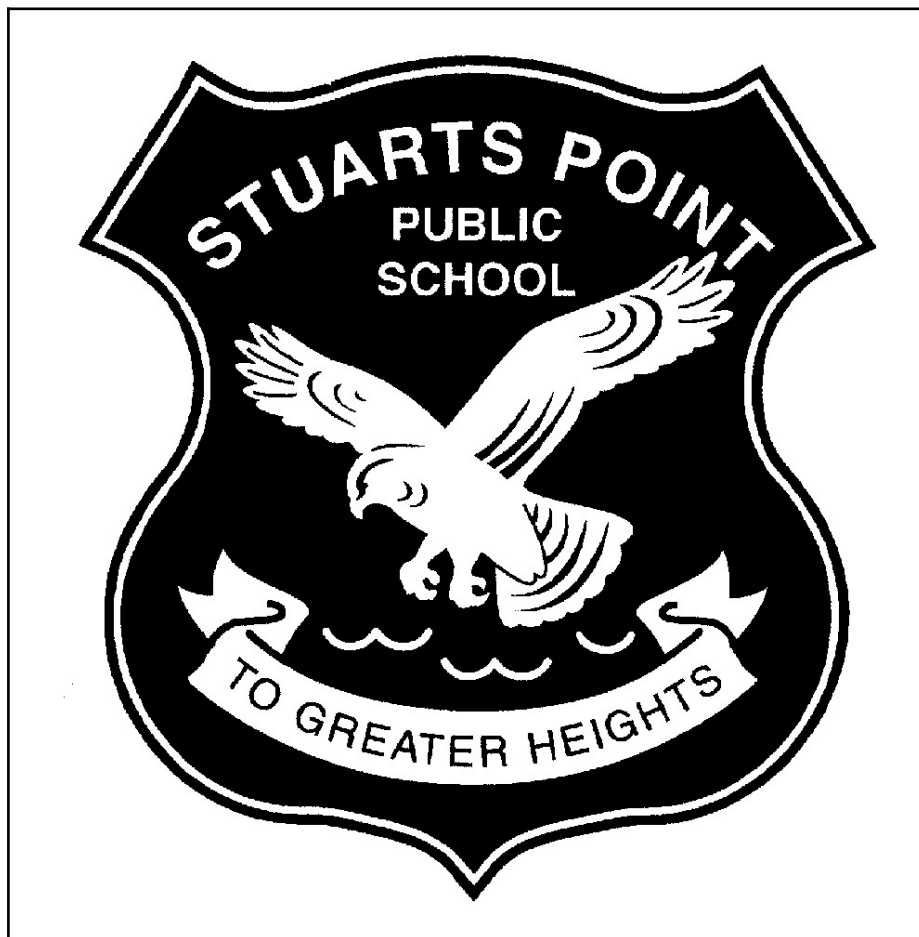


Stuarts Point Public School

2019 Annual Report



3643

Introduction

The Annual Report for 2019 is provided to the community of Stuarts Point Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Stuarts Point Public School

Banksia Rd

Stuarts Point, 2441

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

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

6569 0627

School background

School vision statement

Stuarts Point Public School is committed to creating independent lifelong learners who develop resilience and perseverance through a growth mindset.

We offer a wide range of quality learning opportunities where students develop a love of learning in a culture of high expectations. Curiosity, independence, creativity and critical thinking are fostered while the wellbeing of our students is fundamental throughout the learning journey.

As high quality teachers we are dedicated to working collaboratively towards common goals to promote equity and excellence so that our students can be successful learners who are confident, creative individuals ready to become the next generation of active and informed citizens and functional members of society. (Melbourne Declaration on Educational Goals for Young Australians, 2008)

School context

Stuarts Point Public School is a small school located on the Mid North Coast of NSW.

Our enrolment supports three multi-stage classes and includes students from a diverse range of backgrounds. The Family Occupation and Education Index (FOEI) for the school community is 157 which is well below the state average of 100. We have an ATSI student population of 32%.

The school is supported by the SBAR equity loading: Socio-economic and Aboriginal background. Early Action for Success (EAfS) is a feature. This strategy combines high quality leadership, collaborative mentoring, a focus on individual students and early intervention to ensure all students achieve expected outcomes. Evidenced based programs such as TEN and L3 in Kindergarten and Stage 1 are a priority.

