

2020 Annual Report

Casino West Public School



Casino West
PUBLIC SCHOOL

5166

Introduction

The Annual Report for 2020 is provided to the community of Casino West 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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Message from the principal

Completing 2020 as my first year as principal at Casino West Public School has been rewarding, challenging and fruitful. Our school has a dedicated and experienced staff who support our wonderful students to be the best they can be. The school has a strong focus on student and family wellbeing. Unfortunately COVID restrictions interrupted school and many of our activities and events for 2020. In saying that staff, students and parents/carers rose to the challenge to work in collaboration to facilitate continuous schooling for the students.

During 2020 our school has re-established the Positive Behaviour for Learning (PBL) program which has had a very positive impact on encouraging students to be safe, responsible and respectful learners at Casino West. Despite the COVID interruptions to the year teachers have developed Personal Learning Plans for all students and have managed to discuss these plans with a high percentage of families to support student learning growth. ClassDojo has been fundamental for staff and families to stay connected during this time.

We thank all of our families and community for your ongoing support of Casino West Public School and look forward to a much more face to face agenda for 2021.

Message from the school community

Casino West Public School P&C had a quiet year in the area of fundraising due to the COVID19 restrictions. The P&C used this time to plan future activities to assist the school with regards to fundraising and support. Part of this involved asking the school to take ownership of the canteen so the P&C could concentrate on fundraising activities. The Casino West Public School look forward to working towards a positive and healthy 2021..

P&C Secretary.

School vision

At Casino West Public School we dream of big futures where all students achieve high standards academically, socially, emotionally and physically. We acknowledge our strengths, build upon and extend them and empower students to take thoughtful, intentional and purposeful steps toward the achievement of their dreams.

School context

Casino West Public School is situated in the rural township of Casino, 27km west of Lismore on the Far North Coast of NSW. The school currently has an enrolment of 240 students which includes 40 preschool students and 14 students in the support unit. The school enrolment is predominantly from the semi-rural and suburban areas of Casino. The school receives substantial funding under the Resource Allocation Module (RAM). A further allocation of 1.7 full time Learning and Support (LaST) teachers is in place.

We currently have 129 Aboriginal students (58%), and the school has 13 Aboriginal staff members. This includes two teachers and one Assistant Principal, one Aboriginal Education Officer (AEO), two Personalised Learning and Support tutors, two Cultural Liaison Officers and four Student Learning and Support Officers (SLSOs).

The school has a principal and three assistant principals who are in substantive positions.

An instructional leader is also based at Casino West Public School at deputy principal level. A full-time business manager is also employed.

The area senior psychologist is based at Casino West Public School and supports counsellors across the Casino district and its outlying areas. A school psychologist works with our students two days per week. We also have a school counsellor in training (SCIT) based at the school who works 2 days per fortnight at Casino West and at other local schools.

Students with hearing difficulties are supported by specialist teachers and all classes have sound systems to support all students with hearing difficulties.

The school has regular support in occupational therapy and speech therapy provided by students from The University of Sydney and Southern Cross University.

All classes have interactive boards to assist in lesson delivery, each class has Ipads and Chromebooks for small group work.

The school's instructional leader is appointed under the Early Action for Success program (EAfS). The school has employed additional teacher time to support instruction in the Year 3 to 6 classes.

The school has two support classes catering for 7 students with autism (AU) and 7 Multi catagorical students. Casino West also has a preschool accommodating 40 students (2 groups of 20).

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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

Quality Learning and Engagement.

Purpose

Our school is committed to a culture of continuous improvement, setting and maintaining high expectations in literacy and numeracy outcomes for all students through quality teaching, which is evidence based, data informed and supported by future focused collaborative practices and processes.

Improvement Measures

- To increase the proportion of students in the top two NAPLAN bands for reading and numeracy by 8% by 2019.
- Students demonstrate engagement in class through decrease of 5% in sister class visits evidenced through LMBR records.
- Student participation and engagement in STEM activities that are regularly organised by staff.
- To increase the number of year 5 students achieving band 5 and 6 in NAPLAN Reading from 26.9% to 35% in 2018.
- To increase the percentage of students achieving greater than or equal to state average growth between Year 3 and 5 in NAPLAN Writing to a further 9%.
- To decrease the number of students in Year 3 NAPLAN Numeracy bands 1&2 from 46.9% to 40% in 2019.
- To increase the number of Year 3 students in NAPLAN Numeracy bands 5 and 6 by 10%.
- To ensure continued growth in Aboriginal students aiming to meet state average.
- To increase the number of students achieving at or above expected level by 15% on average across all curriculum areas.

