

# Westdale Public School

## 2019 Annual Report



3428

## Introduction

The Annual Report for 2019 is provided to the community of Westdale 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.

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## School background

### School vision statement

At Westdale Public School our vision is to provide a quality, holistic education to prepare all students for a future in an ever changing world.

Students will participate in quality learning experiences in an environment that is nurturing, inclusive and responsive to individual needs.

Our positive school culture fosters lifelong learning for both staff and students so that we all continue to grow in confidence, knowledge and understanding and achieve higher goals.

The core values of being proud, safe and having high expectations are embedded in our school life so students become respectful and resilient citizens.

We strive to build strong relationships both within and beyond the school community as we acknowledge it is fundamental to future success.

### School context

Our **enrolment** is currently 501 students in 22 classes including a Behaviour support class. The school's enrolment has grown considerably and further growth is expected with significant new subdivisions opening. Aboriginal enrolments remain at close to 30%. The mobility rate is significant with about 30 new students enrolling in Years K–6 and about the same leaving each year.

Students at our school have an active, healthy lifestyle and enjoy school life through a range of extra-curricular activities, including Music, Sport, Art Enrichment and Gifted and Talented Enrichment.

Westdale is in its third year of implementation of the PBL program. Students, staff and the school community have unified expectations of behaviour and learning.

Our school community is supportive of learning with high expectations.

As an Early Action for Success School, 1.6 Instructional Leaders have been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students K–2.

An additional Instructional Leader (1.0) Literacy and Numeracy Aboriginal students Years 4–6 was appointed in December 2017 and works with aboriginal students in years 4–6 in the middle 2 NAPLAN bands.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1

Successful, confident and engaged student learners

### Purpose

To ensure learning is based on quality educational delivery, consistently high expectations and shared professional practices. This will take place within a school culture that respects and responds to every student's aspirations, culture, gender and learning potential.

### Improvement Measures

#### Improvement Measures

Increase the proportion of students in the top 2 NAPLAN bands by 8% by 2019.

Increase the proportion of ATSI students in the top 2 NAPLAN bands for reading and numeracy by 30%.

At least 70% of students K–6 meeting or exceeding the expected benchmarks in literacy and numeracy.

95% of students (K–6) demonstrating consistent expected behaviour in classrooms and playground as recorded in Sentral.

Increase the proportion of students who demonstrate future focused skills and dispositions.

### Overall summary of progress

*Future Focused Learning:* Staff capacity to implement ICT has continued to be enhanced through ongoing professional learning, in-class support and training. The acquisition of hardware and innovative software and the implementation of the revised ICT Scope and Sequence, K–6 supported teaching and learning programs in all classrooms.

*Assessment/Data:* Consistency in assessment has been attained through continuous professional learning with K–6 staff, focusing on analyzing data to inform teaching and learning, learning goals and success criteria. Professional learning in writing analysis, SENA assessment, Spelling, PAT assessments, L3 and Running Records have supported teachers with assessment and data analysis, linked to consistency with assessment. Report writing K–6, has continued to focus on uniformity of report comments for English, Mathematics and general comments across each year group.

*PBL/Wellbeing:* In 2019, the focus for PBL was moving behaviour expectations from the playground into all learning areas. The successful implementation of this phase was achieved through the PBL team ensuring all staff were constantly provided with clear, explicit guidelines and access to all sequential lessons and resources. The community were well informed of this phase through updated information booklets, including a copy of the behaviour flow chart and award system. Behaviour data was regularly updated and analyzed, with all staff, students and families informed of the positive progress.

### Progress towards achieving improvement measures

#### Process 1: Future Focused Learning

In 2019:

Increased staff capacity to implement ICT through professional learning, acquisition of hardware and innovative resources to support the program is developed.

In 2020:

Students use higher order thinking skills and integration of communication, critical thinking, collaboration and creativity to enhance literacy and numeracy skills.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Review of ICT program K–6.</li><li>• Some projects were delayed during mid 2019 as the school were</li></ul>	<ul style="list-style-type: none"><li>• Consumable resources purchased</li><li>• VR Kit–\$14,500</li></ul>

## Progress towards achieving improvement measures

concerned that the money allocated for Staffing Maintenance for drought affected schools had been revoked from the EFPT. This issue was resolved and the money was reinstated.

- Staff participated in PL with their Surface Pro device on the use of Microsoft 365 and/or Google Drive as a digital programming platform for 2020. Teachers were able to set up the scaffolding of their digital program in preparation for 2020 with support and guidance from ICT experts and peers.
- The Technology Survey resulted in 64% of teachers responding. 100% of responses answered that they felt Westdale has a variety of equipment including robotics and hardware to assist with incorporating the use of technology into KLAS. Teachers responded that they are using laptops/iPads at least once a week and a further 86% felt team teaching in the classroom with the ICT expert has greatly enhanced their understanding of incorporating ICT into their pedagogy.
- The allocation of classroom teacher devices was completed.

- Library iPads x 20—\$13,300
  - iPads x 15—\$10,200
  - Laptops x 20—\$14,100
  - Ozo Bot Kit—\$2,500
  - Blue Bots & Screen—\$8,000
  - Makey Makey—\$1,500
  - Teacher release
  - Faculty Folder for lesson plans
  - 2 x 75 Inch screens for computer lab
  - 17 units for VR Kit
  - 23 Surface Pro devices for class teachers
  - Upgrade of laptop and ipad trolleys through eT4L
  - 3 Windows Tablet Devices
- Funding Sources:**
- (\$100000.00)

### Process 2: Assessment/Data

Teachers use a variety of formative and summative assessment strategies to assess student learning, plan future lessons, ensure there is a differentiated curriculum and report accurately. The Literacy and Numeracy Progressions will be integral in this work.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• 100% of teachers updated data on PLAN 2 in the areas of Creating Texts and Quantifying Number. In 2020, we will focus on using data and reports from PLAN 2 to differentiate learning and inform teaching programs.</li> <li>• Feedback from the principal has focused on the range in the quality of student reports produced by teachers K–6. On-going professional learning on the Literacy and Numeracy Progressions, collaborative assessment strategies and revising the report writing guides for K–6 will occur in 2020.</li> <li>• Data handover completed.</li> <li>• Years 3–5 to handover writing books in 2020 to assist with consistent teacher judgement and continuity of teaching and learning.</li> <li>• L3 results showed the strong growth in reading, particularly in Stage 1. In K 68% of students were reading text level 9+, 82% of Year 1 students reading at text level 17+ and 93% of Year 2 students at text level 21+.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Progressions</li> <li>• Report Writing Guides</li> <li>• PLAN 2</li> <li>• L3 monitoring graphs</li> <li>• PLPs</li> <li>• SENA</li> <li>• Semester 2 Student Report data.</li> <li>• Writing books K–2</li> <li>• Familiar readers K–2.</li> <li>• NESA Advisor</li> </ul>

### Process 3: PBL/Wellbeing

Implementation of a whole school integrated approach to student well-being through PBL will enhance students engagement in learning and school life.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• 5 weekly data analysis reviewed by the PBL team with new directions implemented if required.</li> <li>• 5 weekly data communicated to students, staff and community.</li> <li>• The Cyber Safety program implemented across all classes K–6 provided students with knowledge, understanding and appropriate strategies for being safe online.</li> <li>• A full analysis of 2019 data indicates that behaviour referrals for term 4 has seen a significant decrease (more than 50%), in the number of referrals as compared to term 4 2018 behaviour referrals.</li> <li>• An analysis of data also indicates the need for Tier 2 training (for staff) to occur to support students who present in the 'few' and 'some' categories of the PBL triangle at each data collection point.</li> <li>• The PBL Team recognised that the Casual Folder requires constant reviewing and updating for casual staff.</li> <li>• The celebration of Green Day at the end of every term has shown an increase in attendance data at the end of term and has contributed to</li> </ul>	<ul style="list-style-type: none"> <li>• PBL Communication Board—located centrally in the playground</li> <li>• Shared File—PBL information, lesson plans</li> <li>• School Information Booklet</li> <li>• 1000 PBL Expectation Magnets purchased</li> <li>• Green Day resources</li> </ul>

## Progress towards achieving improvement measures

students striving to improve their behaviour and self monitor.	
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## Next Steps

All classes K–2 to have a regular Sphero lesson with the ICT team, with support available in all 3–6 classrooms. Cyclic upgrade of classroom smart boards and ICT resources. Implementation of the revised ICT Scope and Sequence, K–6. Base line data from 2019 (NAPLAN, L3, Semester reports, Quick Smart, ACER/PAT, PLAN–Creating texts and Quantifying numbers) will continue to be instrumental assisting with the organisation of support structures and literacy and numeracy focus K–6. Analysis of all data will inform teaching and learning. The school will continue to sustain programs and initiatives to support aspects of Literacy and Numeracy in the classroom, including L3, Seven Steps Writing 3–6, Deepening the Learning and Teaching of writing K–2, 3–6 Spelling program, the Big Ideas in Number K–6 with targeted intervention (K–6) from LaST teachers and School Learning Support Officers.

