

# Fennell Bay Public School

## Annual Report



2018



4208

## Introduction

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

Lenise Hollis

Principal

### School contact details

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### Message from the Principal

Fennell Bay Public School commenced its first year of the three-year plan for school improvement, focusing on the three strategic directions of:

- Progressive Teaching
- Inclusive Learning
- Inspiring Leadership.

Our vision is active high achieving citizens will be created through progressive teaching, inclusive learning and inspiring leadership.

2018 was a year of opportunities for students with academic and extra-curricular activities designed to support learning and wellbeing. Students achievements were many, whether they be academic, sporting, cultural or personal.

We had some staff changes this year, with Mr Colin Scully, the Principal, retiring from the Department of Education after a celebrated career. The positive results students are achieving, and strong community spirit are reflective of Colin's vision and leadership. On behalf of the Fennell Bay Public School community we wish him all the best in his retirement.

I began as principal at the beginning of term 4 and appreciate the warm welcome that has been extended to me. I look forward to leading the school into the future, ensuring we achieve our vision as a learning community.

Fennell Bay Public School prides itself on the friendly, compassionate atmosphere that is our wonderfully supportive school community. I would like to acknowledge our Parents and Citizens Association (P&C) and the wider community for their continued commitment to supporting school initiatives and the purchase of additional resources. On behalf of Fennell Bay Public School, thank you to the community for their ongoing engagement and dedication to our school throughout the year.

### Message from the school community

Fennell Bay Parents and Citizens Association (P&C) provides an opportunity for parents, caregivers and community members to support the students and teachers at the school.

The P&C meets on the second Monday of each month and has had strong attendance of members at both meetings and organised activities.

Through annual fund raising activities including the Easter Raffle, Mother's Day Stall and Father's Day Stall the P&C contributed \$1000 toward the purchase of high engagement Readers for the Primary Department.

The P&C held a well supported Trivia Night that raised in excess of \$1500 to purchase a portal PA system for the school.

Our canteen is on track to achieve the Healthy Canteen criteria by December 2019 and is supported by volunteers from Aspire which provides skill development opportunities for young adults with disabilities.

### Message from the students

During 2018 we have been attending and representing our school in grip leadership days, captain choice awards, leading assemblies and representing the school at the Toronto ANZAC ceremony.

As captains we are required to ring bells, hand out merit awards for our Wednesday assembly and help run school parliament. Stage Three has also gone to Headstart at Lake Macquarie High School where we learned how to adapt to being in high school and making new friends. Earlier in the year Stage Three went to a science day at Avondale High School where we participated in science activities and competitions. Students in year 5 and 6 attended an excursion to Canberra where we learnt about our nation's capital and participated in all the hands on experiences at Questacon. We loved visiting the Australian Institute of Sport where we got to play lots of all different kinds of winter and summer sports.

# School background

## School vision statement

Active high achieving citizens will be created through progressive teaching, inclusive learning and inspiring leadership.

## School context

Fennell Bay Public School has an enrolment of 174 students with 21% Aboriginal students. There are six mainstream classes, plus a support class IM and two Multicategorical classes. The School Executive includes three Assistant Principals and an Instructional Leader. Literacy & Numeracy is our core business with students being enabled and extended through Early Action for Success tiered intervention programs and evidence based practice driving pedagogy. Positive Behaviour for Learning (PBL) has been successfully implemented and has evolved within the school with positive outcomes for students, staff and community.

The majority of families are from low socio-economic backgrounds and are geographically isolated. Nar-un-bah, the SaCC (School as Community Centre) is an integral part of the school and allows families to access both service provision and interagency support. The school is supported by an active P&C who regularly plan fundraising activities. Fennell Bay Public School is successful in its implementation of a safe, caring and inclusive learning environment in which all students have the opportunity to succeed. This plan is a result of consultation between the students, staff and community.

# 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.

**Learning** – In 2018 Fennell Bay Public School continued with implementing evidence based approaches in the areas of Literacy and Numeracy with professional learning in Explicit Instruction. A whole school focus on formative assessment to embed ongoing data collection ensured individual student growth and personalised learning and support for all students in our care. Teachers are differentiating the curriculum delivery to meet the needs of the students and report accurately to parents and community members. NAPLAN results indicated consistent positive results for Year 3 and internal student performance measures are showing positive attainment of outcomes across the school. Wellbeing is a consistent focus for the school with flexible and fluid Positive Behaviour for Learning Practices reflected in the wellbeing trend data, such as reduction in negative data entries.

