

Green Valley Public School Annual Report



2016



2075

Introduction

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

Elizabeth Harris

Relieving Principal

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Message from the Principal

It is with great pleasure that I write this report as relieving Principal of Green Valley Public School. We have had another great year of student successes in academic, sporting and cultural endeavours.

I am very proud of the way in which our students conduct themselves in the classrooms, the playground, on the sporting field or wherever else their learning takes them.

Our parents and community members strongly support our school to make it the best possible place of learning for our students and I thank them greatly for all of their hard work. Developing the capacity of our community to be greatly engaged with the school combined, with building on existing links with community partners, will continue to increase student achievement.

Quality teaching and learning is at the heart of everything that we do at Green Valley Public School. Students are actively engaged in learning, focussed and happy in a safe and productive learning environment.

We have a fantastic team of staff who teach and support our students. The success of our programs is deeply rooted in our pedagogy which places emphasis on explicit teaching, direct instruction and feedback. Our aim has been to continually refine our teaching practice, ensuring that the most important factor influencing student outcomes is teacher quality. It is teacher dedication, commitment and highly competent teaching that we are making progress in our teaching and learning programs.

I certify that this information provided in this report is the result of rigorous school self-assessment and the review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of student's achievements and areas of development

Message from the school community

2016 was another busy year for the Green Valley Public School P&C.

With the support of our dedicated P&C volunteers we continued our fundraising efforts with a mix of traditional and new events such as Easter and Christmas raffles, Mother's and Father's Day stalls, school banking, gelato sales, mid year and Halloween discos, Families Week bake sale, High Five Drive, election BBQ's and bake sales, district carnival canteen and concert refreshments.

The success of our P&C is aided by the supportive and inspiring teachers of GVPS—several of whom braved the stage for our very own Lip Sync Battles which were a great crowd pleasers at our discos.

This year the P&C assisted in the updating of the school's technology to help maintain equity and accessibility of devices for all students within the school. We purchased eleven desktop computers and twenty one laptops to support our 21st century learners at Green Valley Public School.

We also assisted in the purchase of the coloured powder for the Year 6 Colour Fun Run fundraiser and donated all the book prizes for Presentation Days.

The P&C enables all parents and carers to be partners in their child's education. we provide a direct line of communication with the school executive with opportunities for information, discussion and involvement with the school's direction and policy relating to your child's learning and development.

This year we have continued to successfully fulfil our main role of functioning as a forum for communication between school executive and parents/caregivers. Throughout the year our meetings have provide a greater understanding of the operation and management of the school for parents/caregivers and the school executive have been able to utilise feedback from the P&C when formulating policies and plans.

I look forward to continuing this great partnership in 2017 and to welcoming new members to our P&C.

Sharon Rawlins

P&C President

Message from the students

As school captains of 2016, we definitely won't forget the exciting moments we've had at Green Valley Public School. We have enjoyed Buzz Days, incursions, Grandparent's Day, P&C discos to Gold rush Days and camps. Other events included Russ the Bus, The Ned Show and 'What Matters'. We have all had so much fun and will take the memories with us.

Year 6 successfully hosted a number of fundraisers this year to help fund the Year 6 farewell. Some of these days included cake stalls, Snow Cone Day and the Colour Fun Run which was a huge hit. It was a colourful day for all. Everyone enjoyed participating in a range of fun activities around the school and especially loved being covered in coloured powder.

Some of the highlights of 2016 included our senior and junior dance groups and choir who represented Green Valley Public School at the Western Sydney Liverpool Performing Arts Festival. They preformed on stage with smiles on their faces and represented our school with pride.

A special mention goes to the senior girls aerobics team who made it all the way to the National in Queensland, where they competed against schools from all over Australia. Well done to all those involved.

Another highlight was our school concert. Students showcased their talents through dance, drama and singing. Everyone enjoyed the student's performances and it was great to see so many people from the community involved in this special event.

Finally on behalf of all the students we would like to thank the teachers for all their hard work and dedication. To the P&C, we thank you for supporting us.