PBL will continue to be the focus for well-being in 2020. Consolidation of expectations in all learning environments and the playground will be the key feature of the program. Nominated staff will be trained in tier 2 intervention. PBL will continue to have articles in the weekly newsletter along with reports available to the school community, students and staff.

## Strategic Direction 2

Building capacity, leadership and educational practice

### Purpose

At Westdale, we will build and strengthen the capacity of staff through;  
professional development (targeted towards identified school needs),  
current researched pedagogical practices,  
and professional learning opportunities to meet personal goals and career development.

### Improvement Measures

100% of teachers displaying and using learning goals and success criteria (observed in learning walks and programs).  
100% of staff achieve their PDP goals.

### Overall summary of progress

Professional Learning. A school professional learning plan was developed and delivered on identified aspects of literacy and numeracy to ensure a deeper, shared understanding of quality teaching and the learning progressions. In grade groups, teachers met throughout semester 1 and semester 2 for four full day professional learning sessions with the Instructional Leaders and identified staff. The specific aspects of literacy and numeracy targeted included writing–Seven steps 3–6 and Deepening the learning and Teaching of Writing K–2, The Big Ideas in Number K–6 and the learning progressions–Creating texts and Quantifying Numbers.

### Progress towards achieving improvement measures

#### Process 1: Professional Learning

A professional learning plan for teachers is developed and delivered on identified aspects of literacy and numeracy, ensuring a deeper shared understanding of quality teaching and the Learning Progressions.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Majority of teachers K–6 confidently entering data on PLAN2 in Quantifying Numbers and Creating Texts.</li><li>• Using a variety of assessment data to monitor student progress, including writing analysis. K–2 teachers using the Writing Analysis tool as a result of professional learning on teaching writing, creating consistent teacher judgement.</li><li>• Student reports K–6 completed. Continued Professional Learning is required to ensure consistency across K–6 (grades and comments).</li><li>• Completion of L3 Initial training (1 Kindergarten and 3 Stage 1 teachers) ensuring shared understanding of pedagogy K–2.</li><li>• 100% Early Stage 1 and Stage 1 teachers successfully implemented Draw, Talk Write into daily teaching practice resulting in increased levels of engagement, oral language and writing quality.</li><li>• Majority of teachers K–6 using number talks allowing students to demonstrate levels of understanding and share strategies when solving problems.</li></ul>	<ul style="list-style-type: none"><li>• Literacy Progressions</li><li>• Numeracy Progressions</li><li>• Syllabus documents</li><li>• 2.6 Instructional Leaders</li><li>• PLAN 2</li><li>• Seven Steps leading teacher</li><li>• Seven Steps resources</li></ul>

### Next Steps

Professional learning for all staff will continue to be a priority in 2020. The school will undertake external validation, with extensive external review of all data as part of the validation process. Writing and **mathematics** will be a whole school focus. In grade groups, teachers will be released off class for four days throughout Semester 1 and Semester 2, working with the Instructional Leaders and identified staff to assist with the delivery and support of professional learning in the



nominated areas. Tuesday afternoon staff meetings will follow a three–week cycle of stage meetings, professional learning and external validation. The weekly Wednesday morning communication meeting will move to a notice on Sentral, with all staff responsible for reading weekly information. The school timetable supports two hours of uninterrupted literacy time for all students K–6. All students will be in their classrooms for this session with additional teachers and School Learning Support Officers supporting in classrooms.

## Strategic Direction 3

Building stronger, positive relationships

### Purpose

Building stronger, positive relationships as an educational community, inspiring a culture of collaboration, participation, engaged communication, empowered leadership and organisational practices to ensure student learning outcomes continue to improve.

### Improvement Measures

Baseline data collected in 2017 will indicate an increase of 15 % over three years of results from parent, teacher and student satisfaction surveys.

Increased involvement of parents and community members measured by participation in development of PLPs, P&C meetings, parent/teacher meetings, assemblies, NAIDOC Week, Education Week celebrations and sporting events.

### Overall summary of progress

Community Participation and Feedback

Engaging the school community in whole school planning of academic, social and cultural pursuits has been a priority in 2019. The school implemented a variety of opportunities that enabled all members of the school community to be involved in aspects of school life. Communication with the community was enhanced through the introduction of technology, including classroom apps. The school satisfaction survey gave the community an opportunity to assess school life and suggest future improvements for the school.

### Progress towards achieving improvement measures

#### Process 1: Community participation and feedback

Regularly seek feedback from parents and community members to allow the school to effectively implement school strategic directions and other priority areas.

Utilise a variety of methods including parent forums and technology to engage the community.

Evaluation	Funds Expended (Resources)
<p>2019 showcased several events where participation rates exceeded previous years quite significantly. This was attributed to the organisation, the publicity given to each event and the willingness to be involved by all of the staff and the students. These events will certainly remain part of the WPS calendar in 2020.</p> <ul style="list-style-type: none"><li>• The P and C run Mother's Day and Father's Day stalls sold the greatest numbers of gifts ever this year.</li><li>• Our Boys and Girls Aboriginal Dance groups and the Boys Didgeridoo group received multiple invitations to perform at community events and celebrations. The school provides transport to and from the events and staff to supervise and support the students.</li><li>• NAIDOC WEEK, Book Week, Book Fair and Grandparents Day celebrations and activities had the highest participation rates ever. Significant positive feedback was received from parents, community members, staff and students alike.</li><li>•</li></ul> <p>Our first ever Twilight Concert was the culmination of a fantastic year. The school hired 400 additional seats and required approximately 400 more. The evening exceeded everyone's expectation and was a fabulous way for every student to perform for their families and friends. Each class presented an item in front of a packed audience. Local Food Trucks supported the evening and provided light refreshments, food, drinks and icecreams for families to</p>	<ul style="list-style-type: none"><li>• Science budget funds the Science Discovery Bus</li><li>• Morning tea for Presentation Day</li><li>• Decorations for Year 6 Farewell</li><li>• Purchase mobile PA system for use at Twilight concert</li><li>• Hire of additional seating for the Twilight concert</li></ul>

### Progress towards achieving improvement measures

purchase while they watched their children perform. A magnificent evening!	
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### Next Steps

