

Wyrallah Road Public School

Annual Report



2016



3856

Introduction

The Annual Report for **2016** is provided to the community of Wyrallah Road 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.

Gareth Hockings

Principal

School contact details

Wyrallah Road Public School

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Message from the Principal

There are many achievements to celebrate at Wyrallah Road Public School this year. In our early years, thanks to Gonski funding we have been able to expand the L3 program and supported its implementation by ensuring wonderful learning support officers are in classrooms for every literacy session. The results students are getting continue to be highly impressive.

In the senior parts of our school, students continue to shine in the university and external competitions. Our representatives also performed admirably in the Premier's Spelling Bee and The Rivers Public Speaking competition, with wins in both competitions. 2016 saw the introduction of enrichment programs for Stage 2 and 3 students, giving them the opportunity to explore learning in new ways. Subjects made available included: Aboriginal cultural studies, Spanish, drama, visual arts extension, sports, computer coding, media studies, practical science, dance, choir and more.

Sport has again been an area where Wyrallah Road kids have excelled, with a number of teams and individual students going on to represent at higher levels.

Culture and the arts continue to be priorities at WRPS. The award winning senior dance ensemble and choirs have performed in numerous venues around the state, including as part of a 5,000 strong cast at Schools Spectacular.

2016 has seen more changes to the instrumental program, resulting in a growing number of students taking up the opportunity to learn an instrument. Other programs like Art Smart, Creative Arts Camp, Photography Club, Aboriginal Student Dance Troupe, Environment Team, Drum Beat, Ukulele group and trips to the theatre have meant that WRPS students have many opportunities to follow their interests and develop their talents.

All of these achievements, (academic, cultural and sporting) are the result of a great group of kids, encouraged by supportive parents and guided by a very hard working and dedicated team of teachers.

Gareth Hockings – Principal

Message from the school community

2016 will be remembered as the year of Grants and Infrastructure. Close to \$30,000 was awarded to the P&C through successful grant applications, which saw the completion of the shade structure and commencement for the installation of water bubblers. Through the grants, the P&C was also able to assist in the transporting of students to School Spectacular and the purchasing of new home readers for the infants students.

We would like to give a big thank you to;

- Lismore workers Club;
- Member for Lismore, Honourable Thomas George
- The Sidney Myer Fund
- Transport NSW

As well as having had successful grant applications that provided much needed funding, the school canteen and uniform shop continued to work tirelessly, playing an important role in raising funds and providing service to the school community.

The P&C also had the privilege of providing catering at school functions which also assisted with fundraising efforts of 2016.

Tim Roberts

2016 WRPS P&C President

Message from the students

Throughout the years at Wyrallah Road we have benefited from so many amazing opportunities. One in particular that will stay in my memory for a long time comes from this year when I went with 22 other awesome students to Schools Spectacular in Sydney. It was demanding but fun performing four shows in front of thousands of people.

Another of the things I will take with me is the incredible number of leadership opportunities I have benefited from. With my other school captains, I have been able to attend leadership conferences, host public speaking competitions, run school events and represented the school with pride at ANZAC Day.

This year we have helped raise money for Alleighah's new wheelchair, home readers, Westpac Rescue Helicopter and collected items for the Salvation Army.

We have shared experiences that will always bond us together. As we head off in different directions, this bond will always remain and I look forward to continuing our friendships for years to come.

We would sincerely love to thank all the parents, staff and teachers who commit their time to our education. Without you, we wouldn't have the opportunities that we enjoy. So from all of the captains and on behalf of all of Year 6, we say thank you.

Aliya King and Zac Magnay – School Captains

School background

School vision statement

To provide an inclusive, welcoming and friendly school, supported by a close-knit community where students receive a dynamic education and are provided with opportunities to foster individual talents and interests.

School context

Wyrallah Road Public School, with an enrolment of 523 students (including 12% Aboriginal students), is located in Lismore. The school has a supportive and active Parents and Citizens' Association as well as a regularly meeting group of Aboriginal parents. The school has an active Student Representative Council and programs include Language, Learning and Literacy (L3 and L3S1), Positive Behaviour for Learning, Reading Recovery, English as an Additional Language/Dialect, various sporting endeavours, choirs, dance groups and instrumental programs. Technology is a focus area with interactive whiteboards, computers and iPads in every classroom. The school reputation is enhanced by an enthusiastic staff committed to the school's traditions and values.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

All teaching staff understand that student engagement and learning are related. As a result 2016 saw the introduction of enrichment groups in Stages 2 and 3 to increase the engagement and learning of students.

