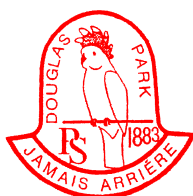


# 2020 Annual Report

## Douglas Park Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Douglas Park 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

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## Message from the principal

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In 2020, Douglas Park Public School coped very well with the challenging year caused by Covid19. Ensuring student, staff and parent safety was a priority as well as focusing on the learning development for each child. Through remote learning and learning back at school, consistent structures were maintained as regularly as possible in order to provide our students with as much normality as possible. The support of our whole school community was wonderful throughout this difficult year.

Many of our usual events were cancelled throughout the year, however we were able to have a range of activities at school, such as sports events, lunchtime handball competitions, toy show, public speaking, debating through zoom, talent quest, school concert and end of year assemblies. Students were able to attend our local environmental centres for excursions.

The support of parents and our school P&C has once again been excellent, particularly with donations of gifts for Mothers' Day and Fathers' Day which was most appreciated by the community as well as canteen, uniform shop and our new electronic sign.

2020 was the final year of our new three year school plan. The school commenced a new whole school spelling program called Soundwaves which was successful and will be maintained again in 2021. Athletics and Reading Eggs were also effective programs again across the school, supported by the P&C. During term three and four, a situational analysis was conducted to assist our development of the new school improvement plan for 2021-2024.

I would like to thank students, staff, parents and our whole school community for the support and commitment towards our school in 2020.





Students at a school assembly.

## School vision

Our vision at Douglas Park Public School is to prepare and educate students for life. We are committed to providing a high quality education for the whole child.

Our school is a vibrant and caring learning community, committed to equity, compassion, respect and understanding for all learners.

We strive for the pursuit of excellence, each person being the best they can be, as an individual and as a member of a team. In partnership, with parents and our wider school community, we will support each student to develop a strong sense of well being and to foster positive interactions with others and the environment.

Students will have access to experiences that develop future focused learning skills. As an inclusive school community, we will implement a challenging, fulfilling curriculum and cater for the academic, emotional and social needs of each individual child.

## School context

Douglas Park Public School is a small school set in a lovely, rural environment at the foot of the Razorback Mountain range in NSW. Our school offers outstanding opportunities for student learning in a happy, caring and friendly atmosphere in which all students are able to achieve to the best of their individual abilities.

The school has dedicated, enthusiastic teachers. Our classroom programs have a strong academic focus and we also have an excellent tradition of success in sport and the creative arts.

Our school greatly values the role of parents and caregivers in the education of their children. We encourage all parents to become involved in the life of the school. Technology is regularly used as a learning tool to develop the skills needed across all learning areas.

The school maintains close links with Camden High School and our local Douglas Park pre-school. Our school benefits from working together as a strong collegial group with two other small schools at Cawdor Public School and Mount Hunter Public School.

The essence of our school is reflected by our school motto:

JAMAIS ARRIERE 'Look to the future'.

Our school community proudly exemplifies our school values of Be Safe, Be Kind, Be Cooperative and Show Respect.



Students playing lunchtime games in their house teams.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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

High quality teaching and learning

### Purpose

Shared teaching expertise, feedback and a collaborative culture will drive ongoing improvement in teaching and learning and ensure strong fundamentals in literacy and numeracy for all students. Teaching practices will effectively use evidence based and data driven strategies. Teachers will be upskilled in future focused teaching practices to deliver a challenging, stimulating curriculum, fostering curiosity, creativity, collaboration and critical thinking.

### Improvement Measures

Increased percentage of students demonstrating at or above expected growth in literacy as measured by internal and external assessments.

Increased percentage of students demonstrating at or above expected growth in numeracy as measured by internal and external assessments.

Increased trends of students achieving proficiency in Year Three and Year Five Naplan results in literacy and numeracy.

Increased evidence of teachers aligning their teaching practice at or above the proficient level of the Professional Teaching Standards.

Increased evidence of teachers using differentiated, future focused learning strategies to create stimulating, challenging learning environments.

### Overall summary of progress

Our school has made very good progress on our improvement measures in this strategic direction throughout the three year school plan. Our students have attained above expected growth rates in literacy and numeracy. There has been above state average results in students achieving proficiency in reading. While further development is required in proficiency levels in numeracy, the trend rate is improving. Improvement in our value added result between Year 3 and 5 has also been a pleasing development.

