|--|
| Increase percentage of students demonstrating expected growth in Literacy and Numeracy in NAPLAN against 2015–2017 average. | TPL RAM Equity | In Numeracy the 2015–17 average for expected growth was 33%. In 2018 the expected growth was 68%, more than double the previous average. In Reading the 2015–17 average for expected growth was 50%. In 2018 the expected growth was 70%, In Writing, the 2015–17 average for expected growth was 58%. In 2018 the expected growth was 62%, |
| Students demonstrate expected growth per semester across ACARA Learning Progressions relevant EAfS targets and expected timelines | QTSS RAM Equity TPL | Learning Progressions were introduced in 2018, replacing the previous continuums. However the expected EAfS targets were not delivered as EAfS used 2018 as a means of establishing baseline data. These data requirements were also modified several times in the year as the progressions did not fit the same model as the continuums. |
| Teaching & Learning is personalised, explicit and reflects evidence based best practice as demonstrated through observations, teaching & learning programs, PDPs and student data. | QTSS RAM Equity | Teachers employed 'Learning Intentions and Success Criteria' in lessons Personal learning goals were established through 3 way conferences, teacher observations and student work samples. Most teachers having this visible in the classroom. Formal lesson observations directly linked to PDP goals and PDP timeline along with book collections for feedback. Student data (L3, TEN, phonics) analysed, monitored and shared at collaboration days along with reading level data wall created in staffroom. Programs reflect adjustments to cater to student |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Teaching & Learning is personalised, explicit and reflects evidence based best practice as demonstrated through observations, teaching & learning programs, PDPs and student data. | | needs and shared with interventionist. Evidence based pedagogy – EI evident in weekly teaching overviews in literacy and numeracy (break down of I Do, We Do, You Do). L3 – Fluid and flexible groupings based on reading behaviours Teaching and Learning Handbook implemented across the school |

Next Steps

1. Continuation of best practices through L3, TEN, 7 Steps of Writing and Explicit Instruction
2. Continuation of Early Action for Success (Phase 2) and support from Instructional Leader.
3. Collaboration days for staff to compare and analyse student data in order to inform best allocation of intervention resources.
4. Ongoing support and professional learning around Learning Progressions.



Strategic Direction 3

School Learning Community

Purpose

To create, build and sustain stronger links with our community partners enabling further growth of the school, enhancement of our school environment and providing greater opportunities for all students to have a sense of belonging and connectedness.

Overall summary of progress

Speers Point has worked towards building stronger working relationships with colleagues and community and has experienced a variety of successes in these endeavours over 2018. Transition programs within the school were extremely successful, as demonstrated by the start of Kinder in beginning of 2019. The new Headstart transition program, in partnership with Lake Macquarie High School was a great success with Year 6 students transitioning easily into High School. The development of the new LMAC community of schools and LMAC's governance board also saw a new direction for the community of schools and how we approach school partnerships in this area

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------------|--|
| Effective and innovative future focused practices which supports student engagement as evident through learning spaces, teaching and learning programs and use of technology to support learning. | RAM – Equity P&C School funds | All primary classes deployed flexible seating, with infants classes taking on elements or deployment as well. Results from engagement project show high levels of engagement in these classrooms. Teacher observations also report student comfort in flexible seating, student choice in seating and groupings. Due to upcoming construction project our computer room was dismantled. Computers have been redistributed to classrooms and senior class maintains a fleet of 20 laptops. With innovative classroom designs in new build, computer needs will change to more mobile devices over desktop units. |
| Staff are supported with coaching and mentoring as demonstrated through PDPs, feedback, accreditation, higher accreditation and aspirant leader opportunities. | QTSS TPL RAM Equity | Informal mentoring in place and teachers were able to access different skill sets via different teachers, including crossing over between mainstream and support. Newly appointed teacher (targeted grad) to begin in 2019 and formal induction program created, based from the Strong Start, Great Teachers resource. PDP process to continue as is in 2019. |
| Increase community participation in events including 100% parent participation in 3 way conferencing by 2020. | | While we working towards having 100% parent participation in 3 way conferences, all students had their personal learning goals progress / update included in their end of semester reports. Fortnightly assemblies continue to invite and welcome parents and now includes a "lucky door" prize for community who come to assemblies. Big events like Easter Hat, Concerts and Book parade are hugely popular and highly attended. Further support for groups like P&C is being encouraged. |

