

Koonawarra Public School Annual Report



2018



4409

Introduction

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

Jacqueline Murphy–Cann

Principal

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School background

School vision statement

Our vision is to build on the Koonawarra Public School's tradition of excellence while embracing opportunities that arise in a nurturing, supportive and creative learning community.

Our school will:

Provide regular opportunities for students and teachers to develop and demonstrate their talents and interests.

Promote social responsibility; and teach the essential skills for 21st Century learners.

School context

Koonawarra Public School strives to be a supportive and highly productive primary school in the Dapto Learning Community. This is achieved by emphasising the importance of fundamental skills for all students; by providing regular opportunities for students to develop and demonstrate their talents and interests in all curricula and by promoting social responsibility.

Koonawarra Public School has classes from Preschool to Year 6. Koonawarra Public School is situated in the Dapto area, southwest of Wollongong.

Koonawarra Public School accommodates an IM class, a Multi Categorical class and two IST Hearing Teachers. Enrolment for 2018 is 260 students, including 27% indigenous students.

Koonawarra Public School values and celebrates the success of our students, staff and parents to enhance our positive school culture

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.

Koonawarra School collects and analyses information to inform and support student learning.

At Koonawarra Public School there is demonstrated commitment within the school community that all students make learning progress. This is evident in the collection of progress work samples, the setting of goals through success criteria and learning expectations and the data recorded on PLAN2.

Partnerships with parents and students support clear improvement aims and planning for learning demonstrated through regular opportunities to meet and communicate.

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Through the use of the Instructional Leader and Assistant Principal 3–6, curriculum planning aligned to Scope and Sequences and Individual Learning Plans.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. Evident in Programming, walls that teach, teacher observation and student questioning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Celebrated through formal assemblies and Doing Things together days.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school Through the use of an external provider Ian Luscombe and his BehaveAbility program.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

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

Enriching the Learning

Purpose

At our school, young people will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, and be resilient and responsible citizens. Working in partnership with parents and the school community, we will ensure the learning for our students is based on quality teaching and exceptional learning programs that inspire every student to excel and learn to their full potential. Quality educational opportunities are purposeful and engaging and are differentiated to meet the needs of every individual.

Overall summary of progress

Koonawarra Public School is on target for achieving enriching the learning by 2021. All milestones planned for keeping on track in 2019 have either been met or will continue to be the focus through our three year cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Student Wellbeing:</p> <p>Increase the number of students at school and in class.</p> <p>Increase the number of students engaged in their learning.</p> <p>Increase student attendance rates.</p>	<p>EAFS funding \$95,553.44</p> <p>Speech Pathology \$8,184.00</p> <p>SLSO funding through equity</p>	<p>Parent focus group feedback reported noticeable improvement in lining up procedures.</p> <p>75% improvement in the number of students out of class as evidenced by EBS4 data.</p> <p>20% non returners prior to Term 4 was reduced to 1% in the lining up procedures</p> <p>100% of classrooms have class rules displayed in line with PBL expectations.</p> <p>Explicit teaching of rules in each classroom.</p> <p>PL of 5 PBL modules – whole staff</p> <p>Communication to community via PBL classroom videos at school assemblies</p> <p>Streamlined practices and processes across the school environment, eg. Lining up, lanyards.</p> <p>Creation of a Learning and Wellbeing Role to mentor staff in the monitoring, management and follow up of attendance</p> <p>Creation of Attendance Flowchart</p> <p>All teachers completed PL in the Attendance Flowchart</p> <p>Attendance policy updated.</p> <p>Collected baseline data to establish staff understanding of the processes needed to access a variety of services.</p> <p>Updated Wellbeing Policy to include practical documentation regarding school services support students with specific needs, eg. HSLO, Anti-Bullying</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Curriculum and learning:</p> <p>Students will be able to articulate their learning progress through reflective practises.</p> <p>Increased number of students who participate in extracurricular activities.</p>	<p>Teaching and learning</p> <p>\$40,210.00</p>	<p>The number of students who were able to reflect on their classroom learning process increased from the original collection of data in February 2018.</p> <p>100% of teachers engaged with professional learning around Visible Learning and Reflective Practices.</p> <p>100% of staff demonstrated their ability to use learning intentions and success criteria in one or more teaching area.</p>
<p>Aboriginal leadership & education:</p> <p>Increased participation by the Aboriginal community in programs and events offered at the school.</p> <p>Increased attendance of Aboriginal students</p> <p>Evaluation of opportunities provided for Aboriginal students through pre and post participation data & value of attitudes of specific programs 2018 through to 2020.</p>	<p>\$18,673.72</p>	<p>Aboriginal students were well represented in SRC, Leadership team and Sporting Captains.</p> <p>All Aboriginal students participated in yarning sessions at Nangamay with our Aboriginal staff members.</p> <p>Aboriginal students were highly represented in a variety of programs offered to Koonawarra Public School not just Public Speaking, University testing, but by their participation in The Sydney's Writers festival, Top Blocks(a program building better men), Creative Chances (a coaching program of resilience through sport) along with the Koori Men's Mentoring group, Rock and Water and MAD program.</p>