**Teaching** – Staff received training in evidence based approaches including Growth Mindset, Explicit Instruction, National Literacy and Numeracy Learning Progression, L3 and STEM. Twice a term staff participated in collaborative sharing of data and feedback to develop a collective responsibility and the notion of adaptive expertise in differentiating and adjusting the curriculum to meet the needs of all students. The school's focus was on Effective Classroom Practice and Data Skills and Use, as clear area to drive teaching and learning programs. Evidence based teaching practices were identified, promoted, modelled and shared through weekly mentoring by executive and the implementation of Quality Teaching Rounds to improve student outcomes in literacy and numeracy.

**Leading** – In 2018 Fennell Bay Public School had a focus on developing genuine, authentic partnerships throughout the entire school community. Community events included Easter Hat Parade, Book Week Parade, Project Based Learning Expo, Grandparents Day, Parent information sessions around Literacy and Numeracy. Transition programs continue to be a leading feature with Little Squirts for beginning Kindergarten students and Headstart for Year 6 students moving into high school. Professional Development Plan (PDP) processes were refined and staff were actively engaged in goal setting, monitoring and review of achievements. Executive staff engaged in meaningful conversations in building teacher capacity through reflection on professional readings based on contemporary research and implications for best practice.

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

### Progressive Teaching

#### Purpose

Implement a range of evidence based pedagogies to promote collective responsibility for high levels of student improvement through innovative individualised teaching practices.

#### Overall summary of progress

We implemented Explicit Instruction across all stages and continued with Language, Learning, Literacy (L3) K–2. The school executive led quality teacher professional development with a clear focus on evidence based adaptive expertise in Literacy and Numeracy skills. The school continued to create and support the Explicit Instruction (EI) mentor through in class coaching of teachers and the development of resources. Executive conducted regular lesson observations, providing staff with timely and relevant feedback linked to the PDP processes and the Australian Professional Teaching Standards (APTS). Teacher collaboration was a clear focus, evidenced in quality teachers rounds and team creation of learning sprints to focus on identified deficit areas. Teacher shared regular data and student information between and across stages.

A technology team was formed and to set key initiatives, including STEM resources, robotics, coding, student laptops use and conducting professional learning in google classroom, See Saw, Class Dojo, SharePoint and Project Based Learning (PBL) as a key inquiry based pedagogy. The school held its first PBL expo engaging all students in presenting to their peers and community members.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching staff embed Future Focused learning and teaching strategies into their programs.	Purchasing of ICT resources \$10000  Professional learning \$2000	All staff became familiar with the Futures Learning website and STEM Project Base Learning pedagogy.  Staff implement inquiry project based learning within their classroom following key pedagogical features.
All staff have a comprehensive understanding and effective application of Explicit Instruction Pedagogy resulting in improved student outcomes.	\$11 000 Fleming explicit instruction professional learning  \$5000 EI mentor time	EI implemented K–6 and evidenced through class walk through, formal observations and quality teaching rounds in English and mathematics.
Embedded systems and processes enable data analysis to make informed decisions regarding the teaching of individual students and the school collectively.	QTSS allocation  \$5000 professional learning	Student data is collected 5 weekly by executive and used to determine intervention and professional learning for staff.

#### Next Steps

- Whole school data collection sources will be reviewed and structures established to ensure effective tracking of student progress and intervention support
- All staff will continue to be trained in explicit teaching strategies and evidenced based practice in literacy and numeracy
- Technology Team to support teaching of Futures Learning and ICT skills K–6
- All staff to be trained in Minds Wide Open

## Strategic Direction 2

### Inclusive Learning

#### Purpose

All students will be engaged in rich personalised learning that occurs through clear data driven teaching based on a growth mindset inclusive of explicit feedback and targeted goals.

#### Overall summary of progress

Professional learning focused on using the National Literacy and Numeracy Progressions and PLAN 2 as a tool to support differentiated teaching strategies and the tracking of students observable skills. This has ensured the ongoing development of best practice across the school and the strengthening of the role of formative assessment in ensuring personalised learning. Staff share their data twice a term to establish collective responsibility, celebrate success and ensure all learning support procedures are in place for students requiring adjustments and additional support.

Student goal setting has become part of the school culture with literacy, numeracy, and personal goals being devised and sent home each term to support community engagement and a culture of high expectations based on growth mindset.