The results and suggestions from the 2019 school satisfaction survey has informed new directions for 2020. Sentral will support electronic dissemination of information and permission notes for families and Kindergarten families will continue to receive a take home literacy/numeracy pack to support their children at home. The continuation of extracurricular activities in Sport, the Arts, Academic programs, Cultural and Historic events will enable families to be actively involved in school life throughout 2020.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Employment of a fulltime Aboriginal Education Officer.</li> <li>• Employment of two fulltime Aboriginal School Learning Support Officers, to support Aboriginal students, K–6, with learning.</li> <li>• Employment of a full time School Learning Support Officer, to support Aboriginal students, K–6, with learning.</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$287 622.00)</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of PLP's completed in 2019.</li> <li>• The Westdale GEMS, The Westdale Rubies, The Boys Dance Group and The Boys Didergidoo group performing at school and community events throughout the year.</li> <li>• Regular classroom visits, K–6, by the AEO and the Aboriginal SLSO, teaching Gomerioi Language to students.</li> <li>• NAIDOC Week–'Voice. Treat. Truth. Let's work together for a shared future', involving three generations of Westdale families, students, families and the wider community in an assembly, morning tea and activities of dance, songs and crafts featured and demonstrated, focusing on how Aboriginal women have contributed to their communities. Stage 3 Aboriginal girls working with the Yinarr Maramali Cultural centre, learning weaving and producing a variety of woven products.</li> </ul>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Resources updated as required.</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$8 297.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Review students progress in literacy and numeracy against the learning progressions.</li> <li>• Monitor students progress through SENA, reading level, PLAN data, classroom evidence.</li> <li>• EALD Report template developed for specific students.</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Funding (\$240,517.00) includes 1.5 LaST and \$80433 flexible funding (Employment of SLSO's).</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$234 834.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers regularly meet with the LaST's and SLSO's to monitor, adjust and review individual student progress.</li> <li>• School Learning Support Team regularly review student access requests for additional support.</li> <li>• Data (PLAN 2, classroom assessment, SENA, Running Records) is reviewed to monitor student progress.</li> <li>• Monitor students progress through data–PLAN, reading levels, SENA, SA Spelling, PAT testing.</li> <li>• Learning Support team referrals.</li> <li>• Students needing support is flexible and adjusted as required.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Teacher release 4.5 days per week.</li> <li>• Professional Learning timetable, K–6, including Seven Steps, Literacy and Numeracy support.</li> <li>• Seven Steps Writing timetable.</li> <li>• IL timetables for literacy (K–2) and numeracy (K–6) support.</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$96 471.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning schedule implemented for teachers K–6, throughout the year with a focus on specific aspects of literacy and numeracy (data based), quality teaching, consistency with assessment and reporting.</li> <li>• Full evaluation of the professional learning schedule for 2018 to support 2019 planning and implementation.</li> <li>• Analysis of NAPLAN, School Report and aspects of PLAN 2 data in the areas where professional learning has focused. Data utilised to set targets for 2019.</li> </ul>
<b>Socio–economic background</b>	<ul style="list-style-type: none"> <li>• Employment of an additional classroom teacher to lower class sizes Y3–6.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Principal managed and supported school welfare programs across the school. Data analysis and review indicated the position had a positive impact on behaviour,</li> </ul>



<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Employment of two fulltime LaST's, working across K–6.</li> <li>• Employment of four SLSO's, working across K–6.</li> <li>• Employment of one SLSO to maintain technology and support teachers in the classroom with new technology.</li> <li>• Employment of a specialist teacher (0.5) for choir and classroom music lessons, K–6.</li> <li>• Employment of an Art teacher, (0.1) every odd week.</li> <li>• Please note: unless indicated, the employment of all above staff is for the duration of the year.</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$644 768.00)</li> </ul>	<p>student support, family, staff and community support.</p> <ul style="list-style-type: none"> <li>• All students in Kinder, Year 2, 4 and 6 participated in a Gymnastics program with specialist teachers during terms 2 and 3. Through school supplementation all students accessed the program.</li> <li>• Identified Gifted and Talented students, 3–6, work with LaST on a rotational timetable, with a focus on extension activities in literacy and numeracy.</li> <li>• All classes throughout the year participate in 5 weekly sessions as part of the art extension program.</li> <li>• A specialist music teacher worked in classrooms, K–6, in conjunction with forming and training a Junior and Senior Choir. The choirs performed at school and community functions throughout the year.</li> <li>• A specialist band teacher provided individual lessons to students and provided opportunities for these students to perform.</li> <li>• The Intensive Swimming program was supplemented through the payment of buses for all identified non-swimmers, in year 3.</li> </ul>
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Sentral reports.</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 000.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Accreditation report.</li> <li>• Analyse student data from PLAN and reports.</li> </ul>
<b>Instructional Leader–Aboriginal Student Engagement</b>	<p>\$167995 funds allocation for the employment of an Instructional Leader, Aboriginal Students Years 4–6, who targets students who achieved results in the middle bands of NAPLAN in literacy and numeracy.</p> <p>Through RAM Equity funding, three SLSO's were allocated to support students, 3 hours a day, in this program also.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Instructional Leader Aboriginal Students Y4–6 (\$167 995.00)</li> </ul>	<p>The Instructional leader:</p> <ul style="list-style-type: none"> <li>• Provided professional learning and support to staff working across years 3–6.</li> <li>• Accessed professional learning at local and state level to support the role.</li> <li>• Trained SLSOs in the implementation of Quick Smart.</li> <li>• Monitored and evaluated Quicksmart.</li> <li>• Initiated learning walks, 3–6, throughout the year with a focus on explicit teaching and the engagement of Aboriginal students.</li> <li>• Managed PLPs with support from AEO, Aboriginal SLSO's and class teachers.</li> <li>• Monitored and analysed data, 3–6 from, PLAN 2, NAPLAN and external testing. Data analysis from PAT Assessment indicated that students in years 4–6 had made growth in Reading and Mathematics.</li> </ul>
<b>Early Action For Success</b>	<ul style="list-style-type: none"> <li>• \$261207 funds allocated for the employment of 1.6 Instructional Leaders, K–2</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Early Action for Success (\$261 207.00)</li> </ul>	<p>The Instructional Leaders have:</p> <ul style="list-style-type: none"> <li>• Accessed professional learning at local and state level to support their role.</li> <li>• Provided professional learning and support, to staff working across years K–2, including: Literacy and Numeracy Learning Progressions, incorporating student work and assessment samples.</li> <li>• L3 training for new teachers and ongoing L3 training for continuing teachers.</li> <li>• Best Start Kindergarten Assessment data entry.</li> <li>• Monitoring and analysis of K–2 internal and external data.</li> <li>• Support for teachers to work collaboratively to assess and plan teaching programs with greater consistency.</li> </ul>

<b>Early Action For Success</b>	<ul style="list-style-type: none"> <li>• \$261207 funds allocated for the employment of 1.6 Instructional Leaders, K–2</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Early Action for Success (\$261 207.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Support for teachers to use the Literacy and Numeracy progressions to assess student progress and how to tailor their teaching accordingly.</li> </ul>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	271	258	255	239
Girls	237	250	266	262

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.7	95	93.2	92.3
1	93.2	92.9	93.2	92.5
2	92.7	93.4	92.9	93.1
3	91.1	92.4	93.1	92
4	92.8	92.7	92.3	92.1
5	93.2	93	91.7	91.7
6	92.7	92.7	91	90.4
All Years	92.8	93.2	92.5	92
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Enrolment at Westdale Public School continues to be consistent with past years with similar numbers moving out of area as numbers of new enrolments coming throughout the year. This is attributed to the school being located in a natural growth area and having a strong reputation of providing a quality education for all students.

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	20.33
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.96
Other Positions	2

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

### School Development Days



- Term 1: Cultural Awareness for all staff with Len Waters. Mandatory school administration including roles and responsibilities and Code of Conduct. Stage meetings focused on term planning, supervision requirements and expectations. Online Child Protection module for all staff.
- Term 2: Annual mandatory CPR and Anaphylaxis training provided by TAFE. Part of the day involved working through various scenarios where CPR would be required, hands on learning and completing online modules. School planning and evaluation workshop, follow up to staff and student surveys.
- Term 3: Whole school mandatory WHS Induction for Employees and School Communities Working Together. Workshops for teaching staff on Taking and analysing running records and Seven Steps to Writing. Workshops for non-teaching staff included Positive Partnerships PL via the Online Learning hub.
- Term 4: SENTRAL training for all staff. Completion of the SEF S-aS V2 in stage based groups, Sharing of student information in class handovers. Overview of the new PDHPE syllabus.