School Captains 2016

School background

School vision statement

We will develop an engaged and informed learning community that supports student learning and school programs through high quality, professional working relationships. Our staff will develop innovative, reflective practices that drive student improvement within a culture of excellence and success for all. We will provide students with a safe and inspiring environment where we enable learners to develop skills for their future. We will provide a comprehensive, balanced curriculum across all Key Learning Areas that meets the needs of all learners. Our overarching school purpose is to inspire students to be the best they can be.

School context

Green Valley Public School is in the Liverpool Group of schools within the Ultimo network of NSW DEC. The community consists of a diverse mix of families with 79% of our students coming from a Language Background other than English. Parents of our students have high expectations of their children and the school. The school has thirty different languages spoken with the main languages being Vietnamese, Arabic, Spanish, Laos and Hindi background. The school has a Family Resource Centre funded through the Australian Government via Mission Australia that provides services to families with children from birth to age six. Transition to school programs, links to area health services, playgroups and parent information programs are a feature of this service. The school has been completely rebuilt over recent years; classrooms are fully air-conditioned and equipped with the latest technology. Extra curricula opportunities are a feature of the school's curriculum, with sporting and performing arts groups achieving well in district, state, regional and national competitions. The school uniform is worn with pride by the students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

School Excellence Framework Domain: LEARNING

As an on balance judgement against the SEF we assessed the school as SUSTAINING AND GROWING. Green Valley PS continues to have a strong focus on student learning outcomes as the purpose of what we do. In 2016 we continued the learning cycle approach to planning the way in which teachers meet the needs of their students.

School Excellence Framework Domain: TEACHING

As an on balance judgement against the SEF we have assessed our school as SUSTAINING AND GROWING. In 2016 we continued to the learning cycle approach to planning the way in which teachers meet the needs of their students. Staff analysed and synthesised internal and external data to reflect upon their practice and future teaching via learning days and coaching sessions with their stage supervisor and instructional leader.

School Excellence Framework Domain: LEADING

As an on balance judgement against the SEF we have assessed our school as DELIVERING. Leadership approaches for 2016 have prioritised the following aspects of the 2015–2017 school plan for professional learning, formative assessment, quality feedback strategies and data analysis to enhance learning outcomes for students. 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

Developing an engaged and informed community

Purpose

Having parents and carers who are deeply engaged in their child's education has been proven to bring about improved results for students. By developing the capacity of our community to be deeply engaged in their child's education, and as involved in their school as possible, combined with building upon existing links with community partners, we will increase student achievement.

Overall summary of progress

In 2016 we utilised various modes of communication, such as the Skoolbag app, facebook, the school website and an electronic noticeboard to engage the Green Valley Public School community. Parents were provided with online access to curriculum material and scope and sequences. Most families have downloaded the Green Valley Public School app, as well as opt for the online communication mode instead of receiving a hard copy of notes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Track data on the participation level of families in school events and look to see ever increasing numbers of families directly involved in the school.	The level of parent carer engagement has increased, as families have embraced online communication. Employing a SASS member to coordinate and facilitate online communication has been successful.	This year we allocated \$11,500.
Parent/carer satisfaction levels grow annually. The Tell them From Me Survey has shown increased parent/ carer satisfaction in 2016.	94% of parents feel that the school encourages students to do their best. 87% of parents feel that GVPS supports learning.	Nil
Student attendance data improves over time.	Student attendance data has been reviewed regularly by the Principal and HSLO and parents/carers contacted if student	Nil
Partial attendance data in regards to lateness improves.	Classes with the most on time attendance each week were tracked and awarded a certificate. The two classes with the least partials for the year received an end of year class prize.	\$200
Feedback from families indicates high levels of support for the information provided.	78% of parents feel that they are well informed of their child's progress at school.	\$11,500
Track growth in Tell Them From Me data.	Parents, teachers and students satisfaction levels were surveyed over 2016. Results indicate improved growth.	Nil
ATSI students' families fully involved in planning and monitoring the progress of PLPs in partnership with the school	ATSI students and their families were all involved in establishing PLPs with classroom teachers. PLPs were regularly monitored each term.	\$3,697

Next Steps

Online material to be assessed and revised to further increase online curriculum material. This is to include student work samples at each stage of learning and parent workshops.

