

Faulconbridge Public School

Annual Report



2018



4354

Introduction

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

Mrs Carol Frith

Principal

School contact details

Faulconbridge Public School

Grose Rd

Faulconbridge, 2776

www.faulconbri-p.schools.nsw.edu.au

faulconbri-p.school@det.nsw.edu.au

4751 2208

School background

School vision statement

Learning to live in a safe engaging environment, inspiring innovative learners and positive growth for all.

School context

Faulconbridge Public School was established in 1965 and celebrated 50 years of operation in 2015. Our school prides itself in being a Federation school. Sir Henry Parkes named Faulconbridge after his mother Martha Faulconbridge. Faulconbridge is also home of the Corridor of Oaks – a place where past and present prime ministers of Australia plant a tree to commemorate their term of office. A monument of Sir Henry Parkes remains in Faulconbridge to this very day.

Faulconbridge Public school has a current enrolment of 333 students, across 13 stage based classes. We have 5% of students from language backgrounds other than English and 4% of students identify as Aboriginal or Torres Strait Islander.

Faulconbridge Public School has a highly dedicated staff that consistently focuses on providing quality educational programs. Staff work in four Stage Teams to develop teaching and learning programs led by Assistant Principals. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students.

The school is committed to continuous improvement in teaching and learning. Our strategic directions for the 2018–2020 school plan continue the journey for our community, our learning and our wellbeing. The school's parent community is highly involved and there is an active P&C association which meets on a regular basis.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of:

Learning In the elements of Learning Culture, Curriculum, Assessment, Reporting and Student Performance measures we are Delivering. We are building on the foundations set in the previous school plan to develop consistent implementation of processes, with clear expectations for implementation of learning initiatives. In the element of Wellbeing we are Sustaining and Growing. Our PBL team and our Learning Support team are at the forefront of our wellbeing practices across the school.

Teaching In all elements we are Delivering. The leadership team is establishing a focus on evidence informed practices for explicit teaching and feedback. Consistency of implementation and the development of collaborative practice (as opposed to cooperative practice) continue to be a focus. The use of data informs our decision making for teaching and learning programs, and drives differentiation to meet the needs of individual learners.

Leading In the elements of Educational Leadership and School Resources we are Delivering. The leadership team is building capacity to drive strategic directions, and to drive the learning in every classroom. School resources are closely aligned with the school plan, staffing allocations and the school budget. In the element of School Planning, Implementation and Reporting, and the element of Management Practices and Processes we are Sustaining and Growing. Our community engagement has increased as we have developed consultative processes to engage the community. The school plan drives the actions of the school, and milestones are regularly monitored. During the year we have focused on developing streamlined administrative processes.

Our self–assessment and the external validation 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

Our Community

Purpose

Improve communication systems to better engage the school community.

Overall summary of progress

The Our Community team had a strong focus on communication and community engagement in 2018. A school communication procedure document was developed, trialled, consulted with the staff and community and is ready for full implementation in 2019. In addition, refined procedures and timelines were established for booking school events. This is to ensure the timing of events can be coordinated effectively with the school communication channels as well as maintain consistency in the way staff manage events and support new staff to the school.

A community communication meeting was introduced that occurred each term. The meetings covered key points that were relevant to the school and community at each point in time. Some examples of the topics covered included: a school road safety consultation, ethics training, consultation around the school's communication and new website needs. Each meeting was well attended and positive feedback was received from the community. These meetings are now an established part of the school's communication with the community.

Building on a positive school participation in school events and communication meetings, the Our Community team offered a parent mathematics workshop for interested parents. The workshop was well attended and led to a joint venture with our local high school, Springwood High School, to offer a middle school mathematics workshop for parents. This project is the first step to achieving community engagement with our students' learning and had the added benefit of further consolidating our ongoing relationship with our feeder high school.

Our school established a connection with our local council to work collaboratively to present parenting workshops including the Triple P program and Tuning Into Kids.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased authentic Aboriginal education engagement for all compared to early 2018 baseline data.	See Key Initiative funding.	17 staff members responded to the Aboriginal Education survey distributed as a Google Form. 70% of staff recorded that they know "A little bit" about Aboriginal Culture. All staff members knew what Aboriginal Land our school is situated on. Approximately 60% of staff knew 1–10 Aboriginal words, whilst approximately 30% knew none at all. Results indicated staff were not confident with who could give a Welcome to Country or give permission to an Aboriginal person to give a Welcome to Country. Over 70% of staff indicated that they knew that anyone could give an Acknowledgement of Country. Over 90% of staff knew our school totem and understood what a totem is. Hardly anyone knew the significance of our totem. Approximately 80% of the responses showed that staff did not feel extremely confident in embedding Aboriginal Perspectives into class programs. Overall analysis of the results suggest that as a staff we know little about Aboriginal culture, language, our historical connection as a school to Aboriginal culture and history and the majority of staff lacked confidence in embedding Aboriginal perspectives into teaching/learning experiences. These areas may become a targeted focus for 2019.
Increased effectiveness of school	2 days release to complete	The communication procedures have been written