Next Steps

- To sustain procedures and engaging new staff in school procedures
- For evidence of impact data needs to be collected cyclically – eg. Random sampling of: kids out of class without lanyard; swearing; class rules and procedures understanding from students; refusal to attend buddy class; current trends that need addressing
- Teacher observation of encouraging students to articulate their learning.
- Random tally to collect baseline data to compare eg students out of class.
- Video student feedback of new approaches learning intentions and success criteria.
- Development of term overview to collect impact evidence (see ideas above).
- Development of 'Scope & Sequence' of PBL playground/classroom expectations/procedures.

Strategic Direction 2

Excellence in Teaching

Purpose

Highly effective teaching is the key to improving student learning. Teachers take shared responsibility for student improvement and contribute to a student centred, evidence-based, learning culture. By providing high quality teaching, we will ensure the most effective evidence-based pedagogies optimise and underpin the learning of all students.

“If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve” –Dylan Wiliam

Overall summary of progress

Koonawarra Public School is on target for achieving excellence in teaching by 2021. All milestones planned for keeping on track in 2019 have either been met or will continue to be the focus through our three year cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student reflective practices are evident and demonstrate greater knowledge and understanding of their individual learning needs.	\$85,951.70	<p>Initial surveys indicated students had a limited understanding of Learning Intentions(LI) and Success Criteria (SC).</p> <p>As teachers are using LI and SC in their classrooms they are more aware of what their lesson focus are. There has been a significant growth in understanding for staff and students.</p>
All classrooms will have evidence of a variety of reflective practices.	\$53,090.43	<p>Initial survey found a mixed level of understanding by the staff. In Term 3 staff were re-surveyed and reported a stronger understanding of LI and SC. All staff have evidence of visible learning in the programs and classrooms.</p> <p>100% staff utilise professional learning in LI and SC. Staff including LI and SC in their programs and classroom practice as observed in classroom observations and program development and evaluations.</p> <p>Observations have shown teachers giving timely feedback on success criteria.</p>
Greater consistency and effective use of PLAN 2 data to inform programs in literacy and numeracy.	\$10,123.82	<p>Professional Learning in progressions and PLAN2. Stage and school level.</p> <p>Used the learning progressions to create student goals (LI, SC).</p> <p>K-6 created a tracking tool to support the use of the progressions.</p> <p>Linked progressions to the scope and sequences.</p> <p>Added progression links to programs</p> <p>100% uptake on staff use of Learning Progressions. Evident in use of PLAN2 Software. Consistency in</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater consistency and effective use of PLAN 2 data to inform programs in literacy and numeracy.		collection of data types to drive the recording in PLAN2.
Staff utilise professional learning to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Evident by teacher programming and classroom practice.	\$10,000 resources Professional learning \$4,723.70	<p>Staff development day and Stage Meeting provided Professional Learning throughout the year in Words Their Way (3–6)</p> <p>Collected data at baseline and specific points in the calendar to analyse student growth.</p> <p>Provided demonstration lessons in class support across Semester 1 delivered by Assistant Principal,.</p> <p>100% of classrooms 3–6 using Words Their Way to deliver spelling.</p> <p>Conducted ongoing staff surveys to determine uptake and needs.</p> <p>External and internal Professional Learning for Building Numeracy L. Looked at relevant research. (K–2)</p> <p>The collection of baseline data about mathematicians. Analysed NAPLAN data.</p> <p>In-class demonstrations by BNL team, observations using films of a Number Talk.</p> <p>Teacher peer coaching within the stage to drive implementation.</p> <p>Action Research focused on best practice for programming, planning and assessment for mathematics.</p> <p>100% of staff utilised the professional learning to up skill themselves in an evidence based strategy (Learning Progressions). Professional Learning records, classroom PLAN data, and minutes from stage meetings provide evidence of this.</p> <p>Some teachers are linking progressions (literacy and numeracy) to their classroom programming.</p>

Next Steps

Analysing what we have learned from spelling assessment flexibly and responsively as an integral part of daily classroom instruction. (progressions and writing)

Expand BNL across the whole school. Involvement in Resolve's Maths Champions, Professional Learning about rich tasks and big maths concepts. Focus on programming, planning and scope and sequence.