Expectations of behaviour are explicitly taught to students through ongoing implementation of Positive Behaviour for Learning (PBL). PBL awards were handed out at fortnightly assemblies to those students who demonstrate positive behaviour at school.

School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Employment of an Aboriginal SLSO saw improved attendance and learning outcomes for Aboriginal students across the school.

Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

The school actively collects and uses information to support students' successful transitions. Students entering Kindergarten attended 4 orientation days at WRPS and Year 6 attended 3 orientation days at Rivers High School campuses.

Teachers regularly review and revise teaching and learning programs. Added focus was put on teachers programming and teaching effectiveness this year. This saw staff embarking on integrated curriculum programming across the school with positive results for teaching and learning. Greater focus on teacher effectiveness was also monitored and assessed through the Professional Development Framework (PDF).

Parents and community members have the opportunity to engage in a wide range of school-related activities. This includes open days, P&C meetings, school events, assessment and reporting processes etc. The parent body and school community were also surveyed allowing them to provide feedback to the school.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

UNITY: Creating a collaborative, innovative, learning community, connecting Wyrallah Road Public School with its school community and other public schools across The Rivers P–12

Purpose

To meet the evolving needs of our students. To develop positive relationships and strong partnerships between parents, students, staff, community and other public schools.

Overall summary of progress

All of the below strategies were implemented in 2016 resulting in significant progress towards improvement measures as identified in the three year school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A supportive collegiate network exists across the Lismore Community of Schools (CoS)	Principal attended regular meetings and also offers support and guidance to colleagues. Combined staff development days are organised and held for both primary and secondary schools. APs attend collegiate meetings throughout the year and staff are able to engage with working parties within the Rivers P–12 community.	\$801.00 and use of QTSS staff entitlement
Continued commitment to and engagement in the River P–12.	Transition programs aligned across the Lismore town schools so that all students attending Rivers Secondary College attended 3 orientation days. This allowed for a smooth transfer of information and also allowed students to gain a greater knowledge about their chosen school.	Teacher casual release to attend high school orientation – 2 teachers for 3 days. Additional workload attached to information requests absorbed by school staffing entitlement.
Transition programs aligned across the Lismore town schools.	Implemented a quality orientation program to successfully transition pre–school students to WRPS.	Release teachers to visit preschools – \$907.46 Casual release to cover kindergarten teachers for delivery of program – \$1381.44 Casual salaries ancillary – \$485.80 Learning packs – \$981.87
Schools are committed to and engaged with the local AECG – a signed partnership agreement is in place.	Continued commitment to, engagement with and attendance at the local Lismore Aboriginal Education Consultative Group.	Staffing costs absorbed through school entitlement.
Engagement with The Rivers Working Parties.	Ongoing commitment to and participation on The Rivers Working parties.	Staffing costs absorbed through school entitlement.
Increased levels of communication and interactions with parents and community.	Continued commitment to and engagement with the WRPS P&C association.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased levels of communication and interactions with parents and community.	Developed a whole school communication strategy.	
% increase in school wide student attendance. Increased growth in outcomes for Aboriginal students.	AP responsible for checking in with students and monitoring attendance and behaviour trends across the school.	Staffing entitlement
% reduction in RISC entries due to PBL and welfare AP.	AP deployed to coordinate PBL and student wellbeing.	Staffing entitlement
75% of Aboriginal students are achieving at or above minimum standard in NAPLAN.	Employment of an Aboriginal SLSO to provide extra support for Year 4 & 6 Aboriginal students who were below the minimum standard in NAPLAN and work across the school to support Aboriginal and non-Aboriginal students as identified through the school learning and support team.	PLSA – \$4,636.97 Community Consultation – \$8,684.04 Aboriginal Background Loading – \$8,219.00
Increased communication and involvement from Aboriginal families in schooling and the PLP process.	Increased communication and involvement from Aboriginal families in schooling and the PLP process with 100% of Aboriginal students having a PLP. NAIDOC and other school community celebrations	\$1,133.76

Next Steps

As a result of the above strategies and results, Wyrallah Road Public School will continue with processes identified in the three-year strategic plan 2015–2017. In addition, there are plans to improve whole school attendance and reduce the number of late arrivals.

Reduce the number of Year 5 Aboriginal students in Bands 3 and 4 to 0 in both literacy and numeracy in NAPLAN.

Strategic Direction 2

QUALITY: Leading teaching and learning through quality educational teaching practices

Purpose

To ensure a quality continuum of learning for our students, strong leadership and outstanding teaching.