## **Professional Learning**

The school developed and implemented a professional learning schedule that encompassed:

- Literacy and Numeracy Learning progressions, entering and analysing PLAN 2 data for Creating texts and Quantifying numbers.
- L3 Reading and Writing Training K–2.
- Seven Steps Writing Training 3–6.
- The Big Ideas in Numbers, K–6.
- Deepening the learning and teaching of writing, K–2.
- Technology training and development for all staff, focusing on understanding and implementing multiple devices into teaching and learning.
- WHS training for all staff.
- Professional Learning Conferences for Principal, Deputy Principal and 2.6 Instructional Leaders.
- K–6 School Evaluation. School Excellence Framework – grade group analysis. School Plan – Milestones – cross grade group analysis.
- Leadership Development Initiative (LDI) for nominated staff.
- Data analysis – NAPLAN, Semester reports, PLAN 2 data for Creating texts and Quantifying numbers, External assessments.
- Student well being, PBL training, NCCD update.
- The school utilized the SBAR Professional Learning allocation (\$42,030), the Literacy and Numeracy implementation grant (\$13,941), Beginning Teachers support (\$14,000), QTSS (\$96471), LDI grant (\$10,000) and Equity funding (\$38,548) to support professional learning for all teaching staff. The average expenditure per teacher was \$6,718.

## **Teacher Accreditation**

100% of the teaching staff at Westdale Public School are registered and accredited with NESA. All teachers are responsible for their accreditation journey.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,253,847
<b>Revenue</b>	6,612,881
Appropriation	6,514,523
Sale of Goods and Services	2,408
Grants and contributions	91,711
Investment income	4,039
Other revenue	200
<b>Expenses</b>	-6,782,978
Employee related	-6,089,578
Operating expenses	-693,400
<b>Surplus / deficit for the year</b>	-170,097

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	304,899
<b>Equity Total</b>	1,181,203
Equity - Aboriginal	287,622
Equity - Socio-economic	644,768
Equity - Language	8,297
Equity - Disability	240,517
<b>Base Total</b>	3,608,921
Base - Per Capita	122,852
Base - Location	3,652
Base - Other	3,482,417
<b>Other Total</b>	1,054,074
<b>Grand Total</b>	6,149,097

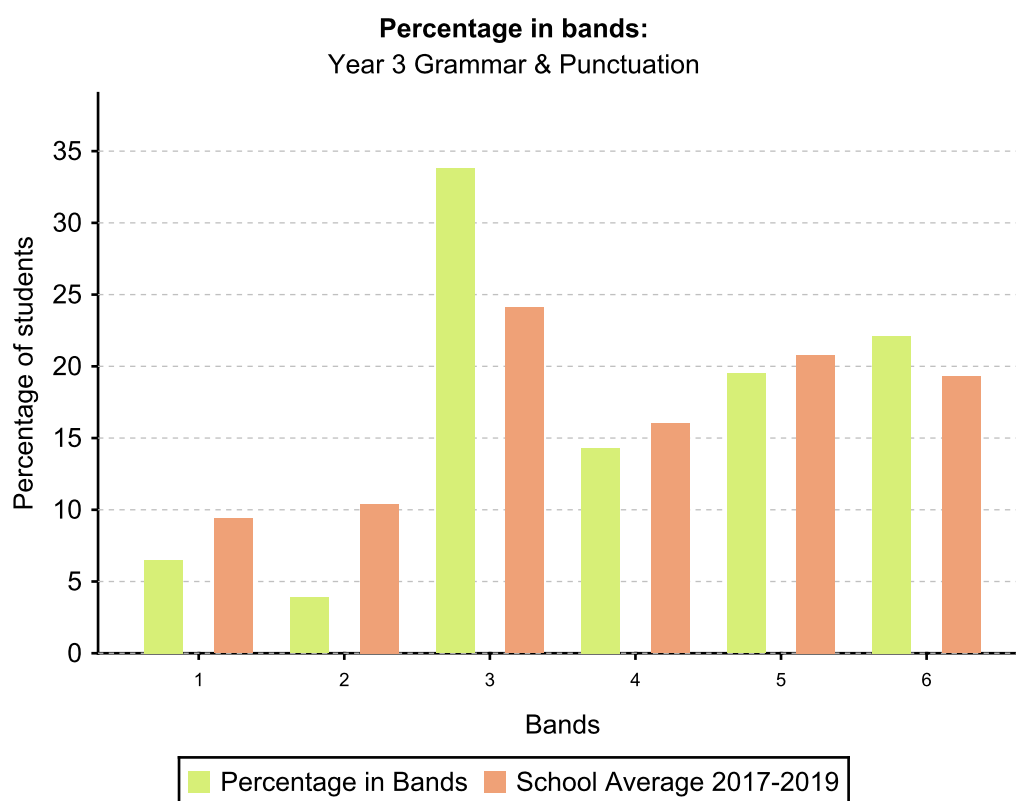
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

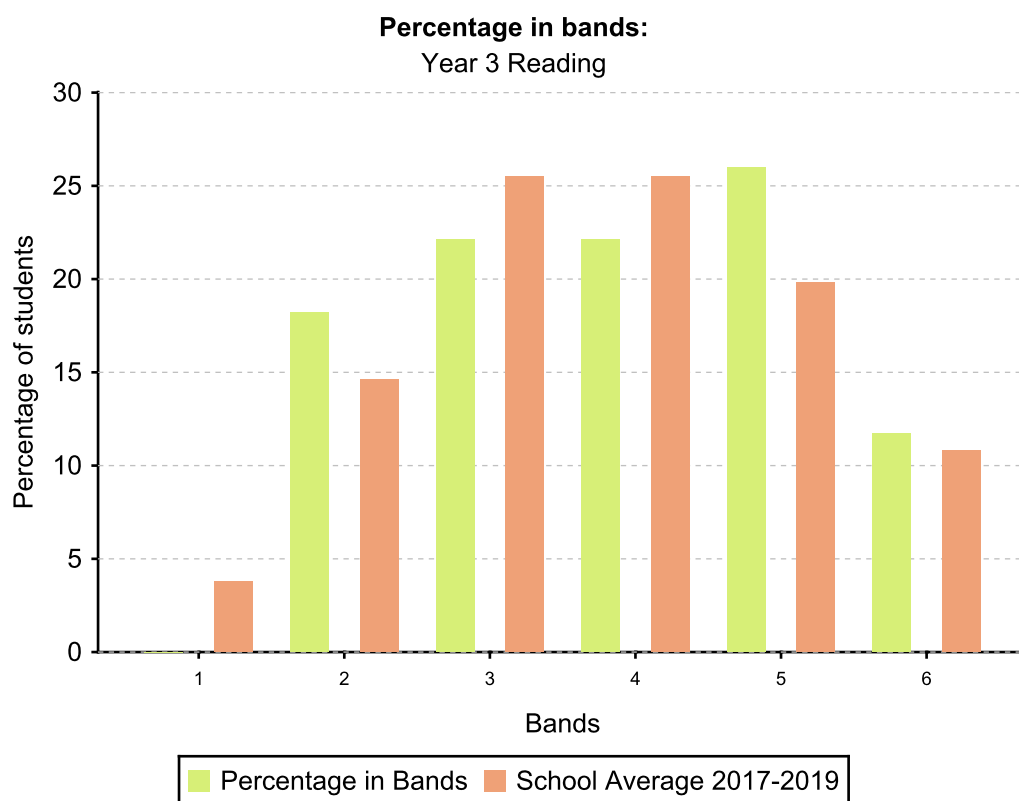
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