Build on collaboration with staff in other schools for literacy and numeracy.

Student reflective practices process is ongoing. Students are yet to be reflective of their own practice More time spent improving teaching practice in 2019.

Visible learning to be consolidated and continue to become embedded in other pedagogical practices. Eg. Literacy &

Numeracy Progressions

Consistency across K–6 – recording/analysing data into the same elements in Literacy & Numeracy .

Develop skills in analysing progression data and using this for where to next in programming

Reintroduce regular Data conversation system to build collaborative practice in stage and whole school level.

Professional discussions and collaboration K–6 to improve teaching and learning.

Strategic Direction 3

Leading the Learning

Purpose

Quality leadership, strong collaborative partnerships and effective evaluation and management practices are fundamental to continuous school self-improvement for improved student outcomes.

We will develop and sustain the strategic and effective leadership of all staff, ensuring opportunities for staff to take on leadership roles that will promote and improve learning outcomes and ensure successful operational processes provide for our school learning community.

Overall summary of progress

Koonawarra Public School is on target for achieving leading the learning by 2021. All milestones planned for keeping on track in 2019 have either been met or will continue to be the focus through our three year cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will consistently use data in literacy and numeracy to guide student learning and drive personalised teaching and learning programs.	Professional learning Sessions	100% staff engaging with professional learning on Literacy and numeracy progressions. 100% staff using PLAN2 to enter literacy and numeracy data this information was reflected in teaching programs that differentiated student learning.
All staff collaboratively develop 2018–2020 School Plan and actively work towards achieving set milestones in their strategic direction teams.	QTSS allocation	Milestone meetings and School Plan review meetings were routinely conducted via the SMARTS termly timetable. All teaching staff had a clear understanding of the school plan and milestones and worked closely with their strategic direction team to ensure successful progress. Executive staff collaborated with Lorraine Bradwell in a self-assessment of strategic directions and milestones. Executive staff, working with Lorraine Bradwell, have a clear direction of 'Where to Next' for 2019 and can successfully lead their strategic direction team into the next year.
All staff participate in teacher professional learning both at a school level and externally to support their relevant professional learning goals as reflected in the School Plan and their PDPs.	\$4,282.04 PL	All staff participated in Professional Learning that enabled successful progress in school plan strategic directions. Professional Learning was accessed both at a school based level as indicated in the SMARTS model and through external providers either off site or via Adobe Connect or Video Conferencing. All Teacher Professional Learning was aligned to individual PDPs and in accordance with school plan strategic directions.
All staff have completed PDPs aligning with the school plan,	\$2,478.95	100% of classroom teachers and Student Learning Support Officers completed and actively engaged

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Australian Professional Teaching Standards, and personal goals.		with PDPs aligning with the school plan, Australian Professional Teaching Standards, and personal goals.
Community (Parent/Student/Staff) satisfaction is measured, its analysis shared and responses to findings are actioned.	\$1,700.00 Ian Luscombe's fee \$33,459.25	96% Parents comfortable communicating with staff 78% Agree that executive teachers and classroom teachers communicate regularly regarding behaviour/academics 96% feel their child is safe at school. Sporting Events are still the most highly attended events, in line with 2017 results. Assembly attendance has increased from 2017 to 2018 by 8% Increased parent satisfaction in the improvements to the school environment and signage; improvements to bullying and student wellbeing; strength in individualised teaching and learning.

Next Steps

To capture student, staff and parent voice in a systematic approach– random sampling as a built in procedure

To increase the use of appropriate language used by students with training from consultant in using the procedures

To mentor and coach staff in classroom to improve practice of behaviour management– improved use of consistent management.

PBL committee to work with Ian on the delivery of Positive Behaviour for Learning in 2019

Scope and Sequence of explicit behaviours to focus on targeted behaviour

Update the Wellbeing policy with new process procedures aligned to BehaveAbility recommendations.

Future directions identified the need for consistent data collection and analysis K–6.

Streamlined process for data collection and analysis procedures will be developed for 2019

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$92,000.72	Comparison of 2017 baseline data to data collected in 2018 about the number of parents attending cultural meetings, attending special events & participation in AECG meetings. Comparison of 2017 baseline data of the participation of students in cultural and leadership events & the number of opportunities given to students. Analysis of Aboriginal students attendance data.
Low level adjustment for disability	ebs4 school data, school records including IEP's. Employment of SLSO's \$24,000	Resourcing for 2019 \$47,00
Quality Teaching, Successful Students (QTSS)	\$10,123.82	100% staff have completed the annual PDP process including documentation and alignment of goals to the Australian Professional Teaching Standards, identification of professional learning needs, the collection of supporting evidence and documented observations. PDPs have been documented through MyPL. Google Forms Teacher Survey – Making a Difference. Survey data analysis.
Socio-economic background	\$95,553.44 Early Action for Success D-P 3-6 & 85,951.70	Each of the strategic directions incorporate the use of socio-economic background funds. The Early Action for Success professional learning ensures students K-2 are provided with intensive learning in literacy and numeracy. The DP 3-6 supports the delivery of quality teaching and learning through professional learning, coaching, mentoring and reviewing of the educational progress of all students through data collection.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	117	108	110	108
Girls	117	107	118	122

