

Goodooga Central School Annual Report

2016



2033

Introduction

The Annual Report for 2016 is provided to the community of Goodooga 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.

Nathan Forbes

Principal

School contact details

Goodooga Central School

Doyle St

Goodooga, 2831

www.goodooga-c.schools.nsw.edu.au

goodooga-c.School@det.nsw.edu.au

6829 6257

School background

School vision statement

Goodooga Central School will provide a dynamic, engaging and inclusive education for all students. We will ensure all our students are able to fulfil their dreams and reach their potential.

Goodooga Central School will create proud, respectful, confident and creative individuals through catering for differentiated learning styles, a dynamic use of Aboriginal pedagogies and a holistic curriculum.

School context

Goodooga Central School is located in the Brewarrina Shire in the far north west of New South Wales. The school provides a highly personalised learning environment to our 35 students who are Kindergarten to Year 12.

All of our students identify as being Aboriginal and the school strives to embrace the local Yuwaalaraay culture and language. The school is committed to making transparent decisions in consultation with community members, particularly through the strong Aboriginal Education Consultative Group (AECG) and Community Working Party (CWP).

The school has a highly dedicated staff with a mix of experienced and early career teachers. All staff constantly engage in purposeful professional learning to ensure the school is able to deliver high quality educational opportunities.

Goodooga Central School is a member of the Northern Borders Senior Access (NBSA) initiative which also incorporates Boggabilla, Mungindi and Collarenebri Central Schools

The NBSA ensures that Goodooga is able to offer a diverse curriculum including TAFE courses to its senior students and quality professional learning to its teachers

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.

During 2016, Goodooga Central School (GCS) made significant improvements in the domains of Teaching, Learning and Leading. The school was able to link its School Plan to these domains and held regular meetings to review its progress.

In the Domain of Learning, GCS rated its self as Delivering. The school implemented its revised Wellbeing Policy and ensured it addressed all the areas of the Wellbeing Framework, with a particular focus on anti-bullying and nutrition. As a result of continued implementation of the Positive Behaviour for Learning strategy, the school reduced suspensions from 21 in 2015 to 5 in 2016, mainly as a result of the explicit teaching of school wide expectations. Aboriginal learners were well catered for with excursions to significant sites, The Journey to Respect program and NAIDOC Week celebrations a focus in 2016. All students K–10 were also engaged in weekly Yuwaalaraay Language lessons.

In the Domain of Teaching, GCS rated itself as Delivering. All teachers developed and implemented a Performance Development Plan which outlined their professional goals for the year. A key component of these plans was ongoing professional Learning for all teachers. Language, Learning Literacy (L3), Big Picture, Focus on Reading and Transition to Work training were the main focus areas for professional development in 2016. To track student progress, the school continued to utilise PLAN and NAPLAN data to set individual, class and whole school learning targets.

In the domain of Leading, GCS rated itself as Delivering. The school continued to hold regular consultation meetings with parents and the community on the progress of its School Plan. The school collaborated with the local AECG to align its priorities and support each other in the quest for improved student outcomes.

To most efficiently use the school resources, a number of initiatives were undertaken during 2016. This included hiring an Industrial Arts teacher to ensure students interests and skills in this area were catered for, new technology in the form of laptops, desktops and iPads was purchased to support 21st Century learning and school infrastructure was updated. This included a new Administration block , new school fencing and new classroom furniture for the Primary 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

Excellence in Teaching and Learning

Purpose

Our students will be successful learners who have well developed and transferable, future focused skills. They will be lifelong learners who are capable of participating meaningfully in the local community and as global citizens.

Goodooga Central School students will receive consistent high quality teaching from teachers who are supported in their focus on quality practice.

Overall summary of progress

Personalised Learning Plans (PLPs): During 2016, the staff, students and community were surveyed about the school's PLP processes. As a result, GCS now names PLPs "Yarn Ups" and strategies to encourage parent participation were reviewed. As a result of these changes, 100% of students had a Yarn Up developed in a three way conversation with their parent and teacher. The Yarn Ups focussed on strategies for improving literacy, numeracy, attendance and wellbeing outcomes for each student.

Assessment: Whole School assessment strategies were revised in 2016. Professional learning in best practice assessment was provided by expert staff and new assessment schedules were created. Regular moderation of student work samples was conducted to improve consistent teacher judgement across the school.