Parent workshops and surveys were devised to ensure a collaborative working relationship with the community. This was inclusive of the Parents as Teacher's Classroom Helpers (PaTCH) program which was implemented as a Community of Schools initiative with our neighbouring schools, uptake by families was significantly greater than in previous years.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will have learning goals set for Literacy and Numeracy communicated to all stakeholders.	Internal professional learning on Growth Mindset and the role of setting student goals in achievement	Students goals sent home each term and referred to in class regularly.
80% or more of students will demonstrate expected growth in the literacy & numeracy progressions.	Professional learning on progressions \$2000	Data entered into PLAN 2 for progressions for every student in the school in 5–7 sub elements across literacy and numeracy.
35% or more of students will achieve in the top 2 skill bands in NAPLAN for reading, writing & numeracy in Year 3 & Year 5.	Additional LAST/Intervention support \$15000	35.94% of Year 3 & 5 students achieved in the top 2 skill bands in reading and numeracy. 25% achieved the top 2 skill bands in writing.

#### Next Steps

- Evaluate and refine student reports
- Professional learning in numeracy progressions and explicit differentiation to support the need to increase achievement in external measures
- Student intervention tracking sheets
- Formulate corporate programs for staff to implement with the ability to differentiate
- Track student growth from baseline summative assessments through revision of school procedures to support Department of Education policy
- Evaluate professional learning practices to inform future professional learning
- Utilisation of data from formative assessment data
- Continue to strengthen community links through effective communication processes that leads to family engagement in learning



## Strategic Direction 3

### Inspiring Leadership

#### Purpose

Embed a culture of leadership where all staff have high expectations of student engagement, learning, development and success of the entire school community.

#### Overall summary of progress

Explicit teaching around growth mindset was established, plus new goal setting and communication procedures. Professional learning for staff by executive was a key feature with links to the principles visible learning and strategies that have positive impact in classrooms. Students with their teacher set goals each term for literacy, numeracy and personal areas of choice which were communicated to parents and reinforced in classrooms K–6. The importance of a common language around growth mindset is being reinforced at school and within the wider community.

Areas of professional development were identified by individual staff members on their PDP to assist in achieving personal goals. This formed a clear direction for weekly professional learning that was linked to the school plan. Executive staff were enablers for building capacity in themselves and others through professional learning, opportunities in relieving positions, and practicing instructional and distributed leadership.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Visible Learning is embedded and utilised in each classroom to enhance the teaching and learning cycle.	Internal professional learning on fundamental principles of growth mindset and visible learning.	Common language established across the school for reinforcement of Growth Mindset. As evidence in student goals, teacher feedback and visible increase in student internal motivation.
Genuine authentic partnerships throughout entire school community reflecting the school vision.		Communication improved by utilisation of social media mediums and Apps to communicate student achievement.  Increased attendance at school events and initiatives with a curriculum focus.
All staff, and a significant component of the student body demonstrate high expectations of successful learning through their involvement in leadership initiatives, resulting in increased capacity.	Students attending leadership programs \$2000  Staff Professional learning \$2000  QTSS allocation	PL for SLSOs and teaching staff to support leadership aspirations and build capacity.  PDPs reflect leadership goals and links to Highly Accomplished and Lead APTS.

#### Next Steps

- Student leadership program created
- Executive walk throughs target numeracy sprints
- Student led interviews
- Observations targeting explicit Mathematics and Writing teaching.
- Continue professional learning in Visible Learning and how it looks in our school context

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Employment of an Aboriginal Education Officer and additional supports for students  \$74, 042	27% of Aboriginal students achieved the top 2 skill bands in NAPLAN Reading and Numeracy.
<b>Low level adjustment for disability</b>	Targeted intervention, SLSOs and wellbeing support  \$72,196	Student achievement is evident in NAPLAN data.  Low level adjustment for disability was utilised to provide additional learning support for students in Literacy and Numeracy and targeted intervention at point of need. SLSOs supported students with additional needs within the classroom setting and provided support in the playground. Additional time was allocated for learning support to ensure all students were showing growth, as measured by internal data tracking and assessment on a five weekly basis
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS release for executive staff to mentor teaching staff  \$33,212	QTSS funding was utilised for the development of school initiatives through the targeted release of Executives and staff with expertise in curriculum areas. A plan was created to ensure the optimal use of QTSS time. It included a focus on building staff capacity, data collection and monitoring and the development of new initiatives.  QTSS funding allowed for the monitoring and implementation of strategic directions and the development of policy, procedures and new initiatives designed to reach school milestones
<b>Socio-economic background</b>	SLSOs and intervention support for literacy and numeracy programs  \$274,182	SLSO's support students in the classroom. Spelling Mastery continued Years 2–6. Intervention programs included Multilit, Minilit and Quicksmart Maths. The transition to school program Little Squirts continued in 2018.
<b>Early Action for Success</b>	Staffing allocation of 3 day a week Instructional Leader	Staff have a strong understanding of Literacy and Numeracy pedagogy to ensure students achieve their benchmarks. Evidenced through lesson observations, teaching and learning programs, professional learning and implementation throughout the year and overall student results.