Continue to promote school based activities via clear online communication to increase parental engagement and satisfaction.

Improved students attendance across the school will continue to be a focus.



Strategic Direction 2

Staff leading innovative, reflective practices

Purpose

When teachers are inspired to lead and deliver innovative practice that is proven to improve student results the quality of teaching rises. When teachers work in an environment that supports innovation, excellence and success, great things occur for students and staff alike. Improving the quality of teaching that a student experiences, is the most powerful tool a school can implement to effect student change.

Overall summary of progress

100% of staff are using formative assessment and differentiation strategies, as indicated by classroom observations and program collection each term. Stage teams have met every five weeks to analyse and synthesise data. Team leaders have also met with individual teachers to identify support needs and set future directions in coaching sessions. The Instructional leader has led lesson study/peer observation K–6 to support staff and provide time for feedback and reflection of teaching practice. We purchased new ICT devices K–6 in term 4, so to plan effective ICT use in 2017 to improve student engagement and performance. Teachers K–6 effectively use evidence based practices to improve student wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School satisfaction surveys via the Net Promoter Score tool increase annually. Baseline data: School staff rating on a scale from –100–100 was 19 in 2016. TTFM survey data indicates increased parent and student satisfaction.	Staff, parent and student survey data indicate improved school satisfaction.	Nil
Teaching staff numbers working towards higher levels of accreditation are monitored	Three teachers completed the accreditation process to become Proficient.	Nil
NAPLAN trend data trends upwards over time in all areas	Green Valley PS BI data indicates that the school is excelling in growth from years 3–5. our value added was 110.1 compared to 86.3 for similar schools	Nil
Synthetic phonics data shows 80% or more of students achieving at each unit of work.	All Synthetic data is tracked and analysed each term. 80% student accuracy is required before starting a new unit.	Nil
80% or more of students achieving at expected reading benchmark levels.	This benchmark was achieved K–6.	Nil

Next Steps

Staff increase students' level of understanding of the learning process by embedding formative assessment strategies.

Instructional leader and team leaders to continue to lead the learning of staff. Staff leaders develop a TPL plan across the year for increasing the utilisation of age appropriate ICT skills and strategies.

Build professional learning as an individual, team and at a school level. K–2 focus on L3 and TEN and 3–6 STEM.

Strategic Direction 3

Delivering a comprehensive, balanced curriculum that meets the needs of all students

Purpose

For students to be able to contribute effectively to society now and in the future it is vital that we enable the development of skills and values of ethical behaviour, citizenship, leadership, resilience, respect and responsibility, and other pro-social behaviours. A comprehensive curriculum that builds not only a solid grounding in basic skills of students but also supports students to be creative, inspired problem solvers is essential. Students of all ability levels need to experience success in curriculum that meets their needs.

Overall summary of progress

Targeted students have participated in specific programs that focus on social development and wellbeing. As a result, there has been a decrease in negative referrals for behaviour.

Students have engaged in PBIS and leadership development programs where 80% of students achieved gold level of PBIS.

teachers are developing a deeper understanding of AITSL standards.

Professional learning has been focussed on differentiation, formative assessment, ICT, feedback, Australian Curriculum, learning frameworks and integrated programming.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Class timetables resemble DEC policy regarding suggested time allocations.	Class timetables have been collected and analysed and meet DEC guidelines.	Nil
Decrease in negative referrals for behaviour and suspension. Increased numbers of students accessing higher levels of PBIS.	There has been a decrease in negative referrals and an increase in students achieving silver and gold levels of PBIS.	Nil
NAPLAN trend data trends upwards over time in all areas	NAPLAN trend data has shown improvement in most areas. Numeracy to be an area of focus.	Nil
EALD progression monitored.	EALD staff have monitored and updated EALD progression K-6 each term.	Nil
100% of students meet the goals of the PLP (ATSI students) or ILP.	All PLP and ILP goals were met in 2016.	\$4,560

Next Steps

The whole school will continue to focus on student development of social skills and wellbeing. Students will engage in PBL and student leadership programs. Teaching staff will embed PBL lessons into class practice every term.