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.7	92.7	89.9	92.2
1	88.3	92.7	92.1	88.9
2	89	89.1	90.7	91.2
3	88.5	92.1	88.2	91.2
4	87.9	91.4	90.7	89
5	87.8	91.4	93.3	87.8
6	88.1	90.2	90.3	87.8
All Years	88.8	91.3	90.6	89.7
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

At Koonawarra Public School we:

Utilise class rewards system to promote and support regular attendance e.g. Dojo points, Catch Me Being Good

Merit awards for students with 98% plus attendance each semester.

Monitor student attendance and contact parent/carer regarding frequent absences, a pattern of absences and or habitual lateness

Notify Wellbeing Officer regarding frequent absences, a pattern of absences and or habitual lateness

Class sizes

Class	Total
KAMBER	19
K_1PINK	22
1_2BLUE	23
1_2GREEN	24
3_4RED	24
3_4ORANGE	25
4_5GREY	25
5_6VIOLET	24
5_6INDIGO	24

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.58
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	6.47

*Full Time Equivalent

Koonawarra Public School has an 0.6 Aboriginal Education Officer. Equity funding is used to boost this position to full time. Koonawarra Primary School Preschool supports the *Tunin' In* program and an Aboriginal Community Engagement Officer is employed. Two SLSO's who have Aboriginality are also employed at Koonawarra Public School.

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

All teachers are accredited at the proficient level by NESA

Professional learning is undertaken by every staff member. Performance & Development Plans are developed with professional goals. Each staff is given the opportunity to attend professional learning in relation to their goals. Teachers must complete 100 hours of training including registered courses. A Learning and Engagement Officer sets professional goals against the Australian Teaching Standards and the School Plan. All teachers professional learning is tracked to ensure milestones are met and all teachers are on track with their accreditation. Temporary teachers are given the opportunity to complete their accreditation under the guidance of an experienced teacher. Stage Supervisors and the Early Action for Success Deputy principal all provide in-house professional learning, coaching and mentoring and monitoring the progression of individual teacher goals.

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	-60,676
Revenue	3,700,669
Appropriation	3,638,977
Sale of Goods and Services	5,196
Grants and Contributions	56,090
Gain and Loss	0
Other Revenue	0
Investment Income	406
Expenses	-3,458,974
Recurrent Expenses	-3,458,974
Employee Related	-3,112,858
Operating Expenses	-346,116
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	241,695
Balance Carried Forward	181,020

Due to over expenditure in 2017, 2018 was a year of careful and considered spending. Funds were set aside

for 2019 for:

- Replace shade sail over play equipment
- Continuation of air conditioning classrooms
- Furniture for student learning
- Furniture for staff and housing of resources
- Teaching and learning resources
- Ground maintenance: new and upgraded infra-structured footpath, drinking water fountains, sustainable garden.
- Updating and replacing IT resources.

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	1,791,262
Base Per Capita	49,847
Base Location	0
Other Base	1,741,416
Equity Total	769,453
Equity Aboriginal	124,961
Equity Socio economic	471,840
Equity Language	646
Equity Disability	172,006
Targeted Total	347,643
Other Total	594,616
Grand Total	3,502,974

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

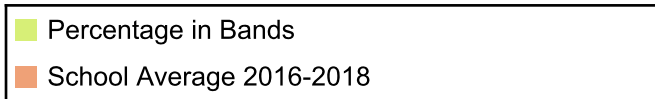
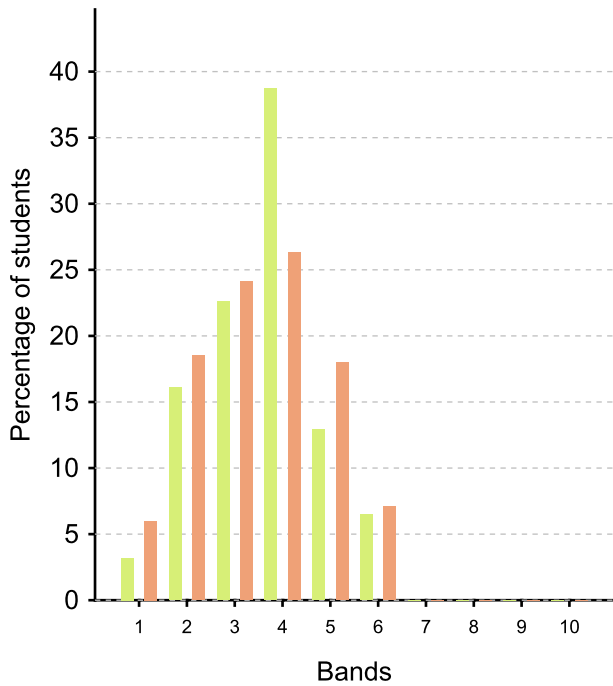
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper

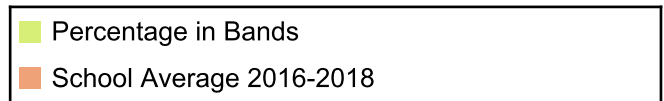
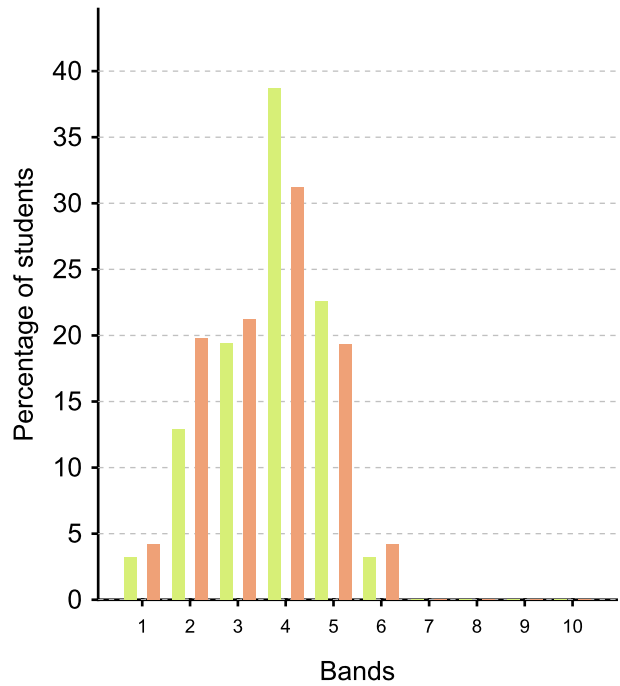
test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

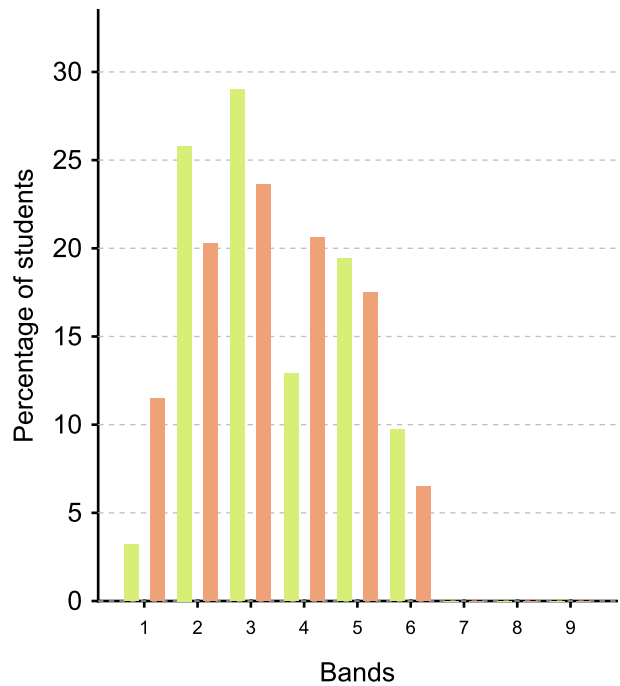
Percentage in bands:
Year 3 Grammar & Punctuation