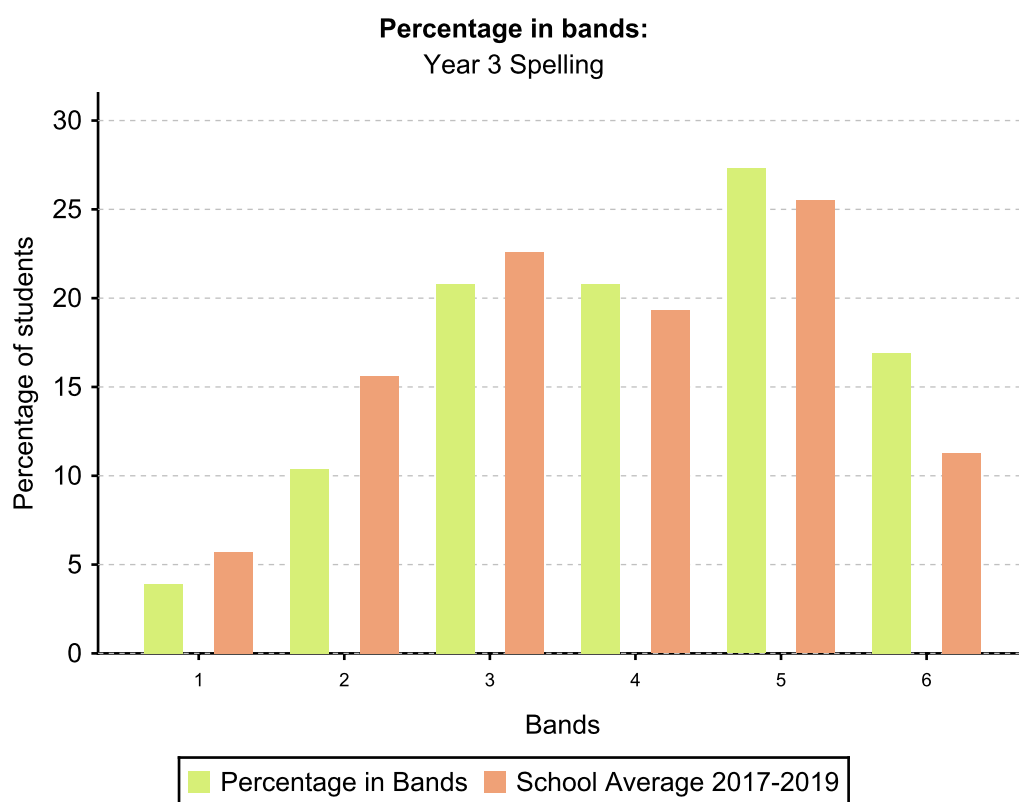
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	6.5	3.9	33.8	14.3	19.5	22.1
School avg 2017-2019	9.4	10.4	24.1	16	20.8	19.3



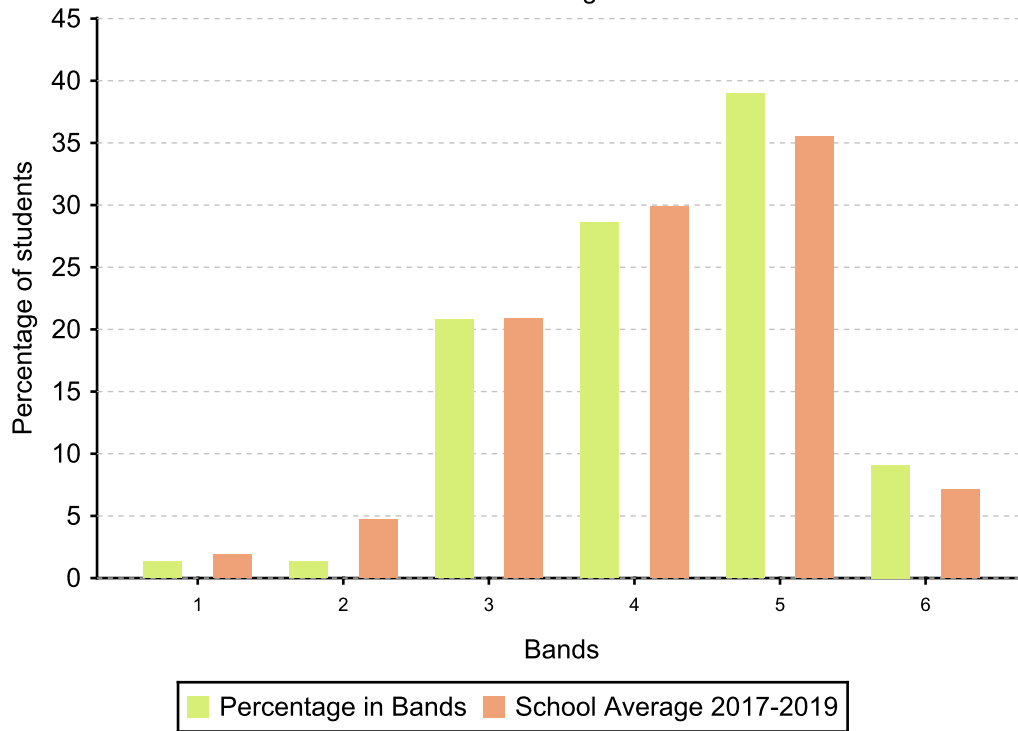
Band	1	2	3	4	5	6
Percentage of students	0.0	18.2	22.1	22.1	26.0	11.7
School avg 2017-2019	3.8	14.6	25.5	25.5	19.8	10.8



Band	1	2	3	4	5	6
Percentage of students	3.9	10.4	20.8	20.8	27.3	16.9
School avg 2017-2019	5.7	15.6	22.6	19.3	25.5	11.3

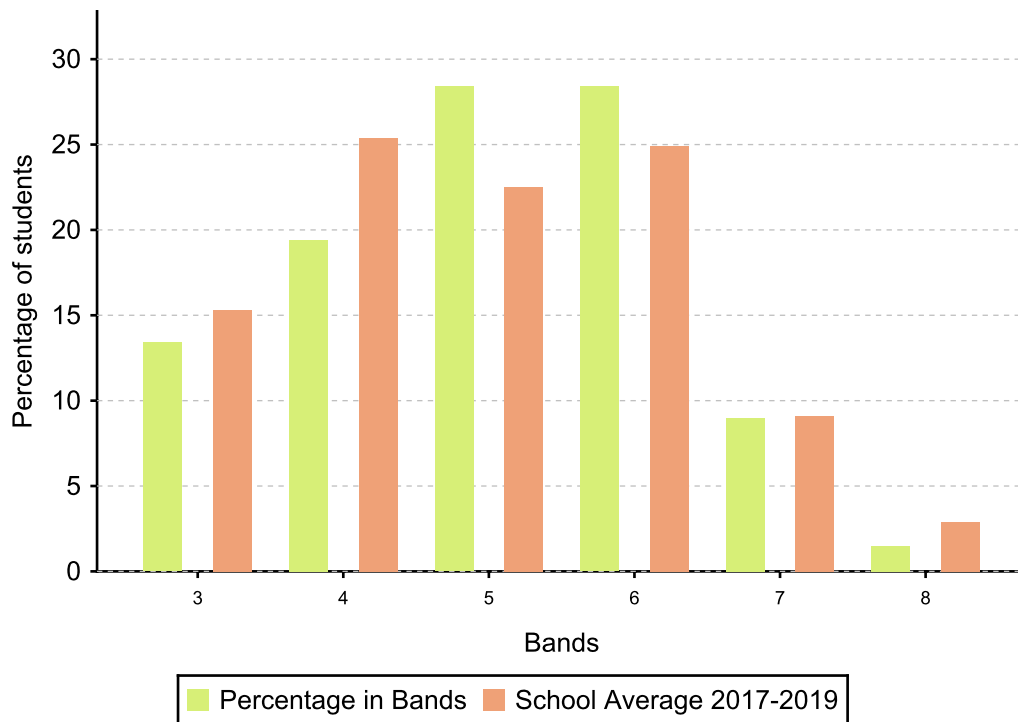
### Percentage in bands:

#### Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.3	1.3	20.8	28.6	39.0	9.1
School avg 2017-2019	1.9	4.7	20.9	29.9	35.5	7.1