Teachers will engage in professional learning based on the Australian Curriculum, learning frameworks and integrated programming.

Leaders to implement new approach to support staff through the professional development framework. Leaders and aspiring leaders design professional learning for all staff around PDP goals and school Strategic Directions.

Teachers review ILPs and PLPs with team leaders and specialist staff to determine student needs, achievements and future directions.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Strategic Direction 3 100% of PLPs developed for Aboriginal students were reviewed and goals achieved for 2016.	\$3,697
English language proficiency	Strategic Direction 2 This year student needs were met for the year as is evidenced by progress of ILPs, PLPs and other school based data eg PLAN, Synthetic Phonics and EAL/D progression.	\$149,391
Low level adjustment for disability	Strategic Direction 2 All students requiring adjustments and learning support were catered for through differentiation within the classroom. Additional Learning Support Officers were engaged to support students in the classroom.	\$230,633
Socio-economic background	Strategic Direction 2 An off class Assistant Principal fulfilled an Instructional leadership role; leading the learning of all teaching staff K-6. Additional RFF was also provided to other Assistant Principals, allowing them to observe teachers, team teach or provide demonstration lessons to improve teaching practice. Funds were made available to provide families with access to funding support when required.	\$186,598
Support for beginning teachers	A teacher mentor supervised and supported beginning teachers and guided them successfully through the Accreditation process.	\$13,378
Targeted student support for refugees and new arrivals	New Arrivals were provide with additional EAL/D support.	\$1,737

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	224	238	240	216
Girls	259	221	229	223

There are 439 students enrolled at Green Valley Public School for 2016.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	96.1	94.4	93.4
1	95.1	94.5	95.1	93.8
2	94.8	96.1	94.4	92.6
3	94.6	96.1	95.2	94.3
4	94.2	94.3	95	93.6
5	94.4	95.4	94.4	95.5
6	94.7	95.5	95	92.9
All Years	94.7	95.4	94.8	93.8
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

Management of non-attendance

School attendance remains an area for improvement. Attendance is closely monitored and parents promptly notified if absences are not justified.

Workforce information

Workforce composition

Position	FTE*
Principal	2
Assistant Principal(s)	4
Classroom Teacher(s)	14.41
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.8
Teacher of ESL	1.2
School Administration & Support Staff	3.22
Other Positions	0.17

*Full Time Equivalent

There is one Green Valley Public School staff member that is Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	52
Postgraduate degree	48

Professional learning and teacher accreditation

Significant amounts of professional learning are undertaken by Green Valley Public School staff. Using RAM funding, Assistant Principals (1.6) have been released off class to take on an Instructional leadership role to support the implementation of lesson study focussing on formative assessment and differentiation. The focus of TPL being about students learning, as opposed to teaching by using students results as a reflection tool on the effectiveness of teaching and assessment for learning.

Three teachers were guided through the accreditation process and successfully gained their teaching accreditation by the end of the school year.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

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

A full copy of the school's 2016 financial statement is tabled at the annual general meetings of parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	424 864.20
Global funds	267 046.32
Tied funds	392 391.82
School & community sources	236 408.83
Interest	7 156.37
Trust receipts	1 577.00
Canteen	0.00
Total income	1 329 444.54
Expenditure	
Teaching & learning	
Key learning areas	53 831.51
Excursions	46 409.88
Extracurricular dissections	178 494.69
Library	5 889.06
Training & development	7 613.63
Tied funds	278 252.34
Short term relief	88 267.77
Administration & office	57 842.77
School-operated canteen	0.00
Utilities	46 389.41
Maintenance	23 383.34
Trust accounts	1 867.00
Capital programs	22 759.17
Total expenditure	811 000.57
Balance carried forward	518 443.97