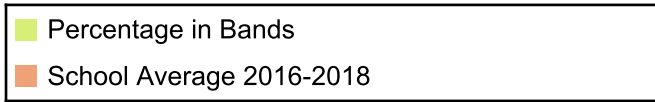
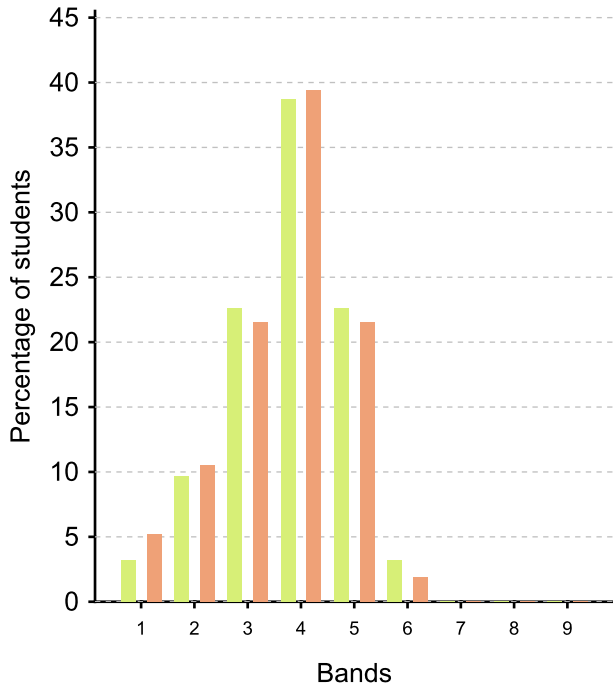
Percentage in bands:
Year 3 Reading



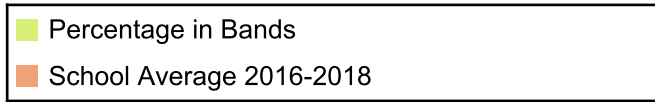
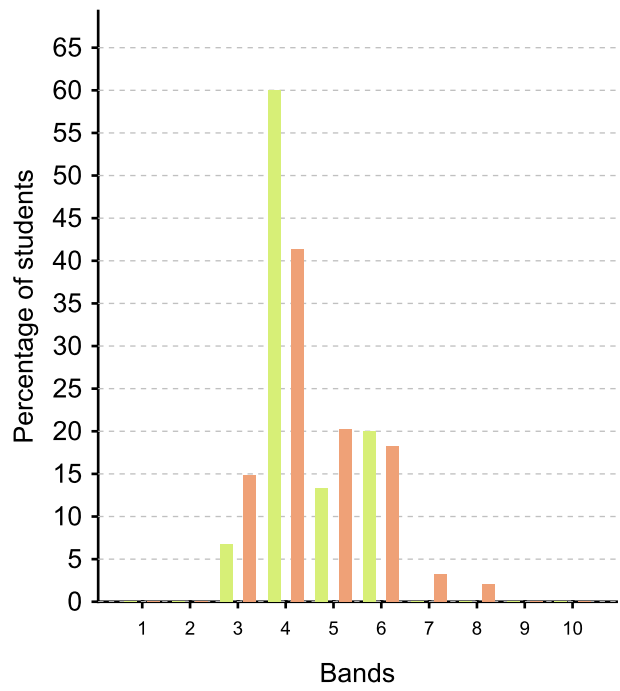
Percentage in bands:
Year 3 Spelling