All teachers have been determined as proficient in alignment with the professional teaching standards and regularly use the standards to further develop their teaching across the curriculum. Future focused learning has been a priority with a range of online platforms and technology devices being used in engaging ways across the school.

### Progress towards achieving improvement measures

#### Process 1: Quality teaching practice

Develop and implement high quality professional learning based on the Professional Standards for teachers.

Evaluation	Funds Expended (Resources)
All teachers have completed observations of classroom teaching and provided feedback to one another related to school determined priorities. Teachers learning from one another has provided effective and practical improvement in quality teaching and a willingness and confidence to share their professional knowledge.	Funding from Quality Teaching, Successful Students is used to provide time for teachers to meet together to discuss the purpose of the lessons and post- lesson feedback.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$3000.00)</li></ul>

#### Process 2: Future focused teaching across the curriculum

Develop and implement stimulating, challenging and enriching teaching and learning across the curriculum to promote critical thinking, curiosity, collaboration and creativity.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Future- focused learning was vital during remote learning this year with teachers becoming more confident in their use of Google Classroom, Microsoft Teams and Seesaw. Students increased their use and confidence in using online platforms to produce work and communicate with one another and their teachers.	Technology to support future- focused learning.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li></ul>

### Process 3: Data based, differentiated teaching and assessment in literacy and numeracy.

Implement consistent, sustainable data collection and analysis to improve teaching and learning.

Evaluation	Funds Expended (Resources)
Teachers have collaborated together to assess Progressive Achievement Tests in numeracy and reading as well as Check-In tests in Years 3 and 5. Strengths and weaknesses have been ascertained in order to inform priorities for 2021. Comprehension of text and mathematical processes are areas of improvement noted across the school.	Collaborative time for teachers to analyse work samples and summative assessment data across the school.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$5000.00)</li></ul>

## Next Steps

Initiatives to improve students' capacity in mathematics will be a priority. Analysis of needs, particularly between Year 3 and Year 5 followed by specific explicit teaching will be a focus in order to improve student growth and enable more students to reach proficiency levels in numeracy. Comprehension skills in reading are required to further improve inferential skills across the school.



Students at play.

## Strategic Direction 2

### Student Wellbeing

#### Purpose

Through supportive school programs, we will nurture the whole child. Students will be safe, valued and cared for in their learning environment. They will develop as proactive learners who are resilient and able to accept responsibility for their own learning. They will develop a strong sense of belonging, warm relationships with others and self-confidence in themselves.

#### Improvement Measures

Annual surveys indicate parent and student satisfaction with well being programs and school culture.

Increased percentage of students who identify as being free from all forms of bullying in the Tell Them From Me surveys.

High patterns of attendance.

#### Overall summary of progress

High levels of student and parent satisfaction has resulted from an emphasis on a range of student wellbeing programs across the school. Tell Them From me surveys have indicated that more students feel supported in the playground and reported lower levels of bullying. Consistently high levels of attendance are evident.

#### Progress towards achieving improvement measures

##### Process 1: Social and emotional learning

Develop and implement programs based on self-regulation, interactions with others, anti-bullying, and mindfulness.

Evaluation	Funds Expended (Resources)
Student and parent surveys indicate a high degree of satisfaction in student wellbeing programs. Students indicated positive responses to advocacy and a sense of belonging within the school. Students and parents were particularly happy about the support for students during remote learning during the first part of the year and the follow-up support in second semester.	Funding from socio-economic equity provides extra School Learning Support Officer assistance in classrooms and the playground.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul>

##### Process 2: Student leadership and opportunity

Develop and implement programs to foster student involvement, engagement and confidence across the school.

Evaluation	Funds Expended (Resources)
While there was somewhat less leadership opportunities due to Covid 19, some innovative programs were developed by students at school. These included a toy show, lunchtime house sports, craft activities and student handball competition. Students were very supportive of one another and displayed great responsibility towards the circumstances that resulted from Covid19. School Learning Support Officers in the classroom and playground greatly assisted our students throughout the year.	Funding from socio-economic equity provides extra School Learning Support Officer assistance in classrooms and the playground.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

#### Next Steps



Continued programs to support student wellbeing, particularly in relation to ensuring that all students are engaged in their learning will be a focus. An emphasis on each student attending more than 90% of the time will be a priority, with strategies to encourage and support families a focus.