The information provided in the financial summary includes reporting from 31 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	522 780.78
(2a) Appropriation	519 763.97
(2b) Sale of Goods and Services	-26 389.19
(2c) Grants and Contributions	29 087.77
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	318.23
Expenses	-271 966.52
Recurrent Expenses	-271 966.52
(3a) Employee Related	-142 918.61
(3b) Operating Expenses	-129 047.91
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	250 814.26
Balance Carried Forward	250 814.26

	2016 Actual (\$)
Base Total	2 734 008.12
Base Per Capita	25 122.36
Base Location	0.00
Other Base	2 708 885.76
Equity Total	570 319.48
Equity Aboriginal	3 697.13
Equity Socio economic	186 597.56
Equity Language	149 391.30
Equity Disability	230 633.50
Targeted Total	17 837.03
Other Total	85 776.70
Grand Total	3 407 941.34

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.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

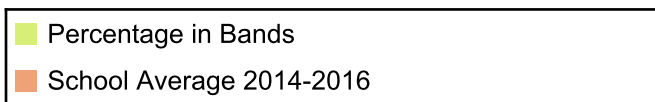
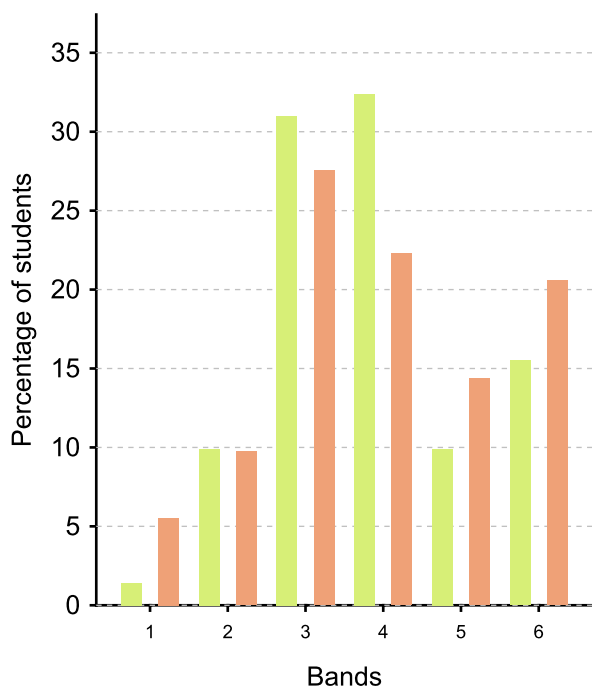
NAPLAN

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.

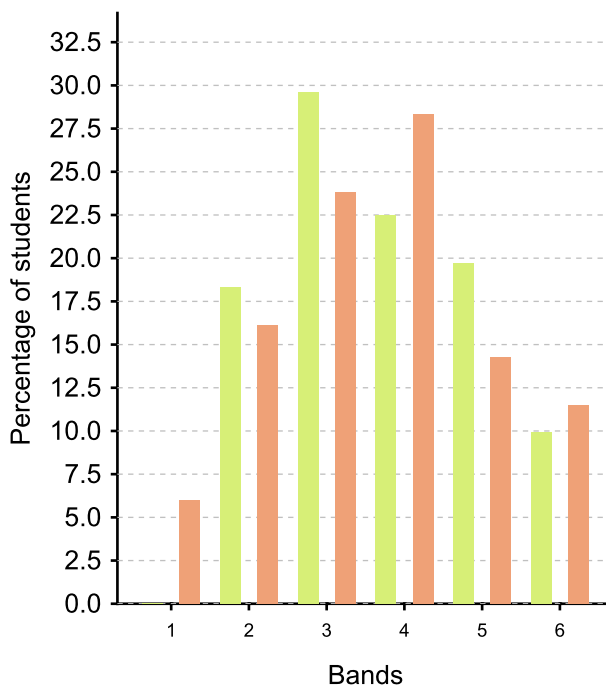
29.6% of Year 3 students achieved in the top two skill bands in reading.