Quality Teaching: Professional learning in the Quality Teaching Framework (QTF) was provided to all staff. Improved knowledge of the QTF was evidenced in teaching and learning programs and teachers now utilise the QTF to guide teaching practice.

Teacher Accreditation: 100% of GCS teachers produced a Performance Development Plan (PDP) in 2016. These plans ensured teachers gained or maintained accreditation at proficient teacher level according the BOSTES requirements. To support all teachers with accreditation processes, the schools supervisory practices were reviewed and they now support teacher performance by focussing on the Quality Teacher Framework.

Quality Literacy and Numeracy Instruction: This year, our Kindergarten to Year 2 teachers further developed their literacy teaching skills through professional learning in the Language, Literacy and Learning (L3) pedagogy. Teachers were supported in changing their practices through working with our Instructional Leader who provided timely and specific feedback on their implementation of L3.

Other focus areas in literacy and numeracy included Focus on Reading and Targeted Early Numeracy (TEN).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students achieve growth in student performance measures. E.g. PLAN and NAPLAN.	During 2016, the staff, students and community were surveyed about the school's PLP processes. As a result, GCS now names PLPs "Yarn Ups" and strategies to encourage parent participation were reviewed. As a result of these changes, 100% of students had a Yarn Up developed in a three way conversation with their parent and teacher. The Yarn Ups focussed on strategies for improving literacy, numeracy, attendance and wellbeing outcomes for each student.	\$1000
Clear and concise student assessment processes, policies and practices are collaboratively developed.	Whole School assessment strategies were revised in 2016. Professional learning in best practice assessment was provided by expert staff and new assessment schedules were created. Regular moderation of student work samples was conducted to improve consistent teacher judgement across the school.	\$1000
Teaching programs reflect BOSTES syllabus documents, school scope and sequences, QT practices and contain evidence of curriculum differentiation.	Professional learning in the Quality Teaching Framework (QTF) was provided to all staff. Improved knowledge of the QTF was evidenced in teaching and learning programs and teachers now utilise the QTF to guide teaching practice.	\$1000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff will have a Performance Development Plan which aligns to their students' and accreditation needs.	100% of GCS teachers produced a Performance Development Plan (PDP) in 2016. These plans ensured teachers gained or maintained accreditation at proficient teacher level according to the BOSTES requirements. To support all teachers with accreditation processes, the schools supervisory practices were reviewed and they now support teacher performance by focussing on the Quality Teacher Framework.	\$1000
100% of students are achieving at or above the expected cluster on the literacy and numeracy continuums.	<p>This year, our Kindergarten to Year 2 teachers further developed their literacy teaching skills through professional learning in the Language, Literacy and Learning (L3) pedagogy. Teachers were supported in changing their practices through working with our Instructional Leader who provided timely and specific feedback on their implementation of L3.</p> <p>Other focus areas in literacy and numeracy included Focus on Reading and Targeted Early Numeracy (TEN).</p>	\$1000

Next Steps

Personalised Learning Plans (PLPs): The "Yarn Up" process will continue to be reviewed and refined. New initiatives to ensure parental engagement will be generated in consultation with the AECG. All teachers will refine their use of the literacy and numeracy continuums in order to use these documents to structure conversations with parents and students.

Assessment: Differentiated assessment will continue to be a focus in 2017. Teachers will collaborate with each other to develop effective assessments which provide students with timely and specific feedback on their learning needs. **Quality Teaching:** Further professional learning in the Quality Teaching Framework will be provided to all teachers during 2017. Teachers will reference the QTF when setting professional goals within their PDPs and all teachers will have their teaching practice observed in reference to their use of the QTF. **Teacher Accreditation:** During 2017 the focus for teacher accreditation will be ensuring all Non–New scheme teachers are ready for mandatory accreditation in 2018. Accreditation processes and practices will be refined to ensure all teachers are properly supported and meet the BOSTES requirements.

Quality Literacy and Numeracy Instruction: GCS will continue to develop its literacy and numeracy practices inline with the Early Action for Success Strategy. The school's Instructional Leader will continue to provide support for teachers which will include continuing professional learning in the L3 and TEN pedagogies.

Strategic Direction 2

Community and Cultural Connections

Purpose

Community engagement will enable our students to develop into respectful students who possess the emotional, social and cultural awareness necessary for success. It will provide families with the opportunity to be part of the student's success.