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	76	74	85	89
Girls	72	72	76	80

Student numbers were stable throughout 2018.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	87.9	91.1	85.8	96.4
1	88.3	89.9	87.6	89.2
2	91.2	88.9	91.5	92.4
3	92.4	93.5	90.5	91.6
4	91.9	92.4	92.4	88.9
5	91.6	91.5	93.2	89
6	90.6	91.4	91.9	89.8
All Years	90.5	91.3	90.4	90.9
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

Student attendance is monitored regularly. Parents are contacted through a digital messaging service to maintain effective communication with parents/carers. The school phones parents/carers when a child has been absent for three or more days. Quarterly meetings with the Home School Liaison Officer (HSLO) ensure that attendance lower than 85% is addressed through departmental procedures.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.27
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	5.92

\*Full Time Equivalent

The school has a permanent Aboriginal Education Officer who works with students and the community, an Aboriginal School Learning and Support Officer and an Aboriginal temporary teacher.

### 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	0

### Professional learning and teacher accreditation

Professional learning for staff continued as a priority in 2018 with Explicit Instruction (EI) led by John Fleming, an EI in school co-ordinator and Instructional Leader through the Early Action for Success Initiative. There is a clear focus on evidence based literacy and numeracy pedagogy and tracking of students using the new National Literacy and Numeracy Progressions. Programs continuing to be implemented included L3 training for staff, TEN maths intervention, Spelling Mastery, Minilit, Multilit and Quicksmart. Staff completed mandatory training in CPR, Anaphylaxis Child Protection and Code of Conduct.

One teacher attained their proficient accreditation with NESA this year whilst all other staff are monitoring their maintenance period.

## 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>	66,917
<b>Revenue</b>	2,942,665
Appropriation	2,841,388
Sale of Goods and Services	17,363
Grants and Contributions	48,032
Gain and Loss	0
Other Revenue	34,472
Investment Income	1,412
<b>Expenses</b>	-2,938,751
Recurrent Expenses	-2,938,751
Employee Related	-2,702,660
Operating Expenses	-236,091
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	3,914
<b>Balance Carried Forward</b>	70,831

The school undertakes administrative functions relating to compliance with legislation, Department policies and procedures. The school executive with the Senior Administration Manager (SAM) coordinate the school's financial affairs, assist with preparation of the annual school budget and maintain the school's financial records to enable the school to achieve maximum benefit from its allocated resources. In collaboration with the principal and executive staff, the SAM supports the management of the school's assets in accordance with the Department's policies and procedures including school maintenance and capital works. The procurement of goods and services is managed in accordance with the Department's procurement policy and procedures to optimise school resources. The school uses school resources efficiently and in accordance with Department of Education requirements to deliver fair and equitable outcomes for students and other stakeholders in the local community. Whole school and systemic financial systems are implemented by the leadership team inclusive of School Budget Allocation Report model (SBAR) and the Department's policy and procedures.

During the 2018 school year funding was used to

support professional learning and therefore provide desirable student outcomes. A portion of the school's equity funds were used to deliver the Fleming model of Explicit Instruction to our teaching staff. This has supported a dramatic shift in the way students are taught and are consequently exhibiting marked improvement in Literacy and Numeracy.

At Fennell Bay Public School we endeavour to use all funds provided by the Department of Education to support our students. It is a Department of Education requirement that the intended use of remaining funds is reported in the Annual Financial Statement.