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
communication compared to 2018 baseline data.	the writing of the style guide. \$1000	and saved on the school server. In early 2020 we will revise these procedures with all staff and ensure new staff are aware of how our school communication systems work.
Increased community engagement.		We teamed with Springwood High School to present a years 5–8 Maths workshop at the high school. Feedback from the workshop was positive. The High School Maths team has expressed an interest in continued collaboration in 2019.

Next Steps

In 2019, the Our Community team will continue with the now established community communication meetings and parent workshops to address the ongoing communication and community engagement goals. It will also be necessary to continue to gain the community's feedback on these issues and make adjustments where necessary.

Our school will continue to collaborate with the council to provide parenting workshops to our community.

The team will need to follow up on the key issue of road safety around our school which was identified in 2018.

Authentic Aboriginal engagement for all our staff, students and community members will be the main focus area for 2019. Our Community team will research and consult with our wider community and experts to ascertain how this can be best implemented in our school.

Strategic Direction 2

Our Learning

Purpose

Every student, every teacher, every leader will improve every year.

Overall summary of progress

Faulconbridge Public School staff use a range of school based and external data to monitor students' achievements in literacy and numeracy. The range of data sources included NAPLAN, PLAN, stage based assessments and individual evaluations. The data gathered supported the explicit and differentiated learning experiences taught in classrooms today.

A focus to meet or exceed expected growth in literacy and numeracy, the implementation of evidence informed practices and opportunities for school leaders to demonstrate leadership practices were also monitored through improvement measures within this strategic direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students meet or exceed expected growth in literacy and numeracy.		<p>NAPLAN data indicates an average of 40.74% of year 3 and year 5 students achieved the Premier's priority in literacy and numeracy.</p> <p>Year 3 NAPLAN results show Faulconbridge PS is exceeding state expectation in numeracy.</p> <p>Year 3 NAPLAN results show Faulconbridge PS is making consistent growth in spelling.</p> <p>Year 5 NAPLAN results show Faulconbridge PS is exceeding state expectation by 24.5% in reading.</p> <p>Year 5 NAPLAN results show Faulconbridge PS is making consistent growth in spelling.</p>
All teachers use evidence informed practices.		<p>Executive members of staff attended a Visible Learning 2-day workshop.</p> <p>A trial group of teachers was established to monitor and track student growth using evidence informed practices.</p>
School leaders demonstrate improved leadership practices compared to 2018 benchmark	\$10,000	<p>Executive members of staff attended a Visible Learning 2-day workshop.</p> <p>Learning progressions professional learning was attended by executive staff.</p> <p>An executive member of staff started the NSWPPA Principal Leadership Program Credential.</p> <p>An executive member of staff became a PBL mentor, coach and lead professional development for other schools.</p>

Next Steps

- Review and update the current assessment schedule K–6 with assessment types that inform teaching and are relevant and research based.

- Purchase of Mark It software to streamline assessment data K–6.
- Professional learning opportunities for all staff on the Learning Progressions.
- Professional learning opportunities for all staff on Get Reading Right and Words Their Way approaches to teaching phonics and spelling.
- QTSS allocation allows for stage teams to engage in professional reading and professional development opportunities that support the implementation of evidence informed practices.

Strategic Direction 3

Our Wellbeing

Purpose

We will enable students to be healthy, happy, engaged and successful in a safe, consistent and positive learning environment.

Overall summary of progress

Results from the Benchmark of Quality survey, along with advice from our region's PBL coach, were used to develop the team's milestones for 2018. With a score of 87% in the BoQ, the team were given the green light to attend Advanced Tiers training. The Wellbeing Team were also been asked to present at PBL network meetings and had their school's achievements feature in a state-wide newsletter.

We started the year with 'PBL Awareness' presentation at our Meet the Teacher Night. We made the PBL Teaching Matrix and Cub Awards available to volunteers to promote a common language and consistent approach for acknowledging positive behaviour.

As a result from the 'Professional Development Grabs' in 2017, staff were able to establish classroom systems to promote a positive climate for learning. 84.6% of staff gathered and analysed behavioural data throughout the year to develop sets of class rules that linked to our school-wide expectations.