Our school motto "To Greater Heights" is continually emphasised as all students are encouraged to be self-directed lifelong learners, where every child is supported and empowered.

Stuarts Point Public School is a proud member of both the Macleay Public Schools (MPS) and Nambucca Valley Community of Public Schools (V10) delivering excellence, opportunity, innovation and success.

The school has an active P&C and a proud tradition of meeting the community and state-wide educational needs of students for over 125 years.

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
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

Resilient, Successful Learners

Purpose

To develop resilient, successful literacy and numeracy learners who are reflective, developing a growth mindset to learn, adapt and become responsible citizens who flourish now and in future years.

Improvement Measures

All students show significant improvement in engagement with their learning, understanding how they learn and their ability to self regulate.

SCOUT literacy and numeracy value added data indicates a movement towards sustaining and growing in K–3, 3–5 and 5–7.

Overall summary of progress

2019 is the second year in this school plan cycle. There was 1 new temporary teaching staff and 3 SLSO staff engaged across the three classrooms. These, as well as existing staff, have been involved in driving SD1.

Staff are currently at different levels of knowledge and expertise in using both PLAN 2 and SCOUT. Further professional learning to unpack the National Progressions and link them to the NESA syllabus has been conducted. All staff have become familiar with the ACARA learning continuums and used the Critical and Creative Thinking learning continuum to plot and monitor students learning development in writing.

All classroom teachers have engaged in professional learning around Growth Mindset and have actively created learning spaces where students are encouraged to be reflective and receptive to learning challenges. Staff and students have also explicitly used tools and language to articulate what they are learning and how they might work towards achieving it.

Progress towards achieving improvement measures

Process 1: Student Agency

Students understand how they most effectively learn, becoming self monitoring, resilient, motivated learners.

Evaluation	Funds Expended (Resources)
<p>We used the resource '<i>Growth Mindset Coach</i>' in all classrooms K–6 and with SLSOs, SAM and LaST.</p> <ul style="list-style-type: none">• Students in K/1 and 4/5/6 engaged in lessons and activities around a Growth Mindset.• Growth Mindset learning was shared with parents through student Home Play activities. <p>Staff focussed on developing Student Agency with a different focus for each class:</p> <ul style="list-style-type: none">• K/1 used the SBSR effort scale to self-regulate their learning behaviours.• 2/3 used a visual data wall for Creating Texts and success criteria rubrics on student workbooks.• 4/5/6 used Google classroom and Kahoots to provide timely, specific feedback on student understanding of concepts.	<p>see funds from Key Initiatives</p>

Process 2: Literacy and Numeracy Skills.

Students engage in learning activities where they apply critical, interpretive, problem solving and flexible thinking to construct and refine literacy and numeracy skills.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Teaching staff engaged in SCOUT professional learning to help analyse results on a student, cohort and school level.

- The school transitioned to Online NAPLAN testing, with support given to staff and students on digital capabilities and skills needed.

All teaching staff K–6 are using internal assessments, including PLAN 2, to monitor the progress of students towards learning outcomes in literacy and numeracy.

- Development of draft class tracking sheets.

see funds from Key Initiatives

Next Steps

- Staff and students to work collaboratively to build whole school language around student learning, incorporating Growth Mindset. The P and C and other interested parents and stakeholders need to be offered the opportunity to provide suggestions and feedback throughout. Some of the supporting, original resources that would need to be created include classroom signage and posters, as well as purchasing teacher resources, quality literature and activity equipment.
- Staff to use Area of Focus tool in PLAN 2 to create student learning goals which students can articulate, work towards and regularly get feedback on
- Consolidate SCOUT competency for all staff and ensure that the data is used to inform teaching by using the NSW Department of Education teaching strategies resources for Literacy and Numeracy

Strategic Direction 2

Inspired, Collaborative Teachers

Purpose

To develop highly expert, inspired teachers who show collaborative and reflective practice, demonstrating personal responsibility in order to improve student learning through evidenced based strategies.

Improvement Measures

All teachers use the Australian Professional Standards for Teachers (APST) to reflect on and refine their teaching practice ensuring that evidence based pedagogy is embedded K–6.