Next Steps

1. Continuation of transition programs in its current form including, in partnership with Lake Macquarie High School, Head Start transition program.
2. Directions into future employment of Future Focused learning including innovative teaching spaces in alignment with the upcoming classroom construction.
3. Continuation in promotion of the school in attracting enrollments for 2019.
4. Ongoing Chaplain support for students and community.
5. Ongoing development and support of the Lake Macquarie Area Collegiate in a greater schools community approach to professional learning and collegial support.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|---|
| Aboriginal background loading | \$10,340 | <ul style="list-style-type: none"> • Professional learning for staff in best practices • Celebrated significant Aboriginal events with our school community • All Aboriginal students have Personalised Learning Pathways (PLPs) • Positive Behaviour for Learning – executive support, program implementation and support. • Additional SLSO time purchased to support K–6 students throughout the year. |
| Low level adjustment for disability | \$14,095 | <ul style="list-style-type: none"> • Professional learning for staff in best practices • Students requiring Individual Education Plans (IEPs) or Behaviour Management Plans (BMPs) • Additional SLSO time purchased for intervention to support K–6 students throughout the year. |
| Quality Teaching, Successful Students (QTSS) | \$27,278 | <ul style="list-style-type: none"> • Collaboration days for Mainstream and Support unit staff to collaborate, analyse data, track student progressions and plan. • Extra half hour RFF time per week per class |
| Socio–economic background | \$79,322 | <ul style="list-style-type: none"> • Intervention as school's contribution to Early Action for Success (EAfS) with intervention running K–6 • Additional Learning and Support Teacher (LaST) to support students and teachers. • Continuation of the Fleming model of Explicit Instruction. • Additional funding to support teacher professional learning, building staff capacity. • Upgrading resources and facilities in classrooms for students. • Student and parent financial support to access all areas of curriculum, such as excursions, uniforms etc. • Collaboration days for Mainstream and Support unit staff to collaborate, analyse data, track student progressions and plan. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 60 | 65 | 71 | 84 |
| Girls | 48 | 46 | 46 | 54 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 95.1 | 95.8 | 93.4 | 93.3 |
| 1 | 92.9 | 95.1 | 95.7 | 92.4 |
| 2 | 95 | 96.8 | 95.3 | 94.1 |
| 3 | 95.6 | 94.5 | 94.3 | 92.3 |
| 4 | 92.8 | 96 | 89.8 | 94.8 |
| 5 | 94.3 | 92.3 | 93.1 | 90.7 |
| 6 | 92.7 | 93.7 | 86.4 | 93.3 |
| All Years | 94.2 | 95 | 92.9 | 92.9 |
| 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 is managed electronically and monitored daily. Parents and caregivers are provided with regular newsletter articles prompting the importance of attendance. Teacher's monitor rolls and raise attendance concerns through the Learning Support Team. Ongoing concerns over attendance are referred to the Home School Liaison Officer for further support.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 7.97 |
| Teacher of Reading Recovery | 0.32 |
| Learning and Support Teacher(s) | 0.3 |
| Teacher Librarian | 0.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 4.71 |

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the Aboriginal composition of their workforce. In 2018, Speers Point Public School had one indigenous staff members working in the school as a School Learning Support Officer in a temporary engagement.

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 | 20 |

Professional learning and teacher accreditation

Professional learning is a priority and all staff have had access to extensive, targeted and planned professional learning. See strategic Direction 2 for more information.

In 2018, one Beginning Teacher accessed beginning teacher funding, who was also successful in obtaining their proficient level in teacher accreditation. This funding was used prolifically around targeted professional learning, collaboration opportunities and working with staff mentors. Two other staff members completed their maintenance phase.