### 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>	1,304,895
Base Per Capita	36,620
Base Location	0
Other Base	1,268,275
<b>Equity Total</b>	420,420
Equity Aboriginal	74,042
Equity Socio economic	274,182
Equity Language	0
Equity Disability	72,196
<b>Targeted Total</b>	676,681
<b>Other Total</b>	384,182
<b>Grand Total</b>	2,786,178

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 schools Year 3 NAPLAN literacy data reflected (19 students participated):

- Achievement above state average in reading and writing for the second year running.
- 47.4% achieved the top 2 skill bands in reading and 2 students were represented in the bottom skill bands
- 31.7% achieved the top 2 skill bands in writing and there was no representation in the bottom skill bands
- Grammar & Punctuation and Spelling were only minimally below state average scores

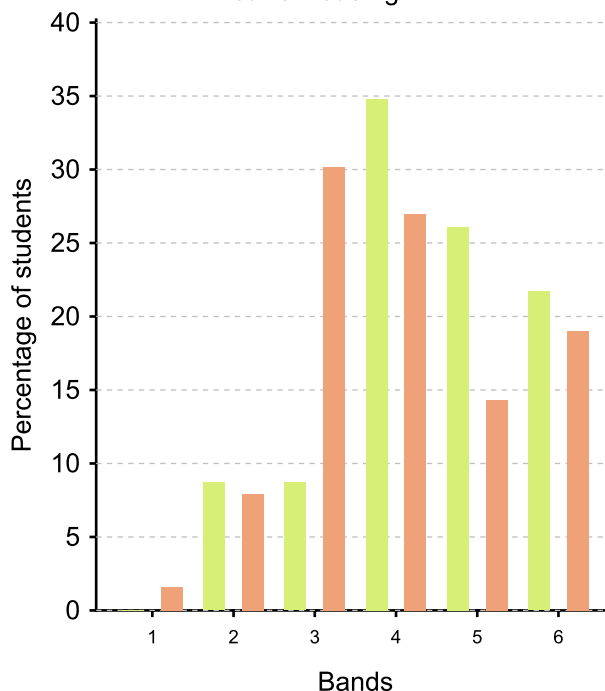
The schools Year 5 NAPLAN literacy data reflected (19 students participated):

- Achievement above similar schools average in reading and writing, although spelling was below state average
- 23.3% achieved the top 2 skill bands in reading and 3 students were represented in the bottom skill bands
- One student achieved the top 2 skill bands in writing and 4 students were represented in the bottom skill bands

Year 5 literacy will be a driving focus into next year to support students achievement and skill acquisition of literacy concepts in internal and external assessments such as NAPLAN.

Percentage in bands:

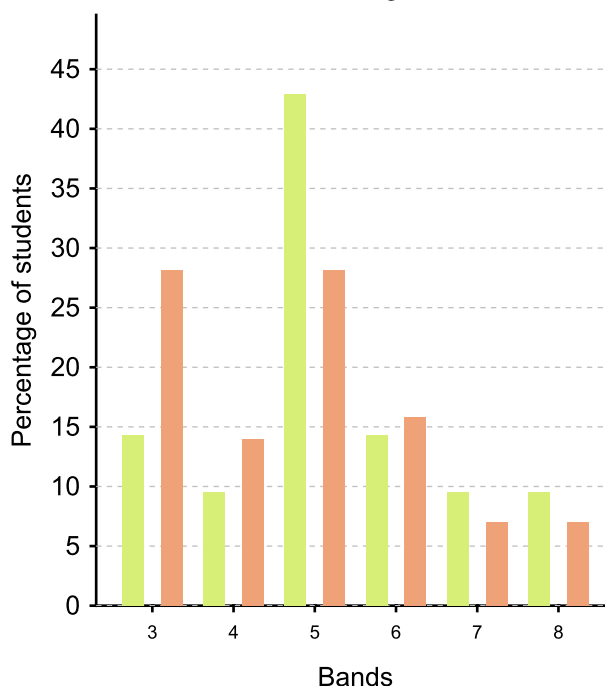
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

Percentage in bands:

Year 5 Reading



Percentage in Bands  
School Average 2016-2018

The schools Year 3 NAPLAN numeracy data reflected (19 students participated):

- Achievement above state average in numeracy for the second year running.
- 56.5% achieved the top 2 skill bands
- No representation in the bottom skill bands