Overall summary of progress

The Aboriginal 8 Ways of Learning: Goodooga Central School is committed to implementing the Aboriginal 8 Ways of Learning. In 2017 the school will work with regional support staff and the community to ensure all teachers are using the pedagogy in their classrooms to ensure Aboriginal learners have access to teaching practices which will assist them fulfil their potential.

Authentic Community Partnerships: Goodooga Central School's relationship with the community is of the highest priority. During 2016 a number of initiatives were implemented to strengthen this relationship. These initiatives included regular community meetings to report on school progress and consult with the community, partnering with the Tenancy Support organisation to hold regular school fetes and a range of activities associated with NAIDOC Week, Sorry Day and Indigenous Games Day.

Effective Transition Programs: New kindergarten transition programs, a strengthened and lengthened Year 6 to Year 7 transition and a greater emphasis on transition to work for Stage 6 were all key elements of the schools actions in ensuring students transition from one phase of schooling to another. These programs included our new Kindergarten students attending a playgroup within the school once a week for the year, a 15 week high school transition which had an emphasis on project based learning and and Stage 6 students regularly engaging in careers based education.

Teaching Culture and Language: During 2016, 100% of our students were taught the Yuwaalaraay Language. This was delivered through our local Aboriginal Language teacher (Primary) and through our partnership with TAFE (Secondary). New cultural activities included visiting the Narran Lakes and recording our Elders stories to post on the M Goals site.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers demonstrate an increased knowledge of and confidence in the Aboriginal 8 Ways of Learning.	Goodooga Central School is committed to implementing the Aboriginal 8 Ways of Learning. In 2017 the school will work with regional support staff and the community to ensure all teachers are using the pedagogy in their classrooms to ensure Aboriginal learners have access to teaching practices which will assist them fulfil their potential.	\$0
Parents and community members make an increased contribution into decision making within the school.	Goodooga Central School's relationship with the community is of the highest priority. During 2016 a number of initiatives were implemented to strengthen this relationship. These initiatives included regular community meetings to report on school progress and consult with the community, partnering with the Tenancy Support organisation to hold regular school fetes and a range of activities associated with NAIDOC Week, Sorry Day and Indigenous Games Day.	\$0
100% of Pre –School, Year 6 and Stage 5/6 students have individualised transition plans reviewed, developed and implemented annually.	New kindergarten transition programs, a strengthened and lengthened Year 6 to Year 7 transition and a greater emphasis on transition to work for Stage 6 were all key elements of the schools actions in ensuring students transition from one phase of schooling to another. These programs included our new Kindergarten students attending a playgroup within the school once a week for the year, a 15 week high school transition which had an	\$0

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of Pre –School, Year 6 and Stage 5/6 students have individualised transition plans reviewed, developed and implemented annually.	emphasis on project based learning and and Stage 6 students regularly engaging in careers based education.	\$0
All students are taught the Yuwaalaraay Language and increase their knowledge of traditional, local culture.	During 2016, 100% of our students were taught the Yuwaalaraay Language. This was delivered through our local Aboriginal Language teacher (Primary) and through our partnership with TAFE (Secondary). New cultural activities included visiting the Narran Lakes and recording our Elders stories to post on the M Goals site.	\$0

Next Steps

The Aboriginal 8 Ways of Learning: This will be a focus for 2017. A team will be developed who will be responsible for its implementation and the school will work closely with regional support officers to ensure the 8 Ways is taught with authenticity.

Authentic Community Partnerships: During 2017 community representation will be sought for positions on the PBL and Finance Committees. Surveys will be distributed to the community to ascertain their thoughts on what more the school can do to actively involve them within the school.

Effective Transition Programs: All newly developed transition programs will again be implemented and refined in 2017. A special emphasis will be placed on ensuring GCS remains an active participant in the Northern Borders Senior Access program and that best practice careers education is shared across the network.

Teaching Culture and Language: In 2017 Goodooga Central School will actively participate in the Yuwaalaraay Language Nest, employing a Languages tutor to assist students in their language acquisition and cultural knowledge. The school will also partner with the AECG to develop a Connecting to Country program to involve the community within the school and educate the staff about local culture and the community.

Strategic Direction 3

A Successful Learning Environment

Purpose

We will provide an environment which is positive and productive, offers high levels of social and emotional support and will allow all students to reach their full potential.