Professional learning records indicate that 4 x members from the PBL team attended the Advanced Tiers training. The team has since develop an action plan and strategy for implementation that will be incorporated into this year's milestones. Our principal, a PBL team member and 4 x SLSOs attended Tier 1 training to assist in establishing a consistent approach to behaviour across all staff.

The PBL team continued to review and implement the policies from the Wellbeing Framework to enable students to Connect, Succeed and Thrive during their time at Faulconbridge Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classrooms focussed on learning with a continued decrease in behavioural interruptions compared to 2018 baseline data.	Annual STARS subscription: \$1330.00	Results from Self Assessment Surveys and Benchmark of Quality assessments indicate that our PBL processes and practices are being implemented with fidelity. The focus on Classroom Systems and Supports in 2018 saw behavioural interruptions in the classroom drop by 12%, when compared to baseline data from the beginning of the year.
Overall improvement in levels of social, intellectual and institutional engagement, as compared to 2018 baseline data.	Wellbeing Conference: \$1330.00	Teacher, parent and student results from 'Tell Them From Me' surveys indicate that whilst we are well above the NSW Government norms in most areas, our overall results with regard to social-emotional outcomes and drivers of student outcomes, have plateaued this year. Attitudes towards homework, participation in extracurricular activities, positive learning climate and expectations for success are the areas that demonstrated significant growth in 2018.
All students demonstrate Safe, Respectful, effective Learning behaviours across all school settings.	Advanced Tiers Training: \$4660.00 Catch Up Training: \$1450.00	There was a slight increase in the number of behavioural referrals across all settings in 2018. This was because of the focus on establishing PBL systems within the classroom. There will be a push on tightening our universal systems across all settings in 2019. That, with the introduction of Targeted Support for identified students, should

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students demonstrate Safe, Respectful, effective Learning behaviours across all school settings.		enable all students to demonstrate Safe, Respectful and effective Learning behaviours across all settings.

Next Steps

- Continue 5–year implementation of Positive Behaviour for Learning while participating in internal and external reviews of systems and processes.
- Utilise Tier 2 interventions from the PBL continuum to better understand and effectively respond to students with unproductive and/or challenging behaviours.
- Review current PBL rules and expectations and look to purchase permanent PBL signage and resources.
- Review minor and major behaviour definitions and ensure that all staff can clearly differentiate between the two.
- Run professional learning workshops to ensure all staff are aware of appropriate responses and/or strategies for responding to major and minor behaviours.
- Lead and initiate the review of school policies to support the engagement and full participation of all students.
- Review the school's physical environment to ensure that safe and responsible play options are readily available to all students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7, 325	We used 2018 to gather data from staff about their knowledge and confidence when teaching Aboriginal perspectives. We worked closely with the Aboriginal Learning and Wellbeing Officer and Aboriginal Community Liaison Officer to better understand and implement the Personalised Learning Pathways with our students. In Semester 2 we were also able to employ an Aboriginal school Learning and Support Officer to assist our students achieve their Personalised Learning Pathway goals.
English language proficiency	\$400	Staff complete survey information for each student accurately. The impact of this Professional Learning saw an increase funding to better support students in 2019
Low level adjustment for disability	\$28, 594 to employ additional SLSO personnel to assist in classrooms.	All SLSOs attended Professional learning to support our Positive Behaviour for Learning approach at the school. Two SLSOs attended MAPA (Managing Actual and Potential Aggression) Training also. The development of these skills has assisted in de-escalating problem behaviours and managing challenging behaviours. Students have received individualised support to achieve the educational plan goals. Two SLSOs also received training in Braille to support a student with a visual disability.
Quality Teaching, Successful Students (QTSS)	Staffing Allocation 0.546	Casual teachers were employed each week to release classroom teachers to work on their Performance and Development Plan goals with a partner (buddy, mentor, supervisor). In 2018 most of the goals were teacher identified goals related to areas that they wanted to develop. Opportunities were taken to observe each other teach, and plan units of work together.
Socio-economic background	\$24, 610	This funding underpinned the implementation of our Strategic Directions. Funds were spent on developing the leadership team to lead the teaching and learning across the school, and to further train our PBL team for Tier 2 implementation of the program.
Support for beginning teachers	\$11057	Two teachers received beginning teacher support money in 2018. They undertook teacher identified professional learning and both completed their portfolios for accreditation at proficient.
Community Consultation Project	\$14,000 grant	The Communication team applied for this grant to support the implementation of our Strategic Direction 1 – Our community. This included time for training and development of the new school website to better facilitate our communication with our community. It also provided planning time and resourcing for after school events such as community communication meetings and parent workshops.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	154	158	163	173
Girls	162	160	156	149