Overall summary of progress

All of the below strategies were implemented in 2016 resulting in significant progress towards improvement measures as identified in the three year school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
% increase in kinder students working above cluster 4 at the end of Kindergarten.	Implemented Language, Learning and Literacy (L3) to explicitly deliver improved literacy outcomes to Early Stage 1 students.	RAM funding and staffing entitlement – \$81,795
% increase in Year 1 students working above cluster 6 at the end of Year 1.	Implemented Language, Learning and Literacy Stage 1 (L3 Stage 1) to explicitly deliver improved literacy outcomes to Year 1 students.	RAM funding and staffing entitlement – \$81,795
Performance & Development Framework implemented to foster a culture of intelligent accountability for all staff.	All staff engaged in the school PDP process	Teacher release provided – absorbed by school Quality Teaching, Successful Students funding
School Leaders / observing teachers provide structured feedback, guidance and/or reflection on teaching practice.	Released teachers from class to allow opportunities to observe quality teaching in other classrooms with colleagues. Staff also engaged in a self-evaluation where they presented a lesson study to their stage team.	
Staff skills developed in-line with their short/long-term professional goals.	Individual staff professional learning needs identified through PDP process and their individual PDPs. Opportunities to develop identified professional learning needs were explored (eg. step up; shadow; online PL)	
100% of teachers programs will reflect the use of PLAN data to guide their programming.	Teachers regularly and accurately collected, recorded and acted on PLAN data K–6.	
All K–2 teachers regularly collect and record TEN data.	Continuation and maintenance of Targeting Early Numeracy Strategies (TENS) program. Due to a lack of trainers, professional learning for new staff was postponed to 2017	
100% of teaching programs reflect new syllabus requirements.	Staff engaged in a variety of in-depth professional learning to address implementation of new syllabus documents including participating in online modules and working individually and collaboratively to develop new programs.	
Improvement in school facilities and technology upgraded.	Re-purposed unused spaces to create extra work areas throughout the school for staff. Used contractors to upgrade data cabling across	Wi-Fi upgrade – \$13,904 Building Refurbishment – \$14,968.55

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in school facilities and technology upgraded.	the school and to install new Wi-Fi ports in classrooms and meeting spaces.	Construction of shade structure (joint funding with P&C) – \$28,988.18
Students understand 'where to next' and respond to relevant feedback to enhance achievement.	The Literacy and Numeracy Continuums were used to ensure individual students learning needs are assessed and continually tracked and learning plans are developed to cater for individual needs.	

Next Steps

As a result of the above strategies and results, Wyrallah Road Public School will continue with processes identified in the three-year strategic plan 2015–2017. In addition, dedicated time will be given to staff to develop integrated curriculum units within stage teams which will enable staff to cover content in a more succinct way by integrating KLA areas and giving students a deeper knowledge of curriculum areas as a result. Beginning teachers will be provided with a mentor teacher. A school based literacy teaching program will be implemented and led by WRPS staff to deliver improved literacy outcomes for Stage 1 students. Mentors will be given training before being given a mentee and both teachers will be provided with extra release to work with each other on identified areas of need. As a result, new staff will feel supported and know the school routines and procedures and mentors will gain valuable knowledge and skills to further develop their personal professional development. One staff member will be appointed to higher duties part-time to supervise staff and other school wide programs ensuring consistent leadership and supervision for staff across the school.

Strategic Direction 3

SUCCESS: Ensuring success for our students as learners, leaders and citizens

Purpose

To develop successful learners who are confident, well rounded, creative individuals with a strong sense of self.

Overall summary of progress

All of the below strategies were implemented in 2016 resulting in significant progress towards improvement measures as identified in the three year school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
% increase of the number of students accessing extra-curricular and enrichment activities.	Implemented a diverse range of enrichment opportunities for students to become highly engaged in e.g. enviro team, choir, dance, SRC, chess, ukulele, debating, photography, instrumental program etc. Time was provided for Stage 2 & 3 on Tuesday and Thursday afternoons to participate in enrichment activities. Extra teaching and support staff were allocated to reduce group sizes and allow for greater focus on specific areas. Provided time for the music teacher to deliver quality instrumental lessons for students.	Most additional staffing costs absorbed by school staffing entitlement Instrumental program – \$2,395.33
Individual Education Plans in place for all students with a disability diagnosis or receiving intervention support.	Use of Every Student Every School resources to target intervention.	
Greater use of technology across the school to enhance learning.	PL for staff on iPads, computer skills, school website, ICT resources and ideas. Purchase of new iPads for use across the school.	\$14,580.00
PBL systems well understood by all staff and implemented consistently across the school. Weekly PBL lessons coordinated and delivered across all classes resulting in improved student behaviour.	Consistently implemented Positive Behaviour for Learning (PBL) systems across school (staff teach and model PBL weekly focus).	
Teachers have effective classroom management where students are engaged in learning and there are high expectations.	Continued to review current practices and systems through regular PBL team meetings and regularly update staff at staff meetings.	
Programs developed to meet the needs of high achieving students.	Gifted and talented student register to be established.	