School sporting activities.

### Strategic Direction 3

#### Community Connections

##### Purpose

Student learning will be enhanced through further development of positive partnerships within the local and broader community. The building of strong relationships will increase opportunities for community participation, shared expertise and student engagement. It will provide students with educational experiences beyond the classroom which will involve learning from others, contributing to their community and encouraging global citizenship.

##### Improvement Measures

Increased number of parents and community members participating in a range of school programs and events.

Development of stronger business and community ties with the school.

Tell Them from Me and paper surveys indicate strong satisfaction with school and community engagement processes.

##### Overall summary of progress

Community connections has been vitally important throughout the three year plan. The school has a strong culture supported by our parents, grandparents, P&C and local community. The positive partnerships have provided a range of experiences in sport, public speaking, performing arts and science. This has resulted in a positive sense of belonging and pride within our school community.

##### Progress towards achieving improvement measures

###### Process 1: Community expertise and volunteering.

Create links for students to be involved in projects within their community and develop authentic learning experiences by involving community members in sharing their knowledge and skills.

Evaluation	Funds Expended (Resources)
<p>Due to Covid 19, community expertise and volunteering has been very limited. However, a range of excellent local resources has been provided to families to ensure care and support is readily available.</p> <p>Counselling for students, staff and the community has also been maximised as needed.</p> <p>Zoom technology was used for public speaking and debating activities which were areas which our students excelled at throughout the year.</p>	<p>Socio-economic funds have been used to support students and families with assistance during Covid 19 as required.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$1000.00)</li></ul>

###### Process 2: Wider connections and links.

Foster partnerships and opportunities for students to develop understanding of wider community and global issues, including utilising technology for collaborative learning.

Evaluation	Funds Expended (Resources)
<p>While difficult to main wider connections this year, students have been involved in virtual lessons across the curriculum.</p> <p>Two practice teaching placements were held in ESI and Stage One.</p> <p>University tests (ICAS) were held for extension opportunities.</p>	<p>Socio-economic funds have been utilised to connect students and families with technology in order to main strong connections during remote learning.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul>

## Next Steps

Continued partnerships and participation with our local and wider community will be a focus, particularly in relation to further developing student engagement and providing expertise for extra-curricular activities.



Students looking after the school environment.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$8 155.00)</li> </ul>	Aboriginal students have been supported through Personalised Learning Plans throughout the year. In Progressive Achievement Tests and Check-In tests, Aboriginal students have achieved at or above the level of all students across the school.
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• (\$9 069.00)</li> </ul>	Students have been supported with targeted Learning and Support in small groups as well as School Learning Officer Support in classrooms and for individual assistance. Specific decoding programs using Initialit and Multilit supported students with reading and spelling as well as a whole school phonic development program.
<b>Low level adjustment for disability</b>	School Learning Support Officers in classrooms and the school playground.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$59 185.00)</li> </ul>	The employment of three SLSO's on a fulltime and part-time basis has ensured excellent support programs in literacy, numeracy and wellbeing utilising low level adjustment for disability funding. Individual support during remote learning as well as regular classroom lessons has resulted in growth for students with additional needs across the school.
<b>Quality Teaching, Successful Students (QTSS)</b>	Assistant Principal support for in-class and program support utilising QTSS funds and teacher observation of classroom lessons.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$24 940.00)</li> </ul>	Teachers worked in collaborative teams to design teach, observe and evaluate lessons. The Assistant Principal supported quality teaching as Learning Support Coordinator throughout the year and assisted teachers with remote learning through Microsoft Teams.
<b>Socio-economic background</b>	Funding for an additional teacher.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$78 756.00)</li> </ul>	Socio-economic funds have largely contributed to an additional teacher to be employed leading to smaller classes, increased differentiation and individual assistance.