School self evaluation against the School Excellence Framework 2 (SEF 2) indicates a movement from delivering to sustaining and growing in the *Teaching* domain element of *Learning and Development* with a focus on collaborative practice, feedback, expertise and innovation.

Overall summary of progress

2019 is the second year in this school plan cycle. There was 1 new temporary teaching staff and 3 SLSO staff engaged across the three classrooms. These, as well as existing staff, have been involved in driving SD2.

The clear processes and timelines to enable the effective implementation of the School Plan were continued in 2019. Most staff have collected and presented evidence outlining how their practices directly works towards the school milestones and School Excellence Framework version 2 (SEF v2).

Instructional Leadership continued to support all staff K–6. The use of regular weekly collaborative meetings continued with a focus on evidence–based pedagogy, sourced from publications like CESE, and constructive reflection on trialed and existing practices. Anecdotal notes and formative assessment are used as authentic and valuable pieces of data.

Progress towards achieving improvement measures

Process 1: Evidence Based Pedagogy

Staff will use evidence based research to drive effective teaching strategies, where continuous assessment and professional learning are key drivers of change.

Evaluation	Funds Expended (Resources)
Staff, teaching and non–teaching, have become familiar with the Performance and Development Framework. <ul style="list-style-type: none">• All staff developed a PDP with some non–teaching staff new to the process.• Some teaching staff effectively used the negotiated collegial observations by linking it to a specific PDP goal.• Teaching staff used the AITSL self–assessment tool to help inform their PDP goals.	see funds from Key Initiatives

Process 2: Collaborative Reflective Expertise

Teachers use regular longitudinal opportunities to self assess their teacher impact on learning outcomes and use this to drive collaborative conversations and shared expertise practices.

Evaluation	Funds Expended (Resources)
All teaching staff have engaged in collaborative meetings with the Instructional Leader using the co–plan, co–teach and co–reflect model. <ul style="list-style-type: none">• Professional learning is timetabled in staff meetings so that all teaching staff can be involved together, creating a school–wide knowledge base. Feedback practices are becoming more embedded.• K/1 continued with a traffic light rubric for Maths.	see funds from Key Initiatives

Progress towards achieving improvement measures

- 2/3 introduced individual writing rubrics.
- 4/5/6 continued to consolidate teacher to student, student to teacher and student to student feedback using sticky notes and experimenting with Jam Boards.

Next Steps

- All teaching staff have a working knowledge of the Australian Professional Standards for Teaching and can use these as definitions of the elements of high-quality, effective teaching
- Ensure opportunities for all staff to share knowledge and lead professional learning across all key learning areas
- Develop whole school feedback strategies so that students are introduced in Kindergarten and then have these developed and refined throughout their learning up to Year 6.
- Ensure feedback strategies are multidimensional – teacher–teacher, teacher–student, student–teacher, student–student across all stages
- Continue to build working relationships that focus on teaching with rigour, intentionality and self-reflection

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$25 200	<p>Stronger Smarter philosophies implemented across all facets of school and High–Expectations relationships built upon.</p> <p>All students supported through Personalised Learning Plans (PLPs) at key intervals throughout the year.</p> <p>Employed additional staff (SLSO) to support wellbeing and tiered interventions.</p> <p>Students supported in learning outcomes through Home Play club, resulting in positive attitudes to schooling.</p> <p>Improved the quality of teaching and learning opportunities for Aboriginal students. Cross Curricular Aboriginal perspectives integrated into teaching and learning programs throughout the year aiming to ensure all students are educated about Aboriginal history and culture.</p>
Low level adjustment for disability	0.2 FTE + \$8 700	<p>The Learning and Support Teacher (LaST) worked in partnership with classroom teachers, parents and students to improve the quality of teaching and learning opportunities for students.</p> <p>Targeted support provided through Learning and Support (L&S) team processes for tiered interventions.</p> <p>Teachers supported with rigorous processes to build staff capacity to plan, assess and benchmark students to inform and differentiate programming and pedagogy.</p> <p>Nationally Consistent Disability Data collection processes.</p>
Quality Teaching, Successful Students (QTSS)	\$10 600	<p>School Administrative Officer (SAO) was employed to support the School Administrative Manager (SAM) in financial administration. This enables executive staff to support classroom teachers with explicit high quality teaching and learning opportunities for students.</p>
Socio–economic background	0.1 FTE + \$80 200	<p>Executive staff were released to drive milestones in our school plan which included student learning and staff mentoring.</p> <p>Staff supported with data collection and analysis which includes monitoring Progressions in five week cycles to inform teaching and plan for learning.</p> <p>Community partnerships are strengthened through the employment of a Community Liaison Officer (CLO).</p> <p>Students were supported by tiered interventions including MultiLit from School Learning Support Officers (SLSO) and</p>