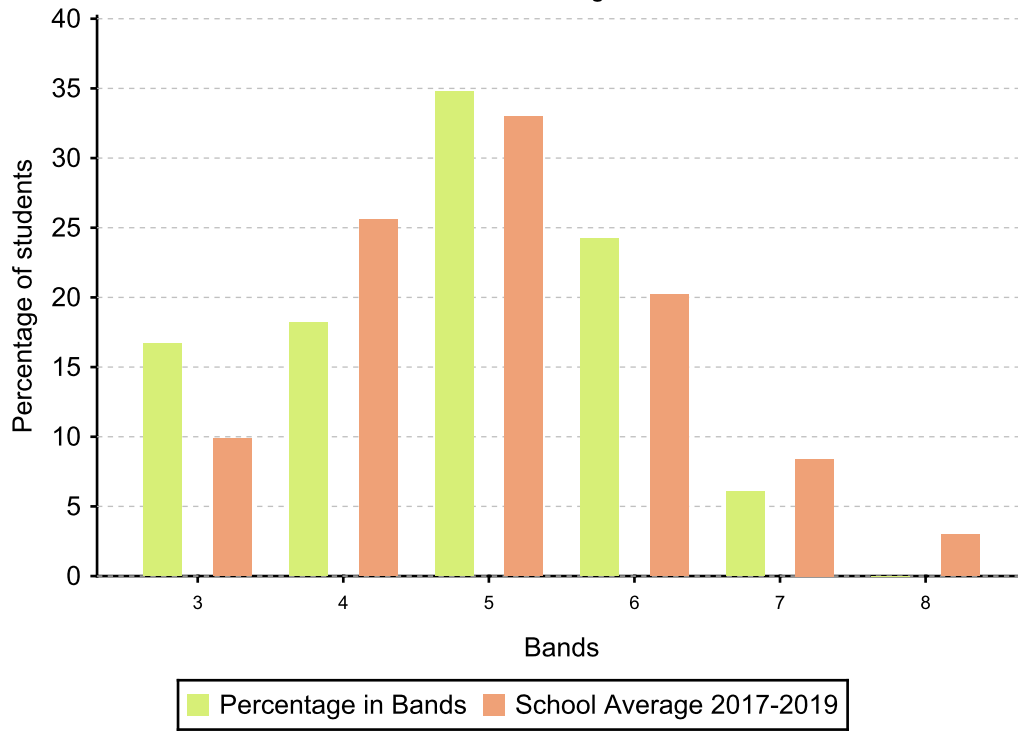
### Percentage in bands: Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	13.4	19.4	28.4	28.4	9.0	1.5
School avg 2017-2019	15.3	25.4	22.5	24.9	9.1	2.9

### Percentage in bands:

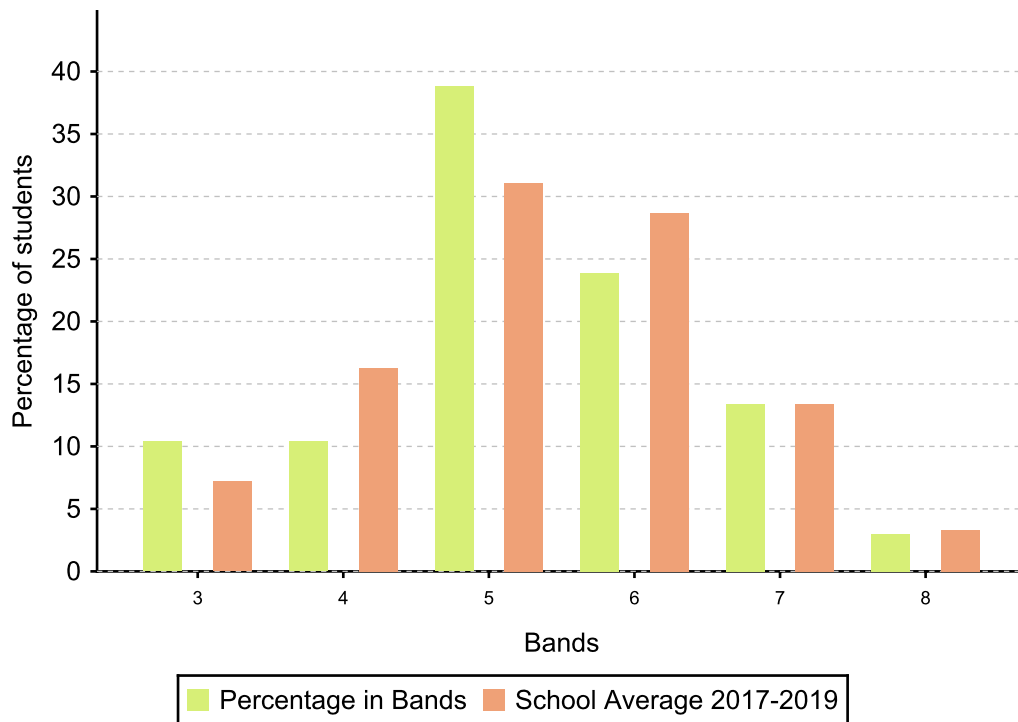
#### Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	16.7	18.2	34.8	24.2	6.1	0.0
School avg 2017-2019	9.9	25.6	33	20.2	8.4	3

### Percentage in bands:

#### Year 5 Spelling

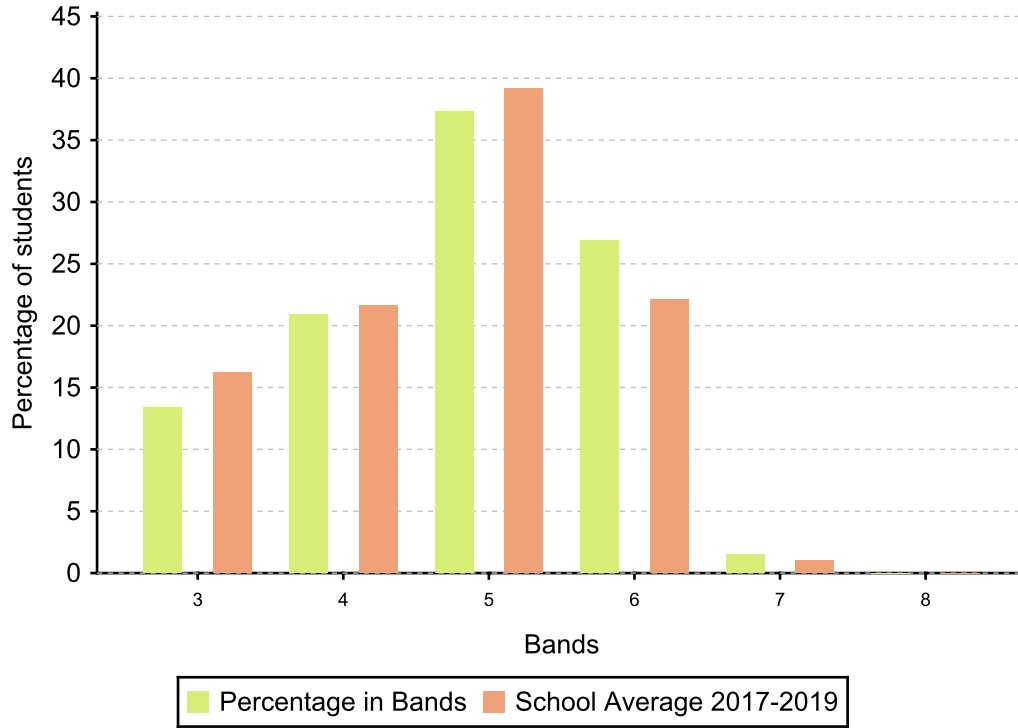


Band	3	4	5	6	7	8
Percentage of students	10.4	10.4	38.8	23.9	13.4	3.0
School avg 2017-2019	7.2	16.3	31.1	28.7	13.4	3.3