Next Steps

As a result of the above strategies and results, Wyrallah Road Public School will continue with processes identified in the three-year strategic plan 2015–2017. In addition, more students will be involved in the school's instrumental program and will continue to work towards having performance groups and a school band. There are plans to re-purpose a space to create an extra computer room within the library giving staff and students greater access to technology resources and also increase their ability to deliver quality lessons in the use of various technologies.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Twice termly participation in AECG meetings</p> <p>Termly coordination of WRPS Aboriginal parents team meetings</p> <p>Culturally appropriate resources purchased</p> <p>Expansion of L3 in Kindergarten and Year 1</p> <p>Staff accessed Stronger Smarter Leadership Training</p> <p>Employment of Aboriginal SLSO</p>	<p>\$63,249.81</p> <p>(Above figured correct at roll over on 30/11/16)</p>
English language proficiency	<p>English as an Additional Language or Dialect teacher employed.</p> <p>Harmony Day recognised to celebrate and highlight diversity of school and wider community</p>	<p>\$14,722.57</p> <p>(Above figured correct at roll over on 30/11/16)</p>
Low level adjustment for disability	<p>This funding was used to expand the integration funding program, targeting our most at need students as identified through the Learning and Support Team meetings as well as through the collection of data in the Nationally Consistent Collection of Data process</p>	<p>\$33,050.37</p> <p>(Above figured correct at roll over on 30/11/16)</p>
Quality Teaching, Successful Students (QTSS)	<p>Providing time for mentor teachers to meet with mentee teachers and to observe each other's teaching.</p> <p>Provide extra executive release time to APs to improve programming, planning and teaching within each stage team.</p>	<p>Staffing allocation 0.398</p>
Socio-economic background	<p>This funding was used to employ SLSO staff to support the implementation and expansion of the L3 program in Kindergarten and Year 1 as well as to run targeted programs across the school. It was also utilised to supply student assistance funding to ensure equitable access to school programs.</p>	<p>\$42,682.37</p> <p>(Above figured correct at roll over on 30/11/16)</p>
Support for beginning teachers	<p>Beginning teachers accessed additional release from face-to-face teaching responsibilities, professional learning and designated time to work with a supervisor/mentor</p>	<p>\$35,461.86</p> <p>(Above figured correct at roll over on 30/11/16)</p>
Targeted student support for refugees and new arrivals	<p>A small number of students enrolled at WRPS have recently arrived in Australia. Most of these students had limited or no English and accessed additional targeted teaching support. In every case, the students experienced significant growth in their understanding of English and their ability to participate in all areas of the curriculum.</p>	<p>Teaching allocation of 0.1.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	246	255	256	250
Girls	215	244	258	276

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	93.6	95	95.5
1	91.7	94.1	93.4	94.4
2	93.7	93.7	93.8	92.6
3	94.3	95	93.2	93.7
4	91.7	94.5	93.7	92.2
5	94.1	93.5	93.3	91.8
6	92.1	94.6	91	92.3
All Years	93.2	94.2	93.4	93.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.78
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

Wyrallah Road Public School has two Aboriginal teachers and one Aboriginal SLSO.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Wyrallah Road Public School staff in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for Wyrallah Road Public School. Total expenditure on professional learning for the year was \$30,346.98.

WRPS currently has 9 teachers in the process of gaining their accreditation at the Proficient stage of the Australian Professional Standards for teachers and 8 teachers maintaining accreditation at the Proficient stage of the Australian Professional Standards for teachers.

All required staff participated in mandatory school staff development days in 2016. All staff completed Seven Steps to Writing Success training, a combined SDD in Term 2 with the Rivers P-12 schools at Southern Cross University with guest speakers and training around the Geography syllabus and on site SDD covering

Anaphylaxis, asthma training and emergency care.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30–11–16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