Socio-economic background	0.1 FTE + \$80 200	innovative programs like 'Big School' continued.
Early Action for Success (EAfS)	0.4 FTE	<p>Instructional Leader funded at DP level through Early Action for Success provided staff with mentoring, coaching and targeted professional learning.</p> <p>Staff participated in Language, Learning, Literacy (L3) Kindergarten and L3 Stage 1 and commenced Additive Strategies in Mathematics.</p> <p>Instructional Leader collaborated with staff to strategically plan targeted interventions in literacy and numeracy which were delivered according to need. Student progress was monitored against the Literacy and Numeracy Progressions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	25	22	20	22
Girls	36	30	37	35

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95	96.5	87.7	86.6
1	91.6	96.3	84	89
2	93.3	91	93.1	92.1
3	95	91.7	89	91.5
4	95.4	95.1	93.8	77.9
5	92.5	94.1	95.8	94.8
6	95.2	91	91.6	92.2
All Years	94.1	93.7	90.6	89.9
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

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
Classroom Teacher(s)	2.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

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 Actual (\$)
Opening Balance	537,176
Revenue	984,706
Appropriation	960,703
Grants and contributions	18,732
Investment income	5,272
Expenses	-892,897
Employee related	-796,854
Operating expenses	-96,043
Surplus / deficit for the year	91,810

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 Approved SBA (\$)
Targeted Total	32,871
Equity Total	146,906
Equity - Aboriginal	25,203
Equity - Socio-economic	90,964
Equity - Language	634
Equity - Disability	30,105
Base Total	659,296
Base - Per Capita	13,374
Base - Location	15,445
Base - Other	630,476
Other Total	93,685
Grand Total	932,757

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.

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

Parent/caregiver satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Stuarts Point Public School (SPPS) utilised the *2019 Learning Bar 'Partners in Learning Parent Survey'* which is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The radar chart (see image 'Perspectives of Parents') compares these results with those of other NSW government schools in each reported area. The results have been converted to a 10–point scale, where 10 shows strong agreement and 5 is a neutral position.

- Parents generally feel welcome at SPPS with an overall score of 8.5 out of 10 which is higher when compared with the state norm of 7.4. 'The school's administrative staff are helpful when I have a question or problem' scored the highest at 9.5 and 'I can easily speak to my child's teachers' and 'Parent activities are scheduled at times when I can attend' both at 8.8. When comparing the data to the previous year most scores increased.
- The results indicated that parents are well informed with a score of 8.0 compared to the state norm of 6.6. Our highest rating of 8.6 was 'If there were concerns with my child's behaviour at school, the teachers would inform me immediately'.
- Our lowest area in 2019 showed 'Safety at school' at 7.6 which although is still above the state norm of 7.4, is an area for future growth. This data could be attributed to the very high number of student suspensions during 2019.
- The survey indicated that 100% of parents feel the School Newsletter is a 'useful' or 'very useful communication tool'.

The results of the parent survey represent an increased percentage from 8 surveys completed in 2015 to 29 completed in 2019. This reflects 74% of our school community for 2019. All school norm scores were above state government norms.

Student satisfaction

The *Tell Them From Me (TTFM) student survey* measures 20 indicators based on the most recent research on school and classroom effectiveness. This summary provides highlights based on data from the 17 students in our school that participated in the survey in September 2019. Information is presented below.

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long–term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework.

In Social–Emotional Outcomes, students were asked if they feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

- 68% of students in our school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53% which places us 13% above.
- 11% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.
- 16% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.
- 5% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

Our school also placed above NSW Govt norms when comparing the DRIVERS of Student Outcomes.