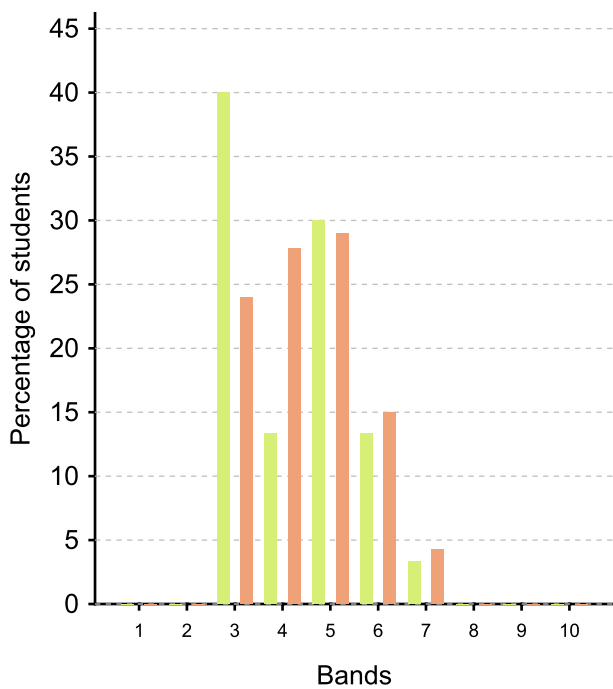
Percentage in bands:
Year 3 Writing



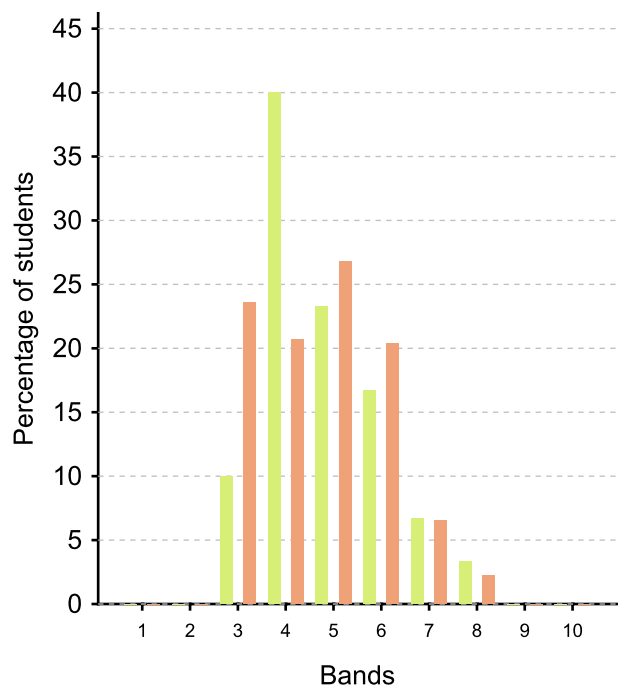
Percentage in bands:
Year 5 Reading



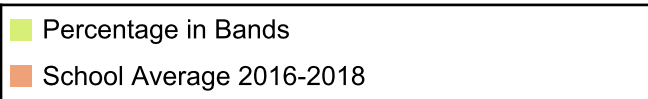
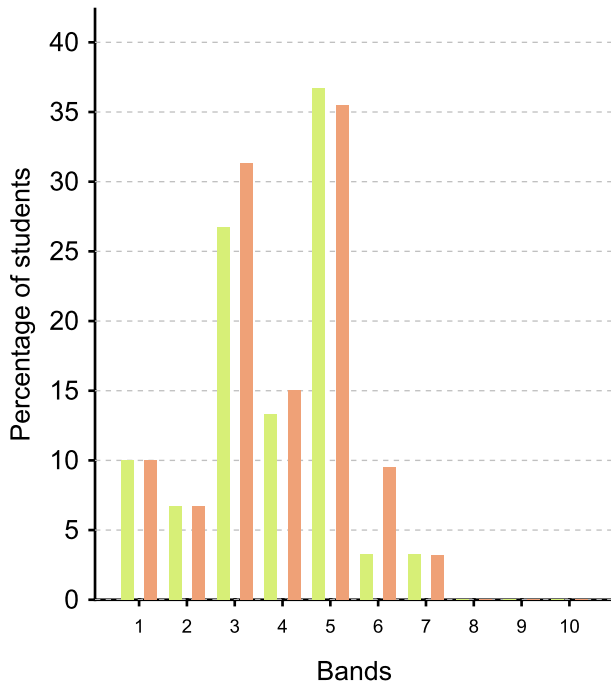
Percentage in bands:
Year 5 Grammar & Punctuation



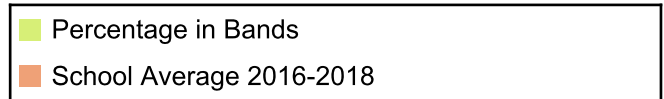
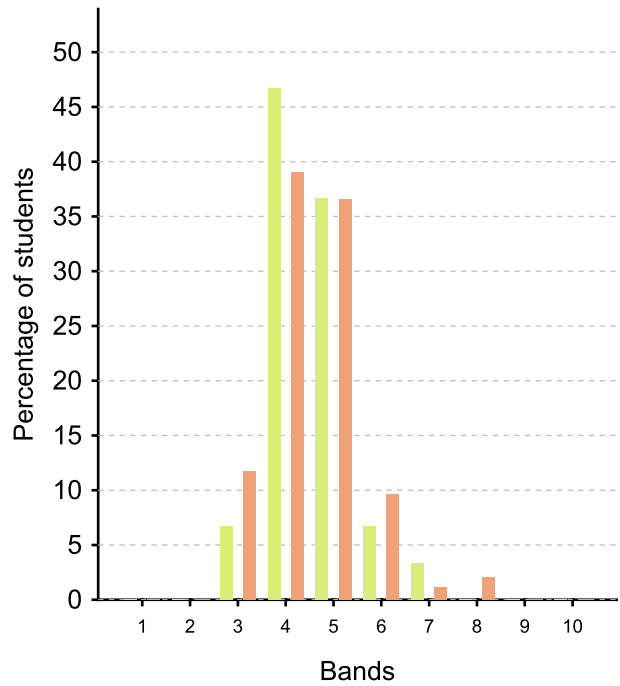
Percentage in bands:
Year 5 Spelling