### Percentage in bands:

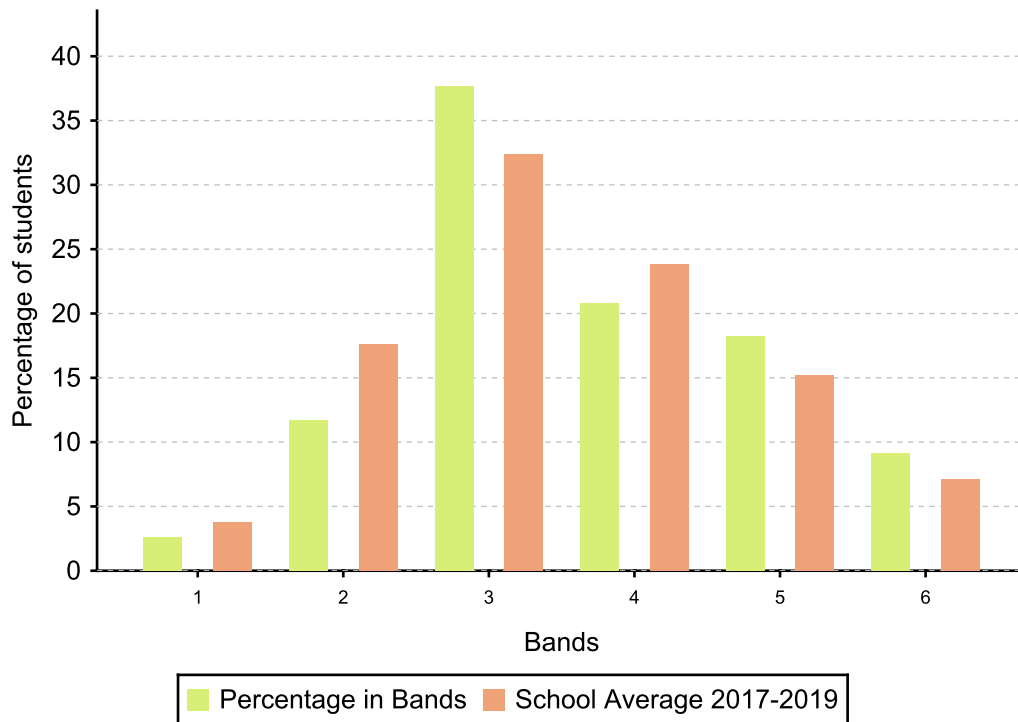
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	13.4	20.9	37.3	26.9	1.5	0.0
School avg 2017-2019	16.2	21.6	39.2	22.1	1	0

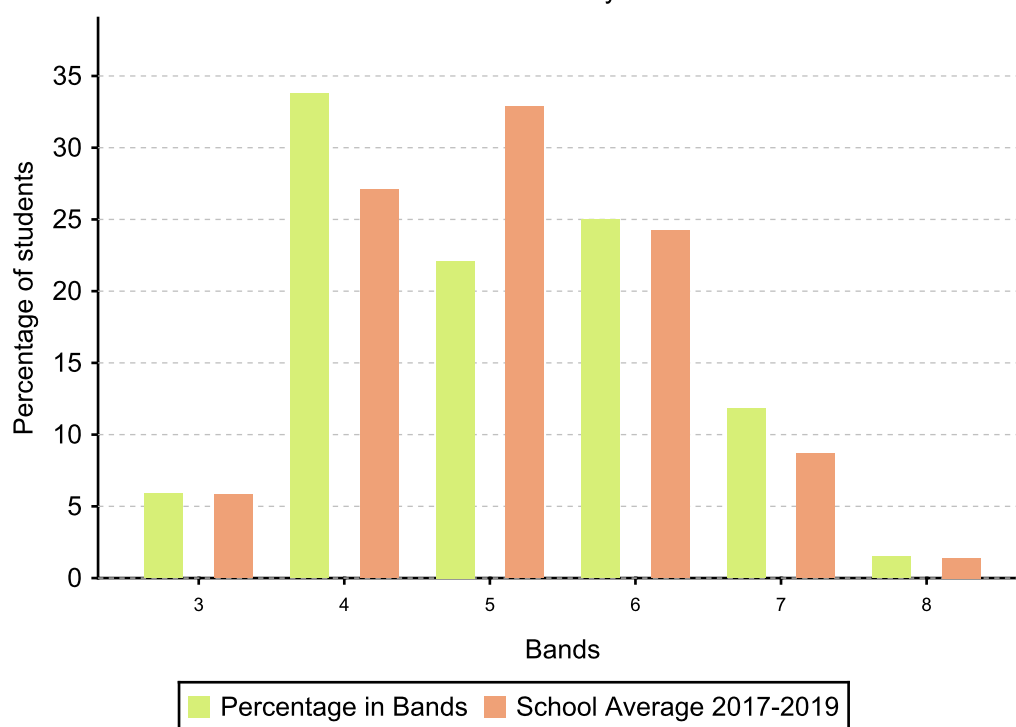
### Percentage in bands:

#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.6	11.7	37.7	20.8	18.2	9.1
School avg 2017-2019	3.8	17.6	32.4	23.8	15.2	7.1

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.9	33.8	22.1	25.0	11.8	1.5
School avg 2017-2019	5.8	27.1	32.9	24.2	8.7	1.4

## NAPLAN

The school plan focused on increasing the percentage of students in Year 3 and 5 performing in the proficient bands in all aspects of Literacy and Numeracy. The school has made positive growth, increasing student performance in the proficient bands in Writing, Spelling, Grammar and Punctuation and Numeracy.

- Reading: The school had 38% Year 3 and 6% Year 5 students performing in the proficient bands.
- Writing: The school had 49% Year 3 (an increase of 16.4%) and 2% Year 5 (an increase of 2%) performing in the proficient bands.
- Spelling: The school had 45% Year 3 (an increase of 12.4%) and 18% Year 5 (an increase of 2.1%) students performing in the proficient bands.
- Grammar and Punctuation: The school had 43% Year 3 (an increase of 1.7%) and 12% Year 5 performing in the proficient bands.
- Student growth Year 3 to Year 5: Spelling: Non-Aboriginal girls and boys growth was above State.
- The school had 32% Year 3 (an increase of 13.9%) and 18% Year 5 (an increase of 8.5%) students performing in the proficient bands in Numeracy.
- Student growth Year 3 to Year 5: Numeracy: Non-Aboriginal girls and boys growth was above State and SSSG.

**Premier's Priorities:** Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019.

- Reading Year 3: The percentage of all students performing in the proficient bands was 38%, an increase of 18.2%, 2017–2019. The percentage of Aboriginal students performing in the proficient bands was 35%, an increase of 20%, 2017–2019.
- Reading Year 5: The percentage of all students performing in the proficient bands was 6%, a decrease of 24.7%, 2017–2019. The percentage of Aboriginal performing in the proficient bands was 6%, an increase of 1.7%, 2017–2019.
- Numeracy Year 3: The percentage of all students performing in the proficient bands was 32%, an increase of 5.1%, 2017–2019. The percentage of Aboriginal students performing in the proficient bands was 20%, an increase of 14.7%, 2017–2019.
- Numeracy Year 5: The percentage of all students performing in the proficient bands was 18%, an increase of 5.5%, 2017–2019. The percentage of Aboriginal students performing in the proficient bands was 0%, a decrease

of 4.3%, 2017–2019.

# Parent/caregiver, student, teacher satisfaction

## 2019 Satisfaction Survey

The 2019 Survey has been designed to measure school culture and support the school leadership teams to improve the school. The three surveys all identified issues and barriers to success and provided strategies for addressing the issues and improving the school.

### Parent Satisfaction

This survey measured parent satisfaction and identified specific areas of concern and actions to address them. 91.5% of parents either agreed or strongly agreed with the overall satisfaction of the school. Satisfaction comprised: School – Home communication Student Welfare, student safety, happiness of students and clear school expectations. Quality education and opportunities for all students. School facilities and resources. Approachability and commitment of the Principal, school leaders and teachers. 7.0% of parents neither agreed or disagreed with the overall satisfaction of the school. 1.5% of parents disagreed or strongly disagreed with the overall satisfaction of the school. The dissatisfaction related to knowing what is happening at the school and coming events, with a suggestion to have electronic forms available online.

Parents indicated that the best features of the school were: Cultural education, inclusivity and the school award system. The everyday opportunities for all students, happiness of the students, the staff and participation of the staff across the school. Teaching and technology.

Areas for improvement included: Advanced computer lessons for students. Before and After school facilities. Installation of safety gates that close during school hours, upgrade of parking facilities and student toilet blocks.