- Effective learning time: Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. School Mean is 8.9 compared to NSW Govt norm of 8.2.
- Relevance: Students find classroom instruction relevant to their everyday lives. School Mean is 8.4 when compared to NSW Govt norm of 7.9.
- Rigour: Students feel classroom instruction is well–organised, with a clear purpose, and with immediate feedback that helps them learn. School Mean is 9.0 when compared to NSW Govt norm of 8.2.

Teacher satisfaction

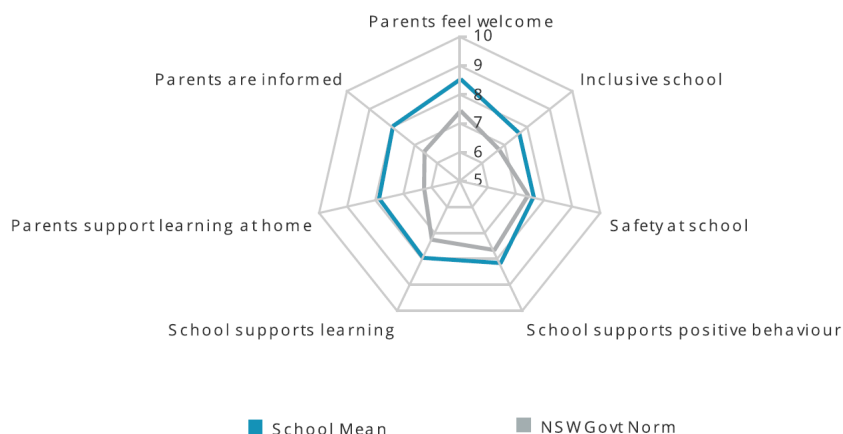
The *Focus on Learning Survey* is a self-evaluation tool for teachers and schools.

When analysing the *Eight Drivers of Student Learning* we scored 2.2 points above the NSW Govt norm for Leadership with our school placed at 9.3 when compared to 7.1 for the state norm. In summary, staff felt:

- School leaders have helped me create new learning opportunities for students,
- I work with school leaders to create a safe and orderly school environment and
- School leaders have taken time to observe my teaching all at a score of 9.6.

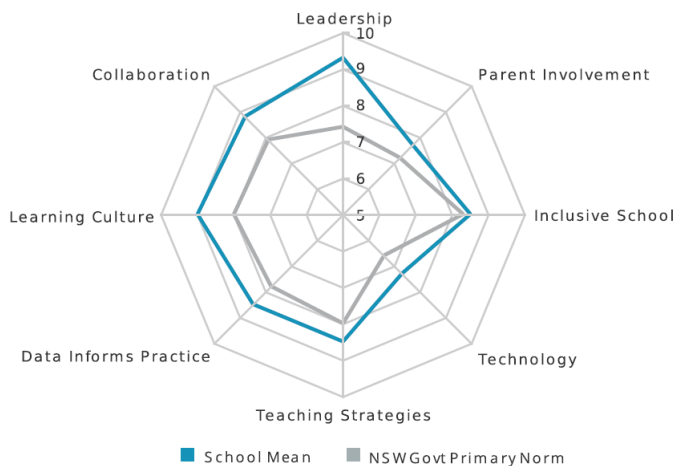
Learning Culture also rated high at a total overall of 9.0.

- All staff rated 10.0 that they monitor the progress of individual students.
- 9.6 set high expectation for student learning while
- 9.2 discuss learning goals for their lessons.
- An area staff feel they could work towards is providing students with written feedback on their work at least once every week.



Eight Drivers of Student Learning

Kindergarten - Year 6 (Primary)



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.

In 2019 26% of students identified as being Aboriginal and or Torres Strait Islander decent. Stuarts Point Public School includes Aboriginal perspectives into teaching and learning programs throughout the year and aims to ensure all students are educated about Aboriginal history and culture. The school promotes respect of the unique and ancient culture of Aboriginal people by acknowledging the traditional custodians of all Australia at all school assemblies. Stuarts Point Public School has continued its commitment to being Strong and Smart. The Stronger and Smarter philosophy is paramount in the promotion of high expectations relationships within our school. We continue to implement circle work within classrooms whereby students practice sharing respectfully. Check in and check out procedures are also used within the school to build and maintain respectful relationships in our school community.