As families move in and out of the area, the school enrolment numbers are maintaining stability each year. Our school is recognised locally for providing a diverse range of learning opportunities, supported by a professional and dedicated staff.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	95.5	94.8	94.2
1	94.8	93.7	95.2	91.6
2	94.1	94.4	93.6	92.4
3	95.5	94.4	94	93
4	94.4	94.6	92.9	94.4
5	95.5	94.4	94.5	91.8
6	95.4	95	92.9	92.1
All Years	95.1	94.6	94	92.8
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

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents and caregivers, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility.

Class rolls are marked daily and monitored regularly by the class teachers for patterns of both partial (late) attendance and non attendance. The learning support team monitors the non attendance of students. If a concern is identified the team works with the students, parents and the class teacher to improve attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school each day. The support of the Home School Liaison Officer is sought if required to improve attendance.

School staff:

- provide a caring teaching and learning environment which fosters a student's sense of belonging to the school community;
- recognise excellent and improved attendance;
- maintain accurate records of student attendance;
- implement procedures for monitoring attendance issues if they arise;
- provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.6
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.82

*Full Time Equivalent

We have two members of staff who identify as Aboriginal.

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	40

Professional learning and teacher accreditation

Professional Learning this year supported the implementation of the initial phase of our new school plan. Total expenditure on professional learning in 2018 exceeded \$33, 000 for both teaching and non teaching staff. All teaching and non teaching staff completed Performance and Development plans. Two beginning teachers achieved their proficient accreditation in 2018. All pre 2004 teachers are now accredited as proficient. 100% of staff have been accredited as proficient. School development days were used to further our understanding of evidence based practices, linked closely to our Strategic Directions and ensure staff compliance with WHS requirements.

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	241,388
Revenue	3,204,216
Appropriation	2,951,647
Sale of Goods and Services	2,237
Grants and Contributions	247,514
Gain and Loss	0
Other Revenue	0
Investment Income	2,817
Expenses	-3,031,841
Recurrent Expenses	-3,031,841
Employee Related	-2,651,775
Operating Expenses	-380,066
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	172,374
Balance Carried Forward	413,763

In 2018 we formed a budget committee to oversee planned school expenditure and ensure it aligned with the priorities of the school. The committee comprised the school executive team, the school administration manager and the librarian. All staff with responsibilities for programs across the school were encouraged to submit a budget with planned expenditure. The

committee then determined priorities for spending to ensure implementation of highly valued programs such as school band and choir, and the effective updating of technology alongside professional learning for staff.

Funding previously not spent was earmarked for the upgrade of classrooms and furniture to facilitate a future focused learning environment.

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	2,279,823
Base Per Capita	61,685
Base Location	0
Other Base	2,218,138
Equity Total	133,808
Equity Aboriginal	7,325
Equity Socio economic	24,610
Equity Language	400
Equity Disability	101,473
Targeted Total	142,516
Other Total	232,817
Grand Total	2,788,964

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

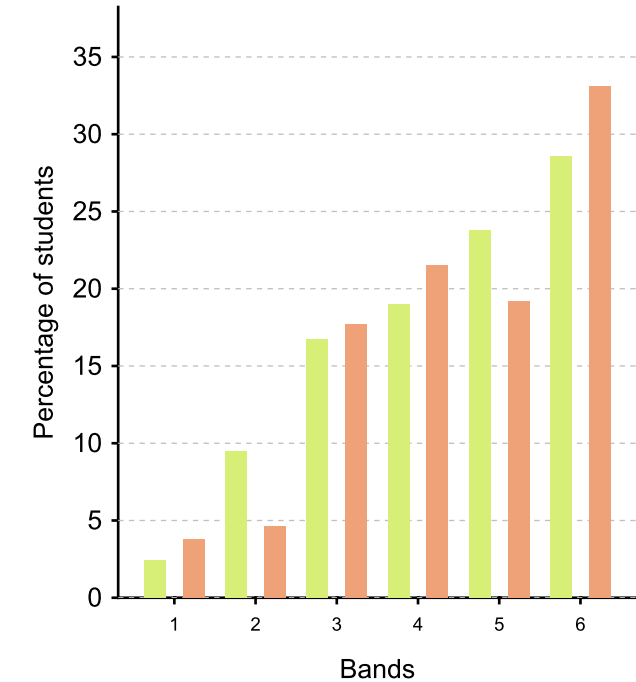
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