Staff Development Days specifically targeted the needs of meeting the strategic directions, including sessions on Explicit Instruction and PBL, or through meeting the needs of the school such as CPR / Anaphylaxis training and Management of Actual or Potential Aggression

Financial information

Financial summary

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

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 67,073 |
| Revenue | 2,330,734 |
| Appropriation | 2,282,765 |
| Sale of Goods and Services | 14,520 |
| Grants and Contributions | 32,435 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 1,014 |
| Expenses | -2,235,821 |
| Recurrent Expenses | -2,235,821 |
| Employee Related | -2,049,742 |
| Operating Expenses | -186,079 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 94,913 |
| Balance Carried Forward | 161,987 |

Speers Point Public School's executive is responsible for and ensures strategic financial management.

Softfall installation, extra technology (computers and laptops) and extra SLSO time to support intervention

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 1,077,344 |
| Base Per Capita | 26,449 |
| Base Location | 0 |
| Other Base | 1,050,895 |
| Equity Total | 135,765 |
| Equity Aboriginal | 10,340 |
| Equity Socio economic | 79,322 |
| Equity Language | 775 |
| Equity Disability | 45,328 |
| Targeted Total | 630,166 |
| Other Total | 367,611 |
| Grand Total | 2,210,886 |

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.

According to our school improvement measure:

In Reading the 2015–17 average for expected growth was 50%. In 2018 the expected growth was 70%,

In Writing, the 2015–17 average for expected growth was 58%. In 2018 the expected growth was 62%,

According to our school improvement measure:

In Numeracy the 2015–17 average for expected growth was 33%. In 2018 the expected growth was 68%, more than double the previous average.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Aligning with the Premier's Priorities: Improving education results, Speers Point Public School began a strong focus on intervention in early years which was extended to encapsulate all years. In addition to this, further support in building staff capacity and data analysis has accompanied the Early Action for Success strategy. Year 4 students in Term 4 2016 also engaged in a modified "Bump It Up" small class group strategy leading up to the 2018 NAPLAN.

Our NAPLAN results for the top two bands shows a similar result to 2017, it does demonstrate that Numeracy is an area for improvement.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Over 2018 a Student Engagement Project was run to measure students engagement, which, contained several surveys for students and staff. These surveys focused in on the areas of social and intellectual engagement (institutional engagement was gathered through other means)

Much of the information gathered through these surveys also gave information around student and teacher satisfaction. The school sought parents and community feedback throughout the year in conversations with different parent groups and more formally through a Parent / Family Feedback Survey. The information gathered is as follows:

100% of parents feel that the school has high inclusivity for all students and 97% of community feel welcome in the school. In communication, 90% are satisfied in the ways that the school communicates. Events like the school concert are highly regarded and well received. The suggestion of a music / band program has been raised and is supported by community.

This year the Lifeskills program was introduced to help

improve student's resilience, perseverance and abilities to self-regulate emotions. Through student surveys more students are identifying that they have more of an ability to manage their emotions when they are upset, angry or disappointed. Students are also claiming that these lessons have helped at school, but they are not implementing the taught strategies at home as much. Previously, more students identified that they give up if tasks are seen as too difficult. Students are now identifying more persistence with tasks.

Policy requirements

Aboriginal education

Staff at Speers Point Public School are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students, supporting them to achieve in all aspects of their education.

We provide opportunities for all learners to deepen their knowledge and understating of the Aboriginal culture and language by programming using The Australian Curriculum, crosscurriculum area 'The Aboriginal and Torres Strait Islander histories and cultures' which addresses the concepts of Country and Place, People, Culture and Identity.

Personalised Learning Plans are developed and implemented for Aboriginal students through collaborative decision making processes with staff, parents and students.

The school recognises and participates in significant events including National Sorry Day and NAIDOC Week.

Multicultural and anti-racism education

Speers Point Public School has maintained a focus on Multicultural Education across all areas of the curriculum, by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. Students participated in our Harmony Day event. To address the antiracism component of education, we have trained two members of staff this year as the AntiRacism Contact Officers.