Progress towards achieving improvement measures

Process 1: Instructional leader works directly with teachers, beginning teachers and SLSO's to develop competencies and understanding through learning conversations and targeted professional learning.

Evaluation	Funds Expended (Resources)
Learning conversations with all teaching staff and SLSOs resulted in a consistent focus on quality teaching in literacy and numeracy across the school. Student growth in literacy and numeracy was strong. Data shows Casino West students at or above expected growth. In numeracy this has increased by over 40% and students at or above expected growth in reading has increased by 13%.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$86000.00)

Process 2: Yarn ups, newsletters and regular meetings with P&C and parents are used to improve community understanding and involvement in developing quality learning and engagement.

Evaluation	Funds Expended (Resources)
Yarn ups conducted regularly with community members, Aboriginal teachers and SLSOs until 2020 COVID restrictions imposed. Increased development of school newsletter, Facebook page, school website, Skoolbag App and ClassDojo to promote quality learning and engagement across whole school community. P&C meetings conducted twice per term, meetings continued through Zoom during COVID restrictions..	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Progress towards achieving improvement measures

Process 3: Improve capacity and understanding of teachers, students and parents in what constitutes evidence in performance of students in the progressions through professional learning, executive support, LaST liaison and instructional leaders support.

Evaluation	Funds Expended (Resources)
<p>Targeted professional learning on PLAN 2 for all staff with specific areas of focus.</p> <p>Comprehensive plans to support student learning needs and differentiated curriculum across the school.</p> <p>NAPLAN was not undertaken in 2020 as a result of COVID restrictions.</p> <p>Progress towards Aboriginal students meeting state average continues to improve.</p> <p>There was an increase in students working at or above stage expectation in literacy and numeracy. At or above expected growth in numeracy has increased by over 40% and students at or above expected growth in reading has increased by 13%.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2500.00) • Aboriginal background loading (\$2500.00)

Process 4: Building capacity to deliver STEM lessons and the new Digital Technology syllabus through ongoing training and purchase of resources.

Evaluation	Funds Expended (Resources)
<p>Access to technology lessons for all students and PL for all staff built the capacity of the school to effectively use technology throughout the curriculum.</p> <p>Additional hardware was purchased to facilitate the implementation of the program including chromebooks and teacher tablets.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$31000.00)

Process 5: Ongoing training and support in the curriculum priority areas of Literacy and numeracy for all staff.

Evaluation	Funds Expended (Resources)
<p>All staff were engaged in the use of data to inform practice and had opportunity to analyse student data during regular Learning Conversations.</p> <p>Literacy and numeracy training for staff resulted in an increase in students achieving Stage outcomes from 2019 to 2020. This is attributed to having a whole school focus and targeted PL, PLAN2 data collection focusing on elements of Creating Texts, Understanding Texts and Additive Strategies, regular Learning Conversations and collaborative practice across the school to share and implement evidence-based best practice.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2000.00)

Strategic Direction 2

Leadership and Capacity

Purpose

Casino West is committed to capacity building for all areas. This includes promoting positive , collaborative leadership skills and capacity for all staff, students and community. The programs and processes employed to build leadership and capacity will also ensure that high expectations and ownership are maintained at all times.

Improvement Measures

Decrease in suspension by 15%.

Increase in number of students participating in leadership opportunities such as Student Representative Council.

Increase in positive behaviours at school as students take responsibility of their behaviours.

Further initiatives suggested by parents and community members at Yarn Ups.

Increased participation and leadership by community in events such as Future Dreaming, NAIDOC Day, sport and cultural events.

Progress towards achieving improvement measures

Process 1: Students in leadership positions are given leadership opportunities and experience instruction, such as the SRC training day, which builds capacity in leadership. Students across the school are given roles and responsibilities throughout the year.

Evaluation	Funds Expended (Resources)
All SRC members were to attend external leadership training but this was cancelled due to COVID restrictions in term 2. Students effectively engaged in SRC meetings and participated in leadership roles across the school.	

Process 2: Teachers are trained as Stronger Smarter leaders and this is revised on a yearly basis. Strategies from this program are enacted in many group situations.

Evaluation	Funds Expended (Resources)
High percentage of staff have completed SS training and demonstrate the implementation of the values across the school. Additional training was cancelled due to COVID although 5 staff members were able to complete Connecting to Country in first term. Our Aboriginal Education Committee continued with strong representation throughout the year across the school.	