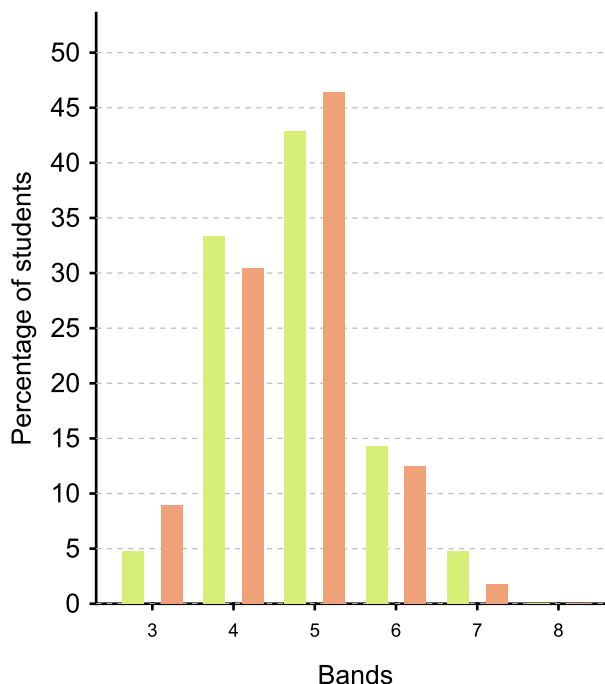
- Four years of consecutive and considerable growth in average numeracy scores and achievement

The schools Year 5 NAPLAN numeracy data reflected (13 students participated):

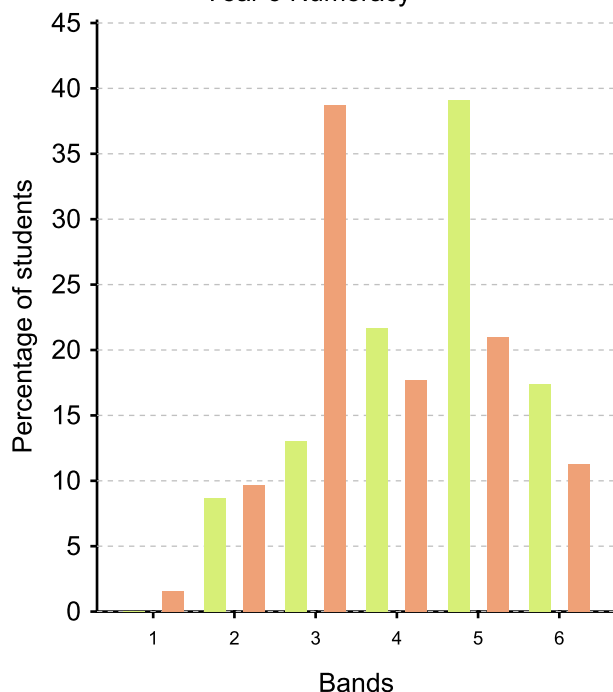
- Achievement significantly below state average in numeracy but average to the similar schools score
- 7% achieved the top 2 skill bands
- Four students were represented in the bottom skill bands
- Two years of consecutive growth in average numeracy scores and achievement

Year 5 numeracy will be a driving focus into next year to support students achievement and skill application of numerical concepts in internal and external assessments such as NAPLAN.

**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.

As a part of the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, we achieved 27% of Aboriginal students in the top 2 skill bands in Reading and Numeracy in NAPLAN Year 3 and 5.. We will endeavour to ensure all Aboriginal students meet and surpass the state priorities.

## Parent/caregiver, student, teacher satisfaction

Parents and students completed the Tell Them From Me surveys in 2018 to gain feedback from the school community. Staff were surveyed with an internal survey measure to celebrate successes and refine practices to improve performance for students, parents, teachers and the school community. The Student and Parent survey indicated the school was operating above state averages in all categories with particular parent satisfaction in the areas of supporting positive behaviour, inclusive school culture and communication with parents. Responses from the staff survey provided an opportunity to celebrate the achievements of the school and refine practices to improve performance for 2019 in the areas of scheduling of activities for parent involvement and clearly defined expectations for student behaviour.

# Policy requirements

## Aboriginal education

Aboriginal cultural perspectives were delivered to students in teaching and learning programs across the curriculum. Our Aboriginal Education Officer (AEO) worked with students and the community in a range of programs including cultural learning, bush tucker and art. The highlight of NAIDOC Week was the sending off of the message stick to Edgeworth Public School celebrated by a gathering on Boomerang Mountain with local elders, families, students and staff.

## Multicultural and anti-racism education

Schools play a critical role in preparing students for responsible and effective citizenship in Australian society. At Fennell Bay Public School we have a nominated teacher who has completed training to fulfil the Anti-Racism Coordinator Role (ARCO). The ARCO assists the school community in promoting inclusive education across all curriculum areas. Key activities have included Harmony Day and NAIDOC celebrations. At Fennell Bay School we celebrate diversity and promote multi-cultural understanding.