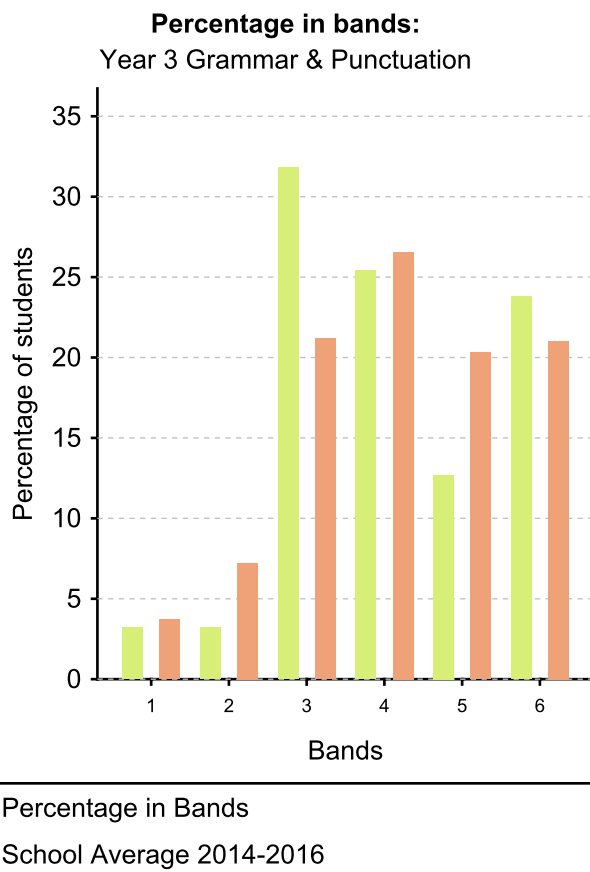
Income	\$
Balance brought forward	446 670.37
Global funds	343 496.71
Tied funds	393 763.66
School & community sources	200 140.36
Interest	9 922.72
Trust receipts	18 470.05
Canteen	0.00
Total income	1 412 463.87
Expenditure	
Teaching & learning	
Key learning areas	50 473.52
Excursions	68 980.56
Extracurricular dissections	72 122.84
Library	3 487.99
Training & development	100.00
Tied funds	386 885.42
Short term relief	82 901.68
Administration & office	90 028.05
School-operated canteen	0.00
Utilities	63 159.45
Maintenance	20 620.48
Trust accounts	16 806.84
Capital programs	67 420.73
Total expenditure	922 987.56
Balance carried forward	489 476.31

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

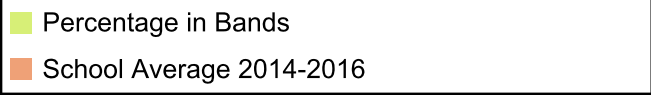
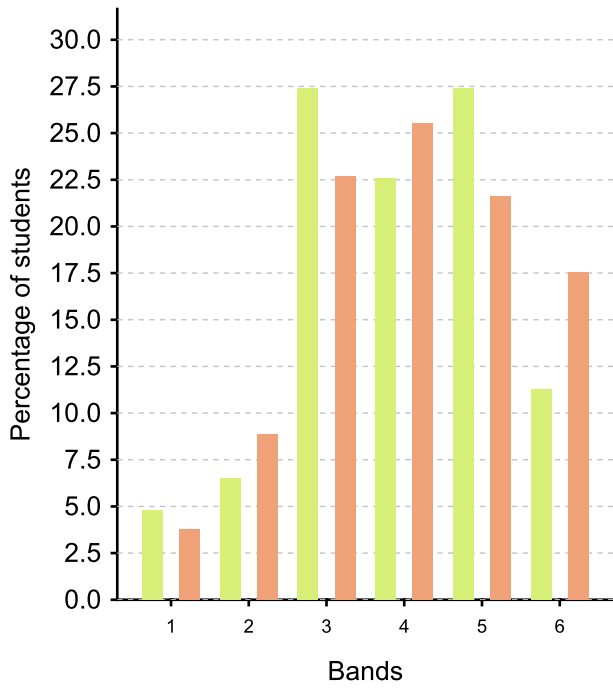
School performance

NAPLAN

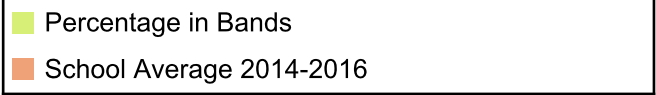
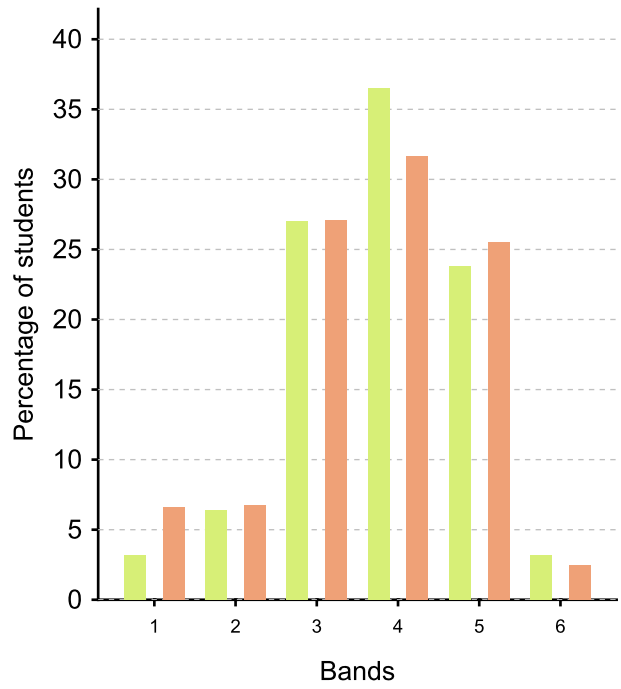
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