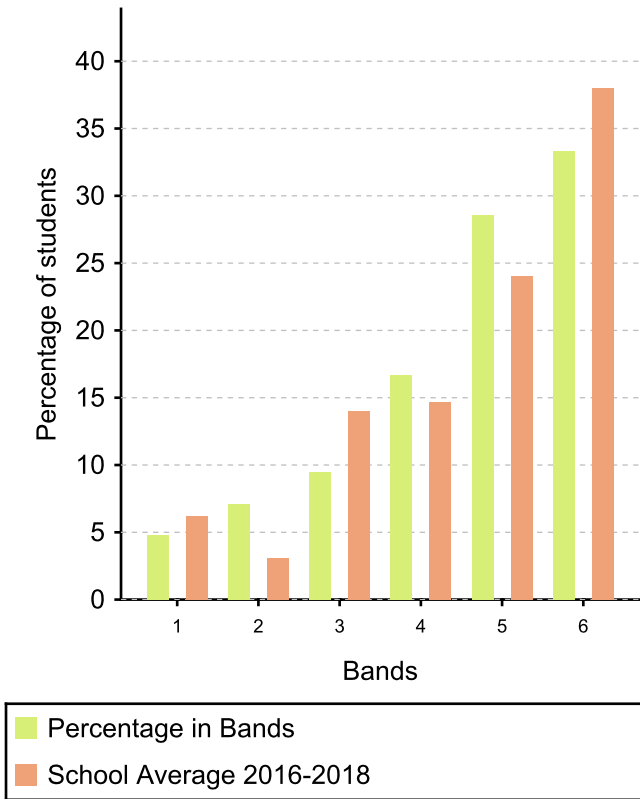
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

In 2018 our Reading results in year 5 show outstanding improvement with over 70% of students achieving in the top three bands, and the school average being well above state average. In Year 3 trend data suggests an overall drop in performance, but with more than half the grade achieving in the top two bands our school performance is still above state average. Our Spelling results in both grades continue to improve. Results in Writing continue to track just below state average.

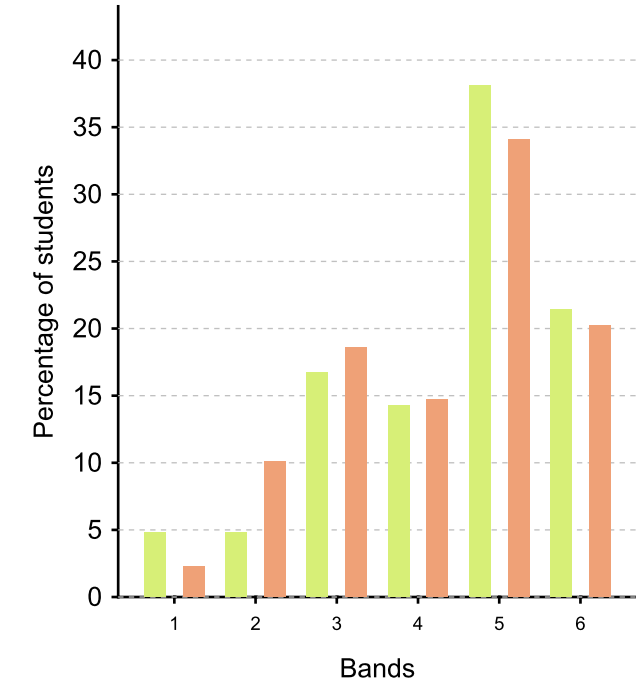
Percentage in bands:
Year 3 Reading



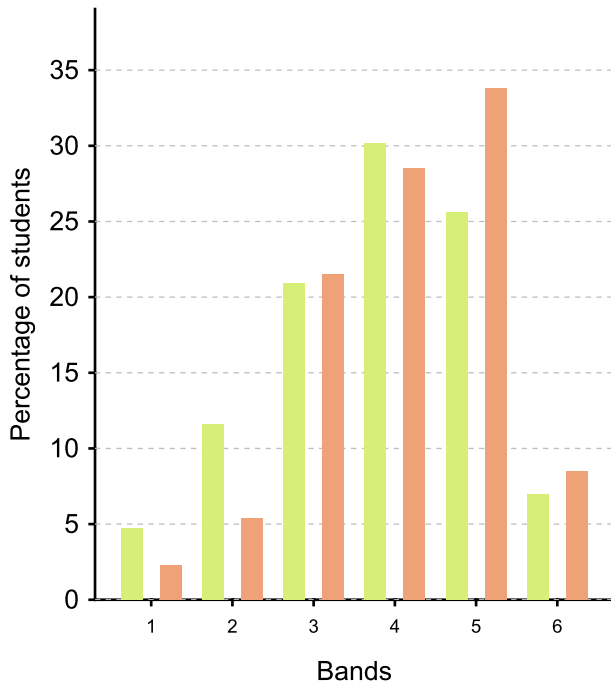
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Spelling