Process 3: Students are taught and revisit regularly with explicit teaching , Positive Behaviour Learning (PBL) school expectations and rules

Evaluation	Funds Expended (Resources)
School revisited the implementation of Positive Behaviour for Learning (PBL) across the school in 2020 with an effective and consistent establishment of whole school expectations. 2020 saw a 50% decrease in the number of students suspended and a 40% decrease in the number of suspensions. Across the year sister class and office referrals continue to decline.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$3000.00)

Progress towards achieving improvement measures

Process 4: Parents and community are encouraged to participate in both P&C meetings and our community yarn ups, building capacity in group situations and taking on responsible roles. Parents are exposed to regular parenting articles, through our newsletter and website, to help develop their capacity as effective parents.

Evaluation	Funds Expended (Resources)
<p>Strong community involvement was facilitated through numerous whole school events, regular yarn ups, and P&C meetings. Our digital platforms have been effectively improved and utilised to communicate better with families during the COVID period in 2020. The school website, our Facebook page, ClassDojo and Skoolbag App have all demonstrated a high percentage increase in use.</p> <p>Unfortunately, our main community events were cancelled in 2020 due to COVID restrictions. Where possible the students still engaged in activities with photos and videos shared on our digital platforms.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Strategic Direction 3

Strong Community Connections

Purpose

Building strong community partnerships and continually strengthening connections with an empowered and informed community is essential in ensuring continuous improvement of student outcomes and student and community wellbeing.

Improvement Measures

Skoolbag, Facebook, school website, ASR record greater (quantify 25%) hits per annum.

Increase in number of staff attending Beef Week parade, Naidoc march and ANZAC Day ceremony.

Increase in number of Hall bookings for community events.

Increase in contact and interaction with community agencies.

Increase in our sharing of Bundjalung Cultural resources such as our books, readers, and Uncle Shane with other schools and outside agencies.

Establishment of an outside community meeting place in our school playground. Extension of Stage 4,5 and 6 of the playground equipment. Concept idea of outdoor learning environment in playground.

Progress towards achieving improvement measures

Process 1: COS network meetings take place regularly with directed conversation reporting targets and setting goals.

Evaluation	Funds Expended (Resources)
Regular meeting of CoS to share information and targets ensured a strong connection and easy exchange of information across schools. Transition to high school was a major focus but a number of planned programs were interrupted due to COVID restrictions. CoS group maintained AECG connection through zoom meetings.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$85.00)

Process 2: School and community events, with promotion through the P&C, such as our school fete, concert night, socials, parent information nights, yarnups, police talks and movie nights.

Evaluation	Funds Expended (Resources)
High level of positive community engagement in all activities before the onset of COVID restrictions in March. Strong engagement by whole school community with our digital platform for learning in 2020. All platforms saw a marked increase in engagement and our Facebook page and ClassDojo activity at least doubled in level of engagement. An increased number of families were successfully connected to outside agencies for support. Aboriginal cultural activities took place regularly across the school and our Bundjalung language resources were purchased by other schools to develop an Aboriginal perspective. Our language tutor shared his expertise with Casino Public School and their preschool.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$50000.00)

Process 3: Improved transition to preschool and kindergarten with regular local preschool meetings and networking through the email group.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>A strong preschool to school transition process is established and even during COVID processes were able to build capacity for preschool school students to become familiar with the school setting.</p> <p>Preschool increased parent engagement through Kinder Loop during COVID and the school was able to facilitate a strong transition to school program involving all preschool students despite COVID restrictions.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$375 537.00)	AEO and SLSO staff effectively support Aboriginal student engagement in learning and facilitate a stronger community connection and an Aboriginal perspective across the curriculum.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$273 579.00)	A strong Learning support team and clear processes ensure student support is effectively distributed across the school population. Interagency connections are strong to support families.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$51 848.00)	QTTS funding has enabled staff to further support student learning through increased assistance in the classroom and teacher PL in using data to inform the teaching cycle.
Socio-economic background	Funding Sources: • Socio-economic background (\$664 199.00)	The employment of extra staff to ensure small group learning and SLSO support across the school to support literacy and numeracy learning for all students has personalised learning and ensured the development of learning plans for all students requiring extra support.
Early action for success	Funding Sources: • Early action for success (\$133 868.00)	All teaching staff have been engaged in PL in the use of data to inform teaching practice. Regular learning conversations have built the capacity of the school team to support student learning in literacy and numeracy.
Integration funding support	Funding Sources: • Integration funding support (\$118 736.00)	The employment of extra staff to ensure small group learning across the school to support literacy and numeracy learning for all students has personalised learning and ensured the ongoing development of learning plans for all students requiring extra support.
Literacy and numeracy	Funding Sources: • Literacy and numeracy (\$9 659.00)	Tutors have been employed to support student literacy and numeracy intervention through the use of Macqlit and Quicksmart programs. All students involved showed strong growth.
Professional learning	Funding Sources: • Professional learning (\$27 673.00)	Support provided for teaching staff to improve technology skills resulting in effective online learning during Covid-19 restrictions. Effective personalised learning plans were developed by teaching staff to improve student engagement and learning.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	125	136	116	105
Girls	106	118	108	94