Overall summary of progress

Develop Effective Student Support and Welfare Systems: During 2016, GCS continued to implement the Positive Behaviour for Learning strategy. This year the school moved in to the classroom phase which saw the focus shift to supporting students to adopt positive behaviours in these settings. As a result of our ongoing refinement of PBL strategies the school drastically cut the number of suspensions it imposed and increased the number of students attaining the various merit level the school introduced.

Big Picture, and eBeacon: Big Picture practices continued to be refined in 2016. Several teachers engaged in professional learning on the structure of Big Picture, the AAECG were consulted with by the CEO of Big Picture Australia and a full trial of Big Picture was carried out in Term 4 2016 with students selecting local "interest based" projects. The projects were presented at our Presentation Day.

eBeacon was also trialled in 2016. Students were engaged in several online presentations where they interacted with business leaders from across Australia. Teachers were given professional learning in the use of the website and they began to use eBeacons lessons in their lessons to incorporate careers based education with their teaching of various syllabi.

Build Leadership Capacity: To enhance the executive leadership development, the school's Assistant Principal was involved in Growth Coaching. This will enable her to build the capacity of the teachers she works with.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
People: Community consultation along with ongoing staff training has developed the capacity of our community team in staff and student welfare.	During 2016, GCS continued to implement the Positive Behaviour for Learning strategy. This year the school moved in to the classroom phase which saw the focus shift to supporting students to adopt positive behaviours in these settings. As a result of our ongoing refinement of PBL strategies the school drastically cut the number of suspensions it imposed and increased the number of students attaining the various merit level the school introduced.	\$0
Processes: Our Positive Behaviours for Success program has been a practical and positive initiative that supports welfare from K–12.	<p>Big Picture, and eBeacon: Big Picture practices continued to be refined in 2016. Several teachers engaged in professional learning on the structure of Big Picture, the AAECG were consulted with by the CEO of Big Picture Australia and a full trial of Big Picture was carried out in Term 4 2016 with students selecting local "interest based" projects. The projects were presented at our Presentation Day.</p> <p>eBeacon was also trialled in 2016. Students were engaged in several online presentations where they interacted with business leaders from across Australia. Teachers were given professional learning in the use of the website and they began to use eBeacons lessons in their lessons to incorporate careers based education with their teaching of various syllabi.</p>	\$0
Practices: Programs offered this year have enhanced the learning	Build Leadership Capacity: To enhance the executive leadership development, the school's	\$0

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
environments of all students.	Assistant Principal was involved in Growth Coaching. This will enable her to build the capacity of the teachers she works with.	\$0

Next Steps

Develop Effective Student Support and Welfare Systems: GCS will continue to refine its PBL implementation in 2017. The school will work with regional support officers to use a coaching methodology to support teachers in their behaviour management strategies in the classroom.

Big Picture and eBeacon: Big Picture will be further implemented in 2017. Students in years 7–10 will be regularly involved in project based learning with regular internships to back up their learning. Student projects will be interest based and teachers will map help students map their projects back to syllabus outcomes.

Build Leadership Capacity: All staff will be given the opportunity to work in Strategic Direction Teams to help distribute leadership responsibilities. Executive members will either be given the opportunity to either begin or continue with Growth Coaching.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Many of our planned programs were successful this year. The ones that didn't go ahead will need to be worked on in 2017.	\$7950
Low level adjustment for disability	All programs were successful apart from the PL for teachers about PLAN data. This will have to be followed up in 2017.	\$6176
Quality Teaching, Successful Students (QTSS)	This will be further developed in 2017.	\$3500
Socio-economic background	This is an ongoing target for our school in 2017 and into the future.	\$550

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	13	12	15	16
Girls	31	23	16	21

Our school has a fluctuating enrolment. Currently we have 41 students enrolled. Students often move between their families who live in our community and in surrounding communities.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	88.7	87.4	94	91.5
1	92.7	92.3	85.5	83.5
2	93.4	96.6	89.2	83.5
3	90.7	93.1	89.4	93.3
4	96.9	86.8	90.4	84.3
5	91.5	95.4	88.8	85.3
6	89	93.6	95.8	91.8
7	93.4	99.2	87.4	88.2
8	94.2	92.3	100	84.7
9		96.6	78.5	71.8
10	72.6	95.4	91.6	69.8
11	86.6	73.2	86.1	80
12	86.3	72.4		80.6
All Years	90.7	90.2	89	85.6
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
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9		89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3		90.1
All Years	92.7	93	92.3	92.3

Attendance at our school is monitored daily and families are called when children are absent. Students are monitored when they leave the school for lunch and recess, to ensure that they return to the school promptly.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment			
TAFE entry			
University Entry			
Other	0	0	0
Unknown			

All of our senior students are seeking employment at the completion of their HSC. Both students who completed year 12, completed their second year of electro-technology at Dubbo TAFE and actively are seeking employment in this occupation.