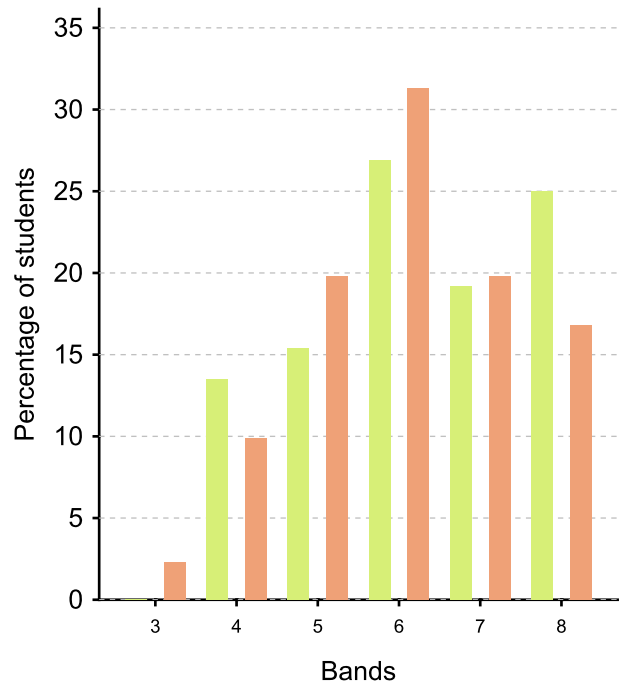


Percentage in bands:
Year 3 Writing



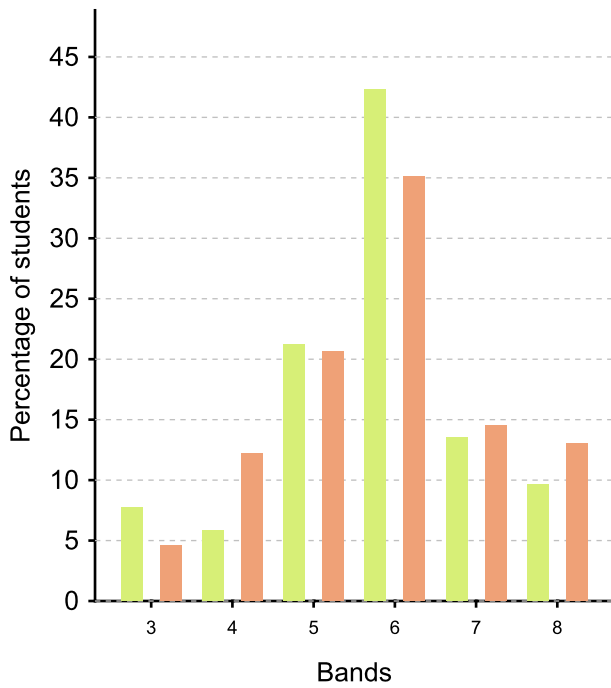
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



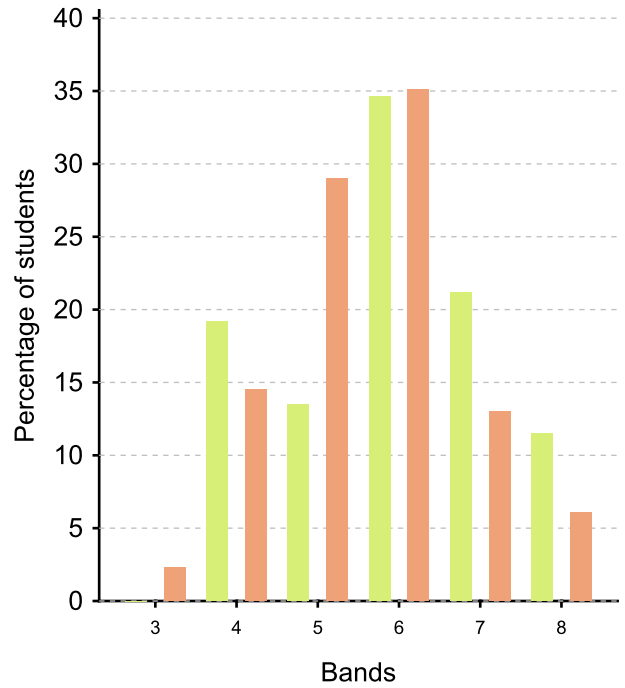
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation



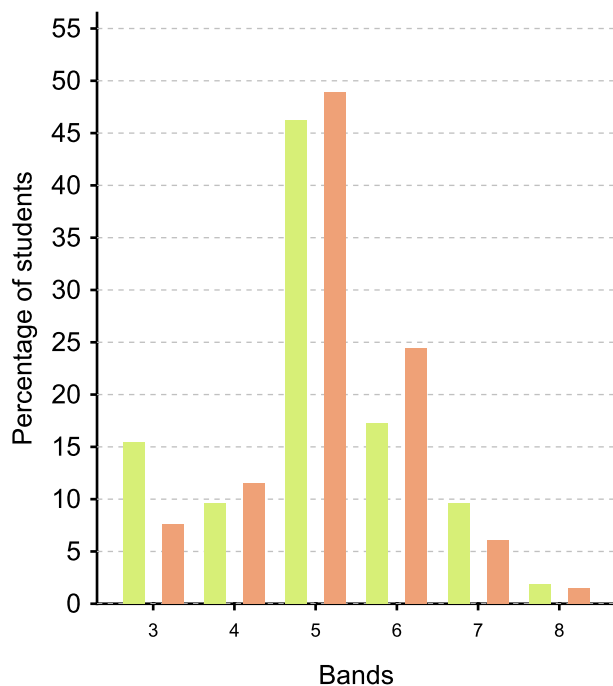
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

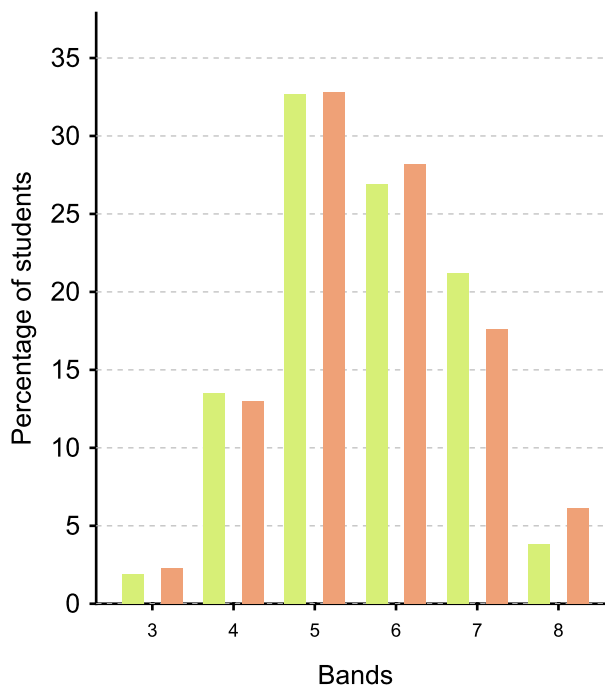
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Year 3 Numeracy results continue to perform above state average with 80% of students performing in the top three bands. In Year 5 the data suggests that we are continuing to improve, with well over 80% of students in the top four bands for numeracy.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

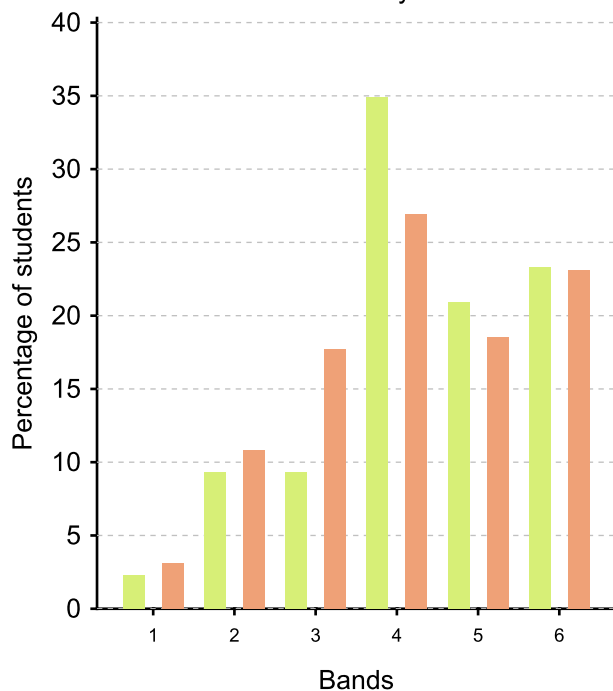
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

We are on target to meet the Premiers Priorities for NAPLAN. The overall percentage of students performing in the top two bands across Reading and Numeracy has gradually risen with over 40% of students attaining this level of achievement in 2018. The priority of improving Aboriginal education outcomes has seen results in the top two bands of Reading and Numeracy rise from 16% in 2017 to 33% in 2018. This is a significant improvement.