Classroom learning.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	74	75	73	71
Girls	85	74	56	53

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.1	92.7	97.7	92
1	92	96.7	93.8	95.1
2	91.7	92.4	96	94.4
3	94.4	93.2	92.2	95.6
4	95.5	94.9	92.4	94.4
5	94.3	94.6	93.8	96.2
6	95.2	93.2	94.1	95.4
All Years	94.2	93.8	94.1	94.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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.



School computer laboratory.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.64
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	1.81

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Classroom teaching.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	130,092
<b>Revenue</b>	1,433,483
Appropriation	1,403,464
Sale of Goods and Services	537
Grants and contributions	29,089
Investment income	393
<b>Expenses</b>	-1,457,946
Employee related	-1,339,438
Operating expenses	-118,508
<b>Surplus / deficit for the year</b>	-24,463
<b>Closing Balance</b>	105,629

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.

	2020 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	94,744
<b>Equity Total</b>	155,165
Equity - Aboriginal	8,155
Equity - Socio-economic	78,756
Equity - Language	9,069
Equity - Disability	59,185
<b>Base Total</b>	1,101,518
Base - Per Capita	31,025
Base - Location	2,466
Base - Other	1,068,027
<b>Other Total</b>	50,531
<b>Grand Total</b>	1,401,957

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.



Coaching in tennis.

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



School bell and flags.



## Parent/caregiver, student, teacher satisfaction

Students, parents and teachers were surveyed throughout the year and also provided input into the situational analysis for the next four year school plan.

Overall, students reported very positive responses about their experience at school, particularly in relation to a sense of belonging, support from adults, being known and cared about, low levels of bullying, good teaching and having a wide range of opportunities at our school. Parents were very satisfied with the caring nature of the school and particularly with the support given by teachers to students during remote learning time due to Covid19. Teachers reported satisfaction with the support from colleagues, opportunities for professional learning and the happy, friendly climate across the school.

Some areas to continue to develop are a focus on engagement in learning for all students, continued use of technology to support learning and further collaboration between teachers to enhance quality teaching across the school.



School sport.

# Policy requirements

## Aboriginal Education Policy

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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.

Students at Douglas Park Public School continued to have Aboriginal perspectives and studies across all key learning areas, with particular emphasis in Human Society and its Environment as well as science units in our environmental program. High quality reading resources also support teaching units. NAIDOC Week was celebrated later in the year due to Covid19 with a range of classroom activities. The Australian Flag and the Aboriginal flag are flown each day. In addition, specific acknowledgement occurs at formal assemblies and public events. Specific, personalised educational learning plans are developed for all Aboriginal students with input from parents and students.

## Anti-Racism Policy

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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.

The school strongly implements an anti-racism policy and has a trained anti-racism officer who discusses issues with students throughout the year. Our school continues to emphasis a peaceful climate of acceptance and respect.

## Multicultural Education Policy

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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.

Douglas Park Public School acknowledges the importance of promoting the cultural and linguistic diversity of Australia as a whole. In pursuing this aim, the school annually focuses and implements a program around multicultural studies, specifically around the Multicultural Public Speaking Competition. This involves units of work in Years Three to Six in which students prepare individual presentations around the theme of multiculturalism. In 2020, this competition was held via zoom technology and our school gained highly commended results in both the junior and senior divisions.

High quality resources support teaching units, particularly in relation to the history and geography syllabuses and through the study of texts and concepts in the implementation of the English syllabus.

## Other School Programs (optional)

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Due to Covid 19, our school programs were restricted this year. However, we were still able to offer a range of engaging activities for students throughout the year. This included our school swimming, athletics and cross country carnivals as well as a new handball competition and house based games at lunchtimes. We also held our annual school concert via zoom and a livestream. The students thoroughly enjoyed performing a variety of dances for their families. Our school excelled in debating via zoom this year, reaching the final sixteen teams in the state competition. Computer education was enhanced through a weekly coding club for primary students and our school Green Team continued our environmental focus through a recycling program and development of the vegetable garden. Our Student Representative

Council conducted a toy show for all students which was a happy and interesting activity for students during this difficult year. These extra-curricular activities emphasise our commitment towards developing our students academically, physically, socially and emotionally throughout each year.



Students planting in the native garden.