Student attendance profile

School				
Year	2017	2018	2019	2020
K	87.8	86.9	87	73.2
1	92.2	90.4	84.2	79.9
2	91	92	90.6	79.9
3	89.1	90.9	89.7	81.7
4	89.5	86.3	91.9	84.2
5	84.4	87.2	86.6	87.4
6	89.4	86	82.5	79.8
All Years	89.2	88.5	87.4	80.7
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.76
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	6.82

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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.

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 Actual (\$)
Opening Balance	311,486
Revenue	4,624,922
Appropriation	4,547,756
Sale of Goods and Services	15,911
Grants and contributions	43,532
Investment income	739
Other revenue	16,985
Expenses	-4,669,516
Employee related	-4,234,653
Operating expenses	-434,864
Surplus / deficit for the year	-44,594
Closing Balance	266,892

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 Approved SBA (\$)
Targeted Total	118,736
Equity Total	1,313,314
Equity - Aboriginal	375,537
Equity - Socio-economic	664,199
Equity - Language	0
Equity - Disability	273,579
Base Total	2,114,219
Base - Per Capita	59,231
Base - Location	6,445
Base - Other	2,048,542
Other Total	816,072
Grand Total	4,362,341

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.

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.

2020 NAPLAN

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.

Parent/caregiver, student, teacher satisfaction

Tell them From me survey conducted in 2020 for the first time. Responses indicated that 76% of students have a high sense of belonging at school, 96% of students have an expectation for success and 92% of students feel they have someone at school who will advocate for them. All of these results are higher than the average for the state and statistically similar schools.

Parent and carer feedback in the Tell Them From Me survey reflects a higher than state average sense of feeling welcome and informed by the school and a need for more extra curricula activities to be available.

Staff feedback in the Tell Them From Me survey indicates a higher than state average in all areas with Leadership, Inclusive School, Learning Culture and Technology rated particularly highly.

The results from the Tell Them From Me survey will inform future directions in the new School Improvement Plan (SIP) cycle 2021-2014.

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 2020, our school had a strong focus on improving our processes regarding Personalised Learning Pathways (PLPs). PLPs are mandatory for every Aboriginal student and the students and parents/carers are an active part of forming individual goals. In 2020, each student had a literacy, numeracy and an optional personal goal. These goals were displayed in each room, actively referred to throughout the day and celebrated when students achieved them. In Semester 1 56% of our parents/carers were engaged with the formation of these goals and in Semester 2 this increased to 70%.

The Bundjalung language and cultural program was extended online this year with videos made so students could still access the language program during COVID. The focus of these lessons included Bundjalung acknowledgement of Country, animals, environment, hunting tools, food and medicine.

The school also ran a Year 6 boys and girls group in Term 4. The focus of these groups was to build trust and rapport, identify personal strengths, explore identity, build self-confidence and establish high expectations of self.

Our Aboriginal Education Committee was very active all year with 15 teachers/SLSOs involved in these meetings. We were successful in achieving a \$19,000 grant for the development and implementation of an Aboriginal Languages and Culture program for children attending our preschool. Through this grant, we aim to increase and strengthen the learning of Aboriginal languages and culture in early childhood in 2021.

Connecting to Country training was cancelled due to COVID. One staff member undertook training to assist teachers in *Supporting the teaching of Aboriginal and Torres Strait Islander Histories and Cultures* and particularly where to access primary resources to support embedding across all key learning areas.

The results from the Tell Them From Me (TTFM) survey in 2020 indicated 85% of our Aboriginal students agree or strongly agree that they feel good about their culture and that 93% agree or strongly agree that teachers understand their culture.

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.

Staff integrate a multicultural perspective across the curriculum and Harmony Day celebrations continued in 2020 with each class studying the culture of their chosen country. All classes shared the knowledge they gained with the whole school at our Harmony Day Assembly.