Parent/caregiver, student, teacher satisfaction

The 'Partners in Learning' Parent Survey was made available to parents and caregivers towards the end of term 3. Questions on the survey ask parents about school communication, parental participation, supporting learning at home, and school support for learning, behaviour and safety. In 2018 an increased number of respondents (77) parents completed the survey, representing 32% of families in our school. Parents responses were reported as a school mean. Our best results were 8.1 out of 10 (NSW Govt. norm 7.7) for the school supports positive behaviour, and 7.3 out of 10 (NSW Govt. norm 7.4) for safety at school. This reflects the ongoing impact of Positive Behaviour for Learning (PBL) in the school. Of the range of communication channels available to parents 87% found the school newsletter useful to very useful, followed by emails (79%) and social media (76%). A new school website in 2018 will further improve our

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

communication channels.

Students

Results from this year's Tell Them From Me Survey indicate:

89% of students have friends at school they can trust and who encourage them to make positive choices (NSW Govt. norm 85%);

82% of students participate in extra curricular school activities (NSW Govt. norm 55%); and

Important concepts are taught well, class time is used efficiently, and evaluations support class objectives (Effective learning time rating, 7.8 out of 10).

Teachers

Almost all teachers completed the survey this year. The results from this year's Tell Them From Me Survey indicate:

80% of teachers indicated that the school leaders are leading improvement and change;

87% of teachers agreed that school leaders clearly communicate the strategic vision and values of the school; and

Teachers establish clear expectations for classroom behaviour (9.0).

The school average score for technology was low at 5.8 out of 10, and indicates an area for improvement in the next school plan.

Policy requirements

Aboriginal education

Aboriginal perspectives are incorporated in a meaningful way as part of the Learning Across the Curriculum content in all syllabus to enable children to gain a greater knowledge and understanding of Aboriginal history, culture and issues. The students also start important assemblies and school parliament sittings with an acknowledgement of country to pay respect to the Aboriginal people as being custodians of the land. We have continued to give our students firsthand experience and knowledge of both traditional and contemporary Aboriginal history and culture through regular contact with our local Aboriginal elder, Uncle Graeme Cooper.

In keeping with the NAIDOC theme "Because of her ... we can", all classes learnt about a significant Aboriginal woman and shared their knowledge at our NAIDOC Celebration. Uncle Graeme and Auntie Lynne welcomed us to country and Uncle Graeme performed a smoking ceremony to start our day. Students were involved in activities that related directly to sites of significance in our school environment. Students followed a map of the school and to visit and learn about our mural, totem poles, scar tree and cultural artefacts. Members of the

DoE Nirimba Office Aboriginal team also joined us to share and teach cultural activities with students.

During 2018 RAM equity funding for Aboriginal background was utilised for the development of Personalised Learning Plans (PLP's) for students of Aboriginal background. These individual learning plans developed and sustained a positive and inclusive school culture as well as concentrating on improving students' literacy and numeracy achievements. We were also able to employ an Aboriginal School Learning and Support Officer during Semester 2 to work with students on their PLP goals.

Multicultural and anti-racism education

Cultural diversity is acknowledged and celebrated at our school and is embedded into teaching and learning programs from Kindergarten to Year 6.

Class teachers are aware of students in their classes who are from Language Backgrounds Other Than English (LBOTE) and plan learning experiences that meet the specific learning needs of their students.

In 2018 one of our teachers was trained as an Anti-Racism Contact Officer (ARCO), in line with the DoE Anti Racism Policy. The role of the ARCO is one of mediation, and to promote anti-racism in our school.

The ongoing theme of Harmony Day theme is 'Everyone Belongs'. Students participated in activities and games to help them understand how different cultural backgrounds contribute to Australian society. It provided a great opportunity for students to learn that not only do they share common ground with other cultures, but also that our differences make Australia a special place to live. To unite us as a school, students and staff wore an orange strip of fabric, cleverly designed into headbands, wristbands, ties and even bows. Students were encouraged to share stories, pictures, songs and role-play how important it is to treat everyone equally and respect, celebrate & embrace difference. The message of acceptance and tolerance reinforced the inclusive nature of our school community through the school assemblies and in classrooms.