### Student Satisfaction

This survey sought input from students on their overall experience within the school. 73% of students either agreed or strongly agreed with the overall satisfaction of the school. Satisfaction comprised: Feeling safe and accepted at the school where opinions of students are taken seriously. The presentation of the school. Care from teachers and staff, who make lessons interesting and inform students of what and why they are learning. The use of technology to assist with learning and the improvement in student literacy and numeracy skills. 17% of students neither agreed or disagreed with the overall satisfaction of the school. 10% of students disagreed or strongly disagreed with the overall satisfaction of the school. The dissatisfaction related to the distribution of interesting homework and the level of help it provides with learning.

Students indicated that the best features of the school were: The school environment, facilities and activities including excursions, fixed equipment and sport. Teachers, friendships and encouragement from staff and peers. Celebration of student achievement, including awards, green day and ice poles. Technology for learning.

Areas for improvement included: More technology, including extension of the computer lab. Different uniforms, more variety in the canteen, upgrading gardens and planting more trees, music for bells and having music to walk from the playground to classrooms. Covered basketball courts, soccer and field goals on the ovals, more handball courts and better eating areas.

Many of the suggestions from the students have been taken on board and changes are currently underway for the 2020 school year.

### Staff satisfaction

This survey provided specifically for the school leadership team on emerging issues within the school. Not only did it measure staff morale but also identified specific areas of concern and actions to address them. 75% of staff either agreed or strongly agreed with the overall satisfaction of the school.

Satisfaction comprised: Work place satisfaction, making a difference for the students and support and care for staff well-being. Effective communication strategies, school organisation and school priorities. 15% of staff neither agreed or disagreed with the overall satisfaction of the school. 10% of staff disagreed or strongly disagreed with the overall satisfaction of the school. The dissatisfaction related to effective teacher feedback, collaborative planning in some stages, demands placed on staff and not always reasonable and more opportunities to have input into decisions affecting my work.

Staff indicated that the best features of the school were: The staff, students, teamwork, professional learning and career development. Support and collaboration from colleagues. Opportunities for students, focus on continual improvement, PBL and positive work place environment.

Areas for improvement included: Infrastructure upgrades, including staff and student toilets, air conditioning for all rooms, more access to phone lines, office and staffroom. Consistent supervision across the school, more collaborative planning in stages and across stages in conjunction with RFF teachers and professional learning, 3–6, in line with K–2 initiatives. Focus on literacy and numeracy with no interruptions to prime learning time. Consistent expectations across stages and behaviour management. 4.1 feedback from staff and leaders in discussions and improved overall value placed on all staff contributions to the school environment. Employment of an Instructional Leader 3–6, reduced workload in relation to additional tasks and more professional learning on disability for all staff.

Many of the suggestions from the staff have been taken on board and changes are currently underway for the 2020 school year.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019.*

- Reading Year 3: The percentage of Aboriginal students performing in the proficient bands was 35%, an increase of 20%, 2017–2019.
- Reading Year 5: The percentage of Aboriginal students performing in the proficient bands was 6%, an increase of 1.7%, 2017–2019.
- Numeracy Year 3: The percentage of Aboriginal students performing in the proficient bands was 20%, an increase of 14.7%, 2017–2019.
- Numeracy Year 5: The percentage of Aboriginal students performing in the proficient bands was 0%, a decrease of 4.3%, 2017–2019.

In 2019, Aboriginal enrolment at Westdale Public School has increased to 37%. Westdale Public School has sustained a diverse array of programs for all Aboriginal students to improve outcomes in Literacy and Numeracy, Leadership, Sport, Cultural and Social activities. Support was provided in literacy and numeracy for identified Aboriginal students through a combination of small group instruction and in-class support. Programs and resources have been implemented through Resource Allocation Model (RAM).

Staffing 2019:

- Employment of an Instructional Leader, Aboriginal Students, working with Aboriginal students, year 4–6, who are currently performing in the middle bands of NAPLAN in Reading and Numeracy.
- Employment of a fulltime Aboriginal Education Officer.
- Employment of two fulltime Aboriginal School Learning Support Officers, to support Aboriginal students, K–6, with learning.
- Employment of two fulltime School Learning Support Officers, to support Aboriginal students, K–6, with learning.

Achievements in Aboriginal Education:

- Regular classroom visits, K–6, by the AEO and the Aboriginal SLSO, teaching Gomeroi Language and Culture to students.
- NAIDOC Week – 'Voice, Treaty, Truth—Let's Work Together for a Shared Future'. Westdale families, students, staff and the wider community acknowledged and celebrated NAIDOC Week with a Smoking Ceremony, Flag Raising Ceremony, a formal assembly, morning tea and performances of dance and song from The Gems, Rubies, Boys Dance and Boys Didgeridoo groups.
- Stage 3 Aboriginal girls working with the Yinarr Maramali Cultural centre, learning weaving and producing a variety of woven products.
- Year 5 participated in a Cultural Experience, visiting the Botanic Gardens and Marsupial park, learning about rock art, boomerangs and the flora and fauna of our local area.
- Stage 3 students attended a two-day Gomeroi Language Camp at Lake Keepit.
- The Westdale Gems and Boys Dance group performed at the Northcott Disability Services Network Conference.
- National Reconciliation Week: the school held a Reconciliation Assembly to recognise that all Australians need to learn about our shared histories, cultures, achievements and to explore how each of us can contribute to achieving Reconciliation in Australia. Students represented Westdale at the community Reconciliation Long walk with Community Elders. The Westdale Gems and Boys Dance group performed at the Coledale Community Centre.
- The Gomeroi Dance Company shared the strength and wisdom of Gomeroi culture through song, dance, story-telling and many traditional practices, with all students K–6.
- Gomeroi Language Signs around school and additional Aboriginal Totem poles have supported the K–6 Aboriginal Language program.

- Aboriginal Cultural Awareness for all staff by Len Waters, Staff Development Day, Term 1.
- 2018 NAPLAN data indicates a growth in percentage of Aboriginal students performing in the proficient bands. (Year 3—bands 5 & 6, Year 5—bands 7 & 8) in aspects of literacy and numeracy.
- Year 3: Growth in Reading (10%), Spelling (28%) Grammar and Punctuation (12%)
- Year 5: Growth in Writing (9%) and Numeracy, band 7 (4%)
- Student growth, Year 3 to Year 5 for Aboriginal girls in Reading and Spelling, was above State Aboriginal and DoE Aboriginal growth. Year 3 to Year 5 for Aboriginal boys in Grammar and Punctuation was above DoE Aboriginal growth.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

### Multicultural Education

Multicultural perspectives are a fundamental component of school practices, ensuring an inclusive school community and a racism-free learning and working environment. There has been an increase in the number of student enrolments from a variety of cultural and language backgrounds. This has ensured a continued focus on Multicultural Education at Westdale Public School. Programs are embedded in the K–6 curriculum and develop the knowledge, skills and attitudes necessary to be effective individuals in a modern, diverse society.

Westdale Public School staff and students were involved in a variety of learning activities throughout 2019 to develop an understanding of cultural, linguistic and religious differences that explicitly teach about racism and discrimination.

Westdale celebrated Harmony Day, with the Kinder, Junior and Senior choirs performing songs that promoted the values of embracing cultural diversity.

Through the PBL program, all students were taught core values, their application and impact on daily life.

School Leaders participated in the Grip Leadership Conference developing pathways to becoming a great leader, developing empathy, confidence and humility skills focusing on their strengths, boosting school spirit and friendships.

Students attended weekly Religious Education lessons and combined Easter, Education Week and Christmas services at school as part of religious education. Students who did not participate in Religious Education lessons participated in Values lessons, led by classroom teachers.

All students participated in Colour Fun Run Day, promoting teamwork, pride and cooperation.

The school community were invited to attend a variety of activities on the school site including NAIDOC Week, Book Week parade, Grandparents Day, Sports Carnivals, Presentation Day and a twilight concert.

Student participation in school and community National Reconciliation Week, Anzac Day Service and March and Remembrance Day Service supported the development of a historical and ethical perspective of world events.

Students in Year 3–6 had the opportunity to participate in a one, three or four day excursion off site. The excursions provided opportunities for students to extend their experiences to cultural diversity through practical application.

The school has two trained Anti-Racism Contact Officers (ARCO) who are accessible for staff, students and members of the school community.