Throughout the year our school saw the employment of an Aboriginal Student Learning Support Officer, who was a positive role model to our students. In addition, there were several Aboriginal volunteers who engaged in activities and celebrated significant national Indigenous events.

We acknowledged and showed our respect to the National Apology, with a reading at our morning assembly. Leaders expressed the importance of the National Apology to the reconciliation between cultures.

National Sorry Day presented the chance for us to recognise and deliberate on the significance and effects of the forceable removal of Australia's Aboriginal populations. Each class contributed to a whole school artwork reflecting on the meaning of the day to them.

We commemorated National Reconciliation week by opening up our school, inviting parents and families to join in with us in a range of Indigenous activities including storytelling, art and games.

Parents and community members were encouraged to help us plan for our NAIDOC activities. We celebrated NAIDOC with Uncle Mark Flanders teaching us about Aboriginal artefacts and language. Neville Donovan engaged us with his storytelling about local Aboriginal history and people. John McQueen led art activities using Aboriginal symbols. These activities enabled our students to develop a deeper knowledge and appreciation for our First Nations history and culture.

Students participated in Traditional Indigenous Games (TIG) in Term 3 as part of our Friday sport program. TIG provided opportunities to hold meaningful discussions with students about the materials that would have been used to play the games traditionally. As well as the origins from which the games originated from.

Over 800 hundred students from local schools attended World Ocean Day 'Welcoming of the Whales' at Scotts Head Reserve. Our students got to engage in a variety of cultural activities. As we rotated through the series of activities students got to learn Gumbaynggirr language, listen to storytelling, participate dance and culture.

Once again, we implemented our PLP process. Key stakeholders are given the opportunity to meet and develop goals using the 'Stronger Smarter' PLP plan. The collaborative partnership between parents and carers increase Aboriginal student's attendance, participation and engagement in learning.

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.

Anti-racism lessons were explicitly taught in classes this year. Students learnt what racism is and about the various forms' racism can present in. Students explored the effects that racism can have on people, places and communities. They suggested ways in which we can develop tolerance and understanding for all.

An Anti-Racism Contact Officer (ARCO) was nominated in the school. As part of the NSW DoE requirements the ARCO completed the formal training for this position. The ARCO role involves promoting the values of respect for all races and cultures in our school.

At Stuarts Point Public School we pride ourselves on supporting and encouraging positive, healthy and respectful relationships between all students, staff and visitors to the school.

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 perspectives are entrenched within teaching and learning programs with the inclusion of learning across the curriculum content. Through the study of difference and diversity, as well as links with Asia and its culture students are able to develop healthy and respectful relationships within the school and community.

Parents and families joined us to celebrate our culturally diverse society on Harmony Day. Students were able to experience in rich cultural activities such as Indigenous games, flag artworks and stories from different parts of the world. The school encourages the participation by all students in our special cultural days to aid them in building their understanding of the importance of cultural diversity.

Papua New Guinea was the county of study for the CWA International Day. Our students proudly participated with K/1 waving the Papua New Guinea flag as the 2/3 class danced in traditional costume including grass skirts and head pieces. Selected students from 4/5/6 presented their classes PowerPoint presentation consisting of information about Papua New Guinea and its traditions. A huge thanks to the CWA who provide this opportunity for our students to engage in rich cultural tasks each year.

Indonesian cultural experiences were conducted fortnightly during Terms 2 and 3 this year. Parents were welcomed to come along and join us as we learnt Indonesian dance, language and all about the traditions and culture of Indonesia.

Kids in the kitchen provided students with many opportunities to explore foods from different cultures. With whole class cook ups and weekly group cooking. Our school canteen also added cultural food experiences for our students with the inclusion of food from different cultures in their termly menus.

The Multicultural Public Speaking Competition was offered to students as an extra-curricula activity. Students from the 2/3 class and the 4/5/6 class prepared speeches about various topics related multiculturalism. Unfortunately, due circumstances of the day of competition our students were unable to present their fabulous speeches.

We ensure 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.