Year 12 vocational or trade training

Both of our year 12 students completed their second year of electro-technology through Dubbo TAFE.

Year 12 attaining HSC or equivalent

100% of students attained their HSC in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	2.45
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.38
School Administration & Support Staff	5.04
Other Positions	2.9

*Full Time Equivalent

62% of our current staff are of Aboriginal descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

One of our staff members has been fully accredited and one other is working towards attaining accreditation. All other staff are pre-2004.

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

Financial information

This summary financial information covers funds for operating costs to November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	393 788.48
Global funds	177 213.89
Tied funds	230 009.33
School & community sources	29 567.94
Interest	8 753.59
Trust receipts	4 073.00
Canteen	0.00
Total income	843 406.23
Expenditure	
Teaching & learning	
Key learning areas	35 434.73
Excursions	0.00
Extracurricular dissections	74 552.77
Library	365.41
Training & development	0.00
Tied funds	208 166.99
Short term relief	2 868.33
Administration & office	70 560.00
School-operated canteen	0.00
Utilities	49 794.78
Maintenance	69 936.49
Trust accounts	2 947.85
Capital programs	28 074.91
Total expenditure	542 702.26
Balance carried forward	300 703.97

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. Due to the fact that we have such low numbers in cohorts sitting these tests, graphs are not appropriate indicators of growth across our school.

Trend data for Goodooga Central School indicates that

our students have significantly increased their reading levels in Year 3, 5 and 7 when compared to data taken in 2012. An area for focus into the future is writing, with our school data declining since 2012. Due to the fact that we have such low numbers in cohorts sitting these tests, graphs are not appropriate indicators of growth across our school. Year 3 students have improved their mean score in Spelling from 2012 (score of 307.9) to a 2016 mean score of 368.9. Year 3 students have improved their mean score in Grammar from 2012 (score of 217.2) to a 2016 mean score of 364.1. Year 5 students have improved their mean score in Reading from 2012 (mean score of 331.2) to a 2016 mean score of 382.9.

In Numeracy, our student data has improved significantly for years 3, 5 and 7 since 2012. Our data for our year 9 students has also increased by 44 points since the inception of their testing in 2014. Due to the fact that we have such low numbers in cohorts sitting these tests, graphs are not appropriate indicators of growth across our school. Year 5 students have improved their mean score in Numeracy from 2012 (mean score of 382.7) to a 2016 mean score of 424.5.

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.

Our school is employing an EAfS teacher in 2017, to support programs in literacy and numeracy in the early years. This year we have trained our teachers in L3, Stage 1. This program is operating successfully throughout our infants school. Aboriginal education is a priority in our school. All of our students have ongoing Personal Learning Plans which are held regularly throughout the school with teachers, students and carers meeting to discuss learning plans for every student. Every child in our school has an individual learning plan.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Two students sat the HSC and received their Certificates.

Parent/caregiver, student, teacher satisfaction

We held cultural days and surveyed students, teachers,

workers and parents/carers on these days. The results of these surveys were very positive about the performance of our school and the connections between school and the community.

Policy requirements

Aboriginal education

The Yuwaalaraay language is an essential part of our cultural knowledge at our school. In our Primary school, we have a language nest, where all students are taught this language by a trained teacher. In the Secondary School, students study a Certificate One and Two in the Yuwaalaraay language through the Dubbo TAFE. We also have guest speakers coming into our school to teach our students about Aboriginal history. Cultural days are a feature of every term, with educational programs and visits to significant local land marks, including the Goodooga Community; visits to Brewarrina and Lightning Ridge, studying cultural history.

Multicultural and anti-racism education

In our classrooms, programming includes Multi-Cultural education from Kindergarten to Year 12. Racism is dealt with through our Positive Behaviours for Success program. We have 97% of our students of Indigenous descent. Our students understand racism well. Racism is not an issue in our school. Our students are very aware of racism and the affects of racism on individuals. These issues are discussed in class regularly across all grades.