10% of Year 5 students achieved band 8 in writing. They were 4.8% above state average.

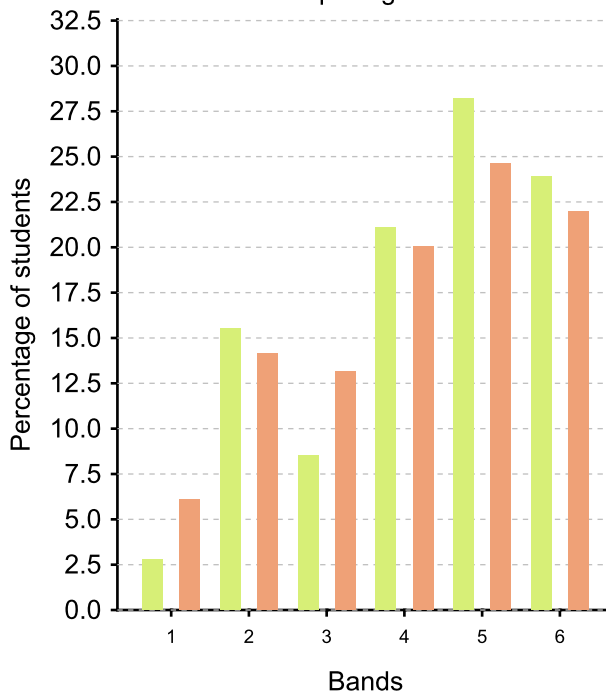
Percentage in bands:
Year 3 Grammar & Punctuation



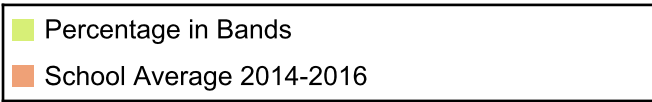
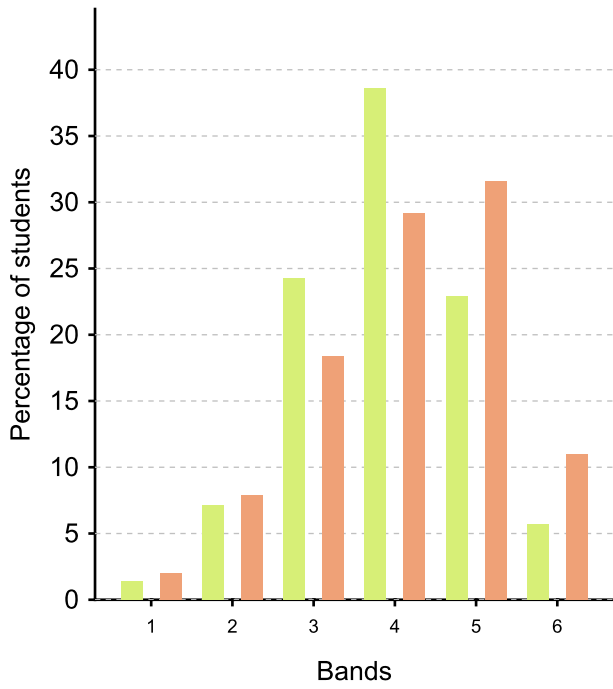
Percentage in bands:
Year 3 Reading