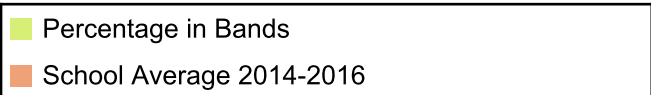
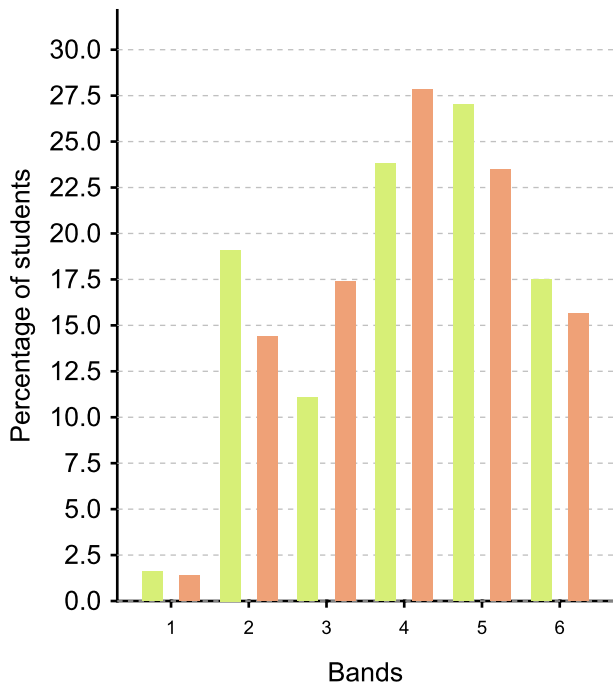
Percentage in bands:
Year 3 Reading



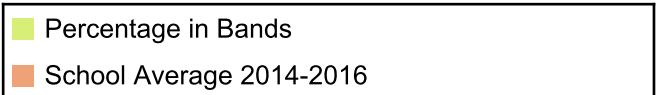
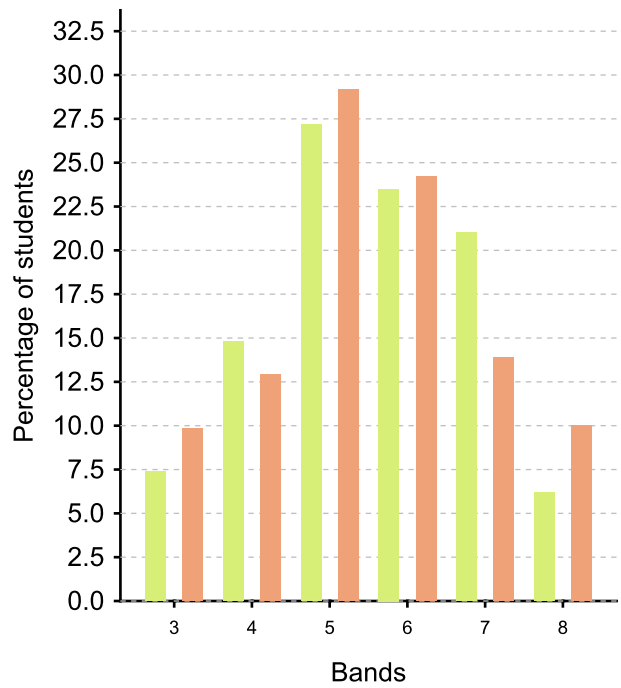
Percentage in bands:
Year 3 Writing