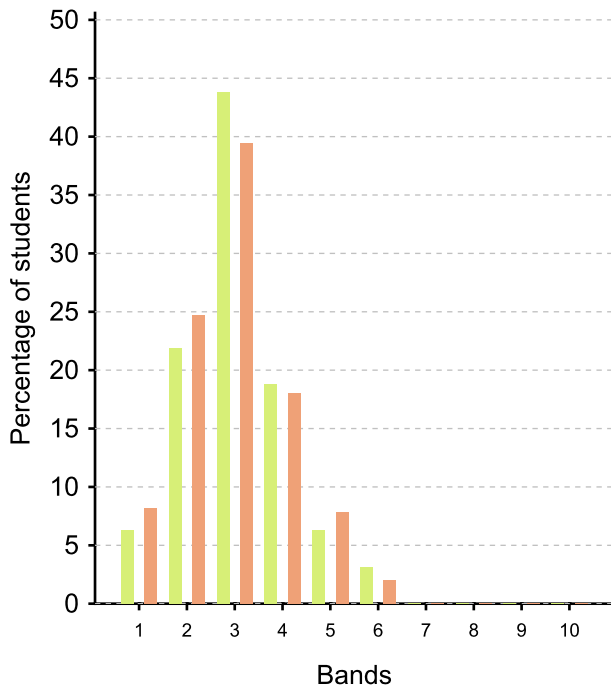
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



= Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

In 2018 a smaller group of students underwent NAPLAN in 2018 than in 2017. Whilst 2017 showed pleasing NAPLAN results 2018 Aboriginal student's did not gain as positive growth from Years 3 to 5. Some of these students were also in Support Classes.

Year 5 students completing NAPLAN assessment in 2018 results were as follows:

Students who achieved at above expected growth

43% – Numeracy

29% – Reading

29% Spelling

29% Writing



Parent/caregiver, student, teacher satisfaction

Each year parents/carers are presented with opportunities to give Koonawarra Public School feedback. These avenues are TTFM surveys, P & C forums and focus groups and a school based survey that is presented to parents to complete during the school interview process that takes place early Term 2 for all students K–6. Selected parents were also given the opportunity to complete the AITSL 360 Leadership Tool regarding community engagement at school. The clearest results are obtained through the school based survey

- 96% Parents comfortable communicating with staff
- 78% Agree exec and teachers communicate regularly regarding behaviour/academics
- 96% feel their child is safe at school.

Sporting Events are still the most highly attended events, in line with 2017 results. Assembly attendance has increased from 2017 to 2018 by 8%

Increased parent satisfaction in the improvements to the school environment and signage; improvements to bullying; individualised teaching and learning.

Staff have the opportunity to rate their satisfaction through the People Matter Survey Employment satisfaction was rated at 72%.

Policy requirements

Aboriginal education

In 2018, Our AEO worked across the school Preschool to Year 6 to connect culture to curriculum. Our AEO and Aboriginal staff along with our indigenous students visited *Nangamay* our Aboriginal cultural room. The students completed activities such as visual arts, craft and storytelling of the past and present day. The students also reviewed traditional use of tools and plants depending on area and seasons. Students created an artwork to display in *Nangamay* using their hands to build a tree. Koonawarra Public School has the *Tunin' In* program that connects schools and preschools with Aboriginal parents/carers. This program provide opportunities for families to support their children's early learning through utilising a social media platform. In 2018 we held two successful events for Sorry Day and NAIDOC week. All students P–6 were involved in cultural activities learning about the significance of these two events. Students in Stage 3 were invited to attend the local Sorry Day event at the Dapto Ribbonwood centre. They had the opportunity to display their work and also make connections with other Aboriginal and Torres Strait Islander community members.

In Term 3 our Indigenous students and Indigenous school leaders attended an excursion to Killalea. Students were engaged in a variety of activities with Uncle Richard. Students created a visual storytelling piece of artwork, participated in boomerang throwing, discussed bush tucker, explored artefacts and Aboriginal tools and listened to stories of the local area. This excursion aimed to strengthen the student's cultural identity.

Aboriginal staff attend the local AECG meetings to share what is happening in our local region and to consult with AECG members regarding Aboriginal and Torre Strait islander protocol

All teachers made connections with Aboriginal families to create Personalised Learning Pathways. This has built positive relationships between the teacher and the family. Teachers set up a stand to promote Koonawarra's School connection to the Community during NAIDOC week at the Dapto Community Centre.



Multicultural and anti-racism education

Koonawarra Public School has multicultural education embedded into the school curriculum through the study of People and Places Stage 2 and Global Connections Stage 3.

Each year Koonawarra Public school students from Preschool to Year 6 participate in Harmony Day on March 21. This Year traditional or modern clothing/costumes were worn and each class studied a different country and found unique ways in which to create flags. Parents/ Carers who were born overseas were invited to talk about their country and costumes.

Each of the Flags were on display during a Whole School Assembly to mark Harmony Day.