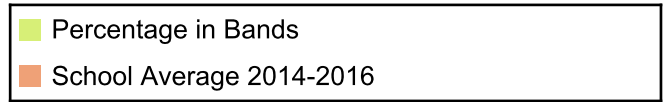
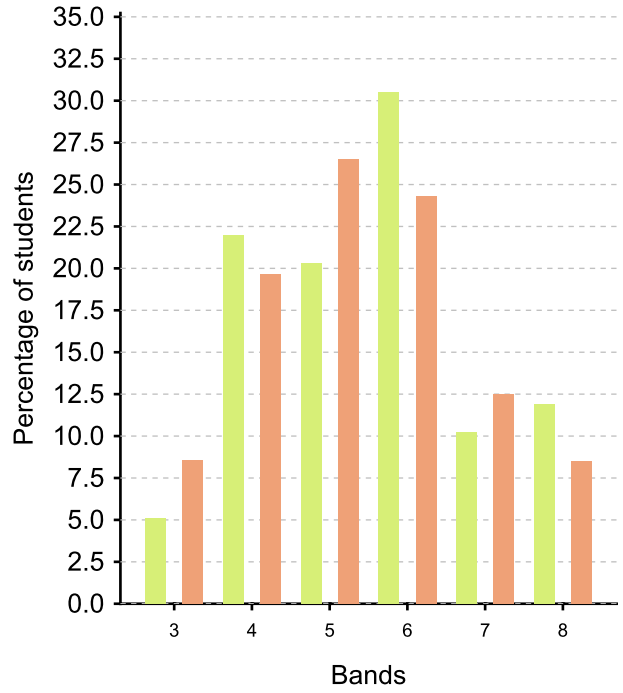
Percentage in bands:
Year 3 Spelling



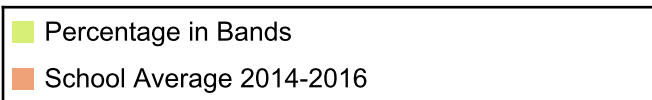
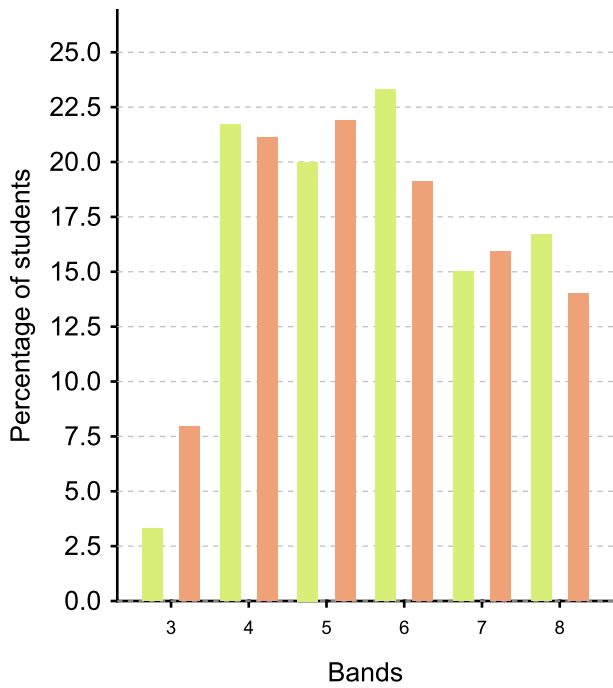
Percentage in bands:
Year 3 Writing



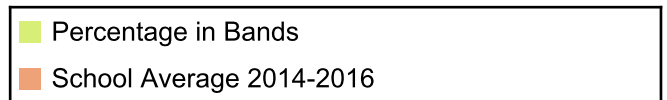
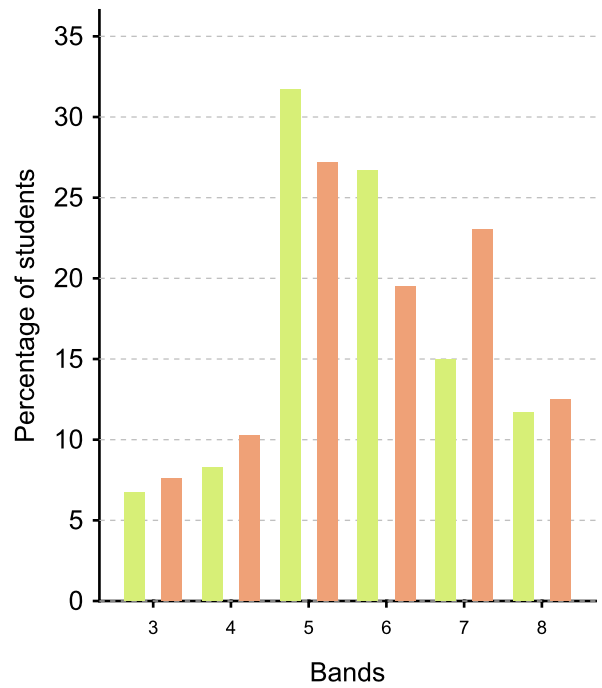
Percentage in bands:
Year 5 Reading



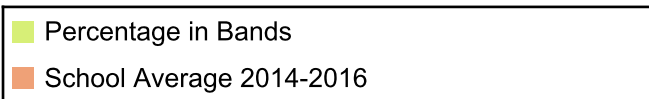
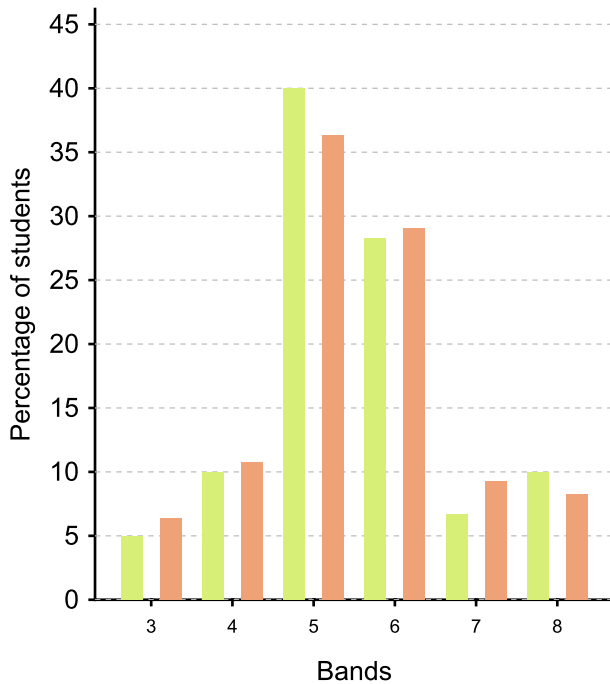
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



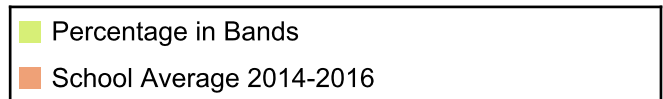
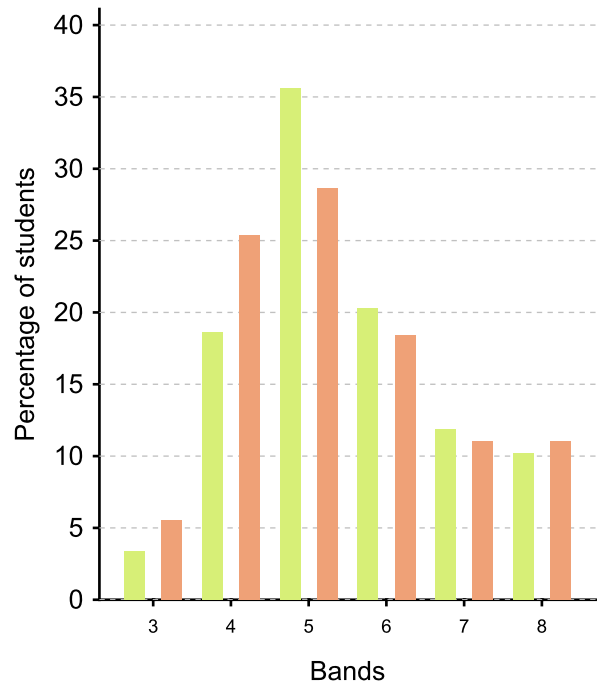
Percentage in bands:
Year 5 Writing



33.3% of Year 3 students achieved band 5 in numeracy. This is 10.3% above the state average. 16.7% of Year 3 achieved in band 6 which is a 3.2% increase on 2015 results.

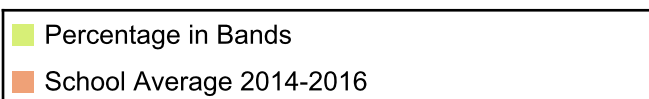