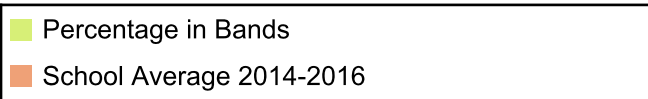
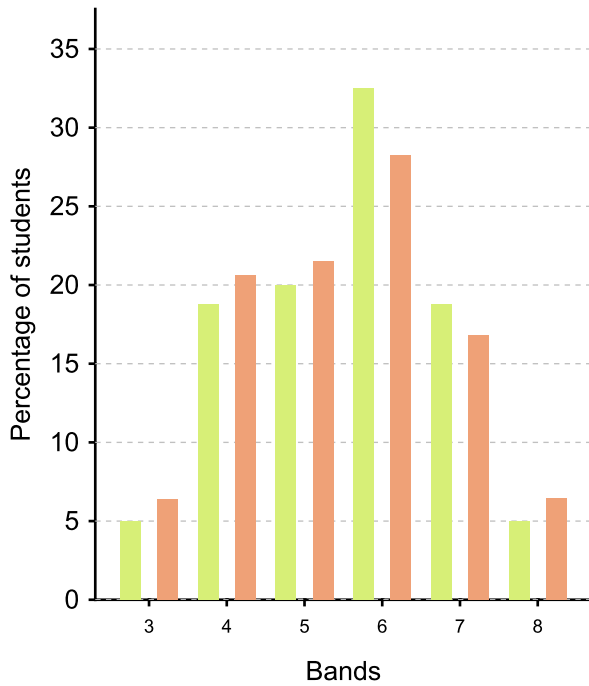
Percentage in bands:
Year 3 Spelling



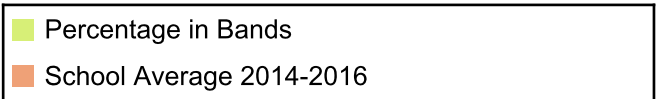
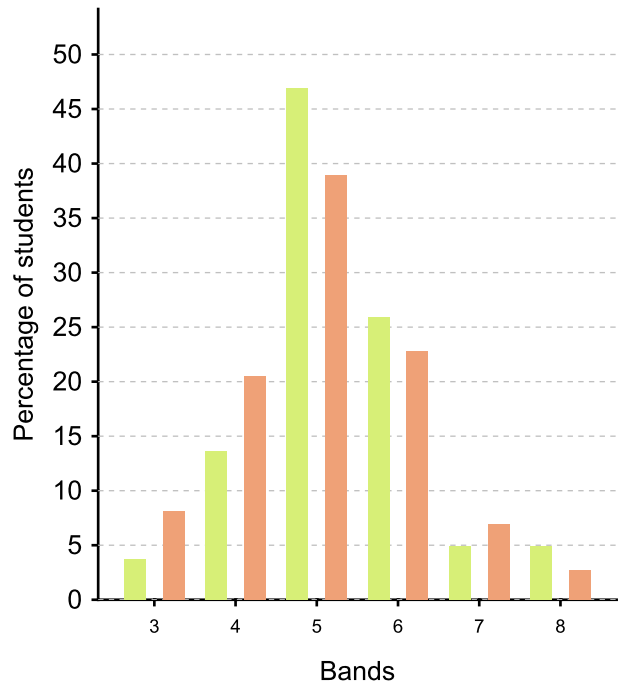
Percentage in bands:
Year 5 Grammar & Punctuation



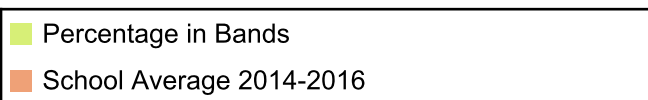
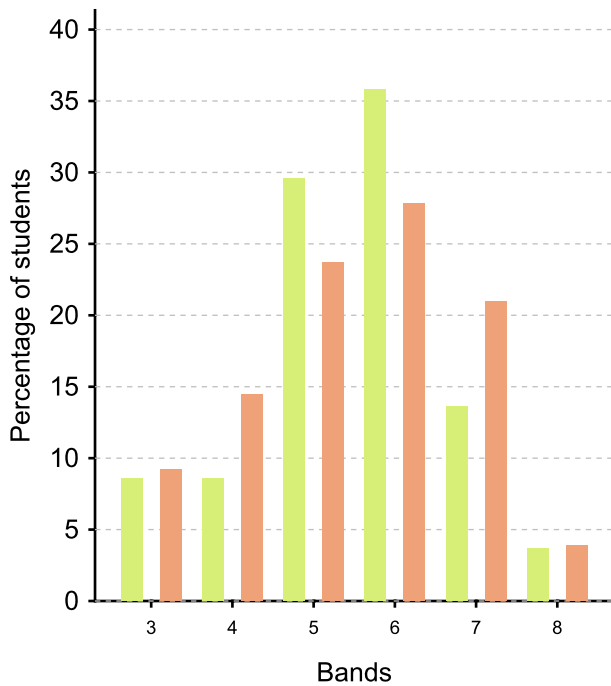
Percentage in bands:
Year 5 Reading



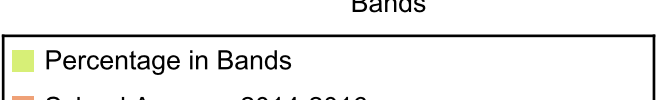
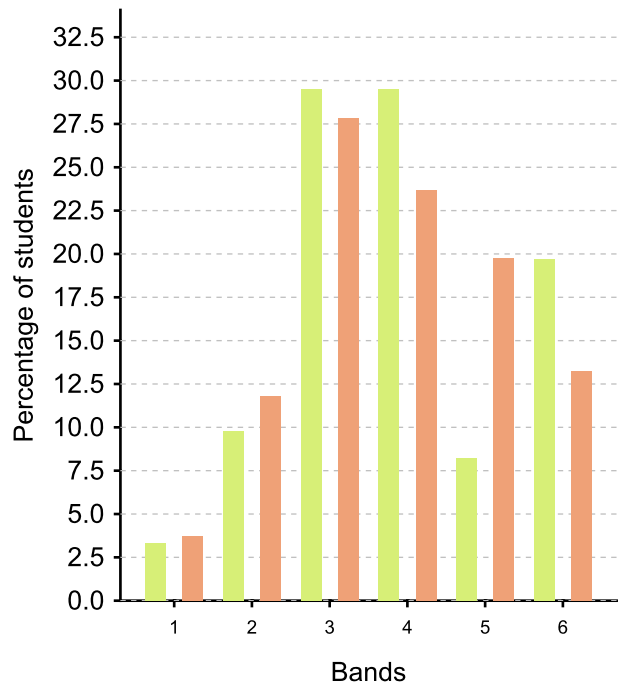
Percentage in bands:
Year 5 Writing



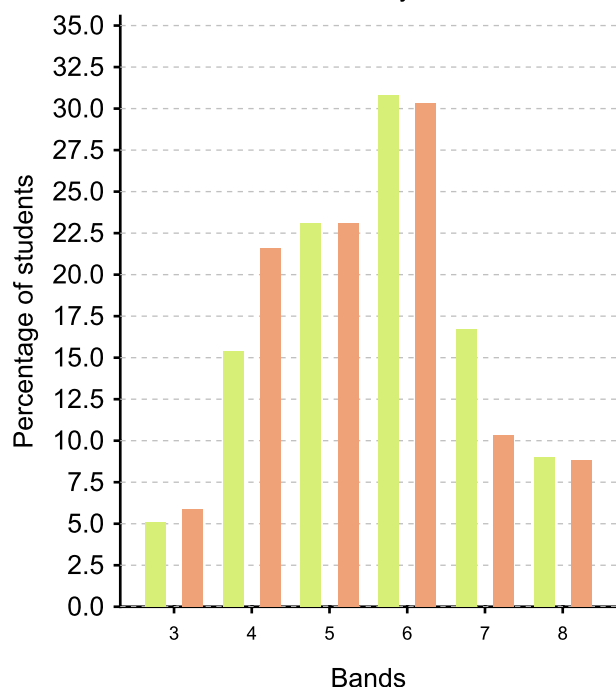
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>



Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

Students from Year 4–6 at Wyrallah Road Public School completed the Tell Them From Me survey which included nine measures of student engagement alongside the five drivers of student outcomes.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

* 86% of students had positive relationships. The NSW Govt norm for these years is 85%.

* 88% of the girls and 85% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

* 87% of students had positive behaviour. The NSW Govt norm for these years is 83%.

* 93% of the girls and 80% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%.

* 92% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.

* 95% of the girls and 90% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.



Policy requirements

Aboriginal education

Wyrallah Road Public School received Aboriginal background funding in 2016. A focus for the team was the implementation of L3 and expansion of L3S1 into Year 1 to support literacy in the early grades. The other major initiative was the training of staff in the Stronger Smarter Leadership program.

As a result of these initiatives and the employment of an Aboriginal SLSO

* Year 4 and 6 students showed vast improvements in their class assessments across the board.

* All Aboriginal students' progress was monitored using the Literacy and Numeracy continuum.

* All students performed Aboriginal dance as part of NAIDOC celebrations.

* An Aboriginal student was identified to participate in a leadership conference on the Gold Coast.

* The Aliya King Leadership Award was initiated and awarded to a Year 4 Aboriginal student during NAIDOC Week celebrations to encourage their future leadership aspirations.



Multicultural and anti-racism education

In line with the School plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this, our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

A highlight of the year was Harmony Day, with many families coming to school to share their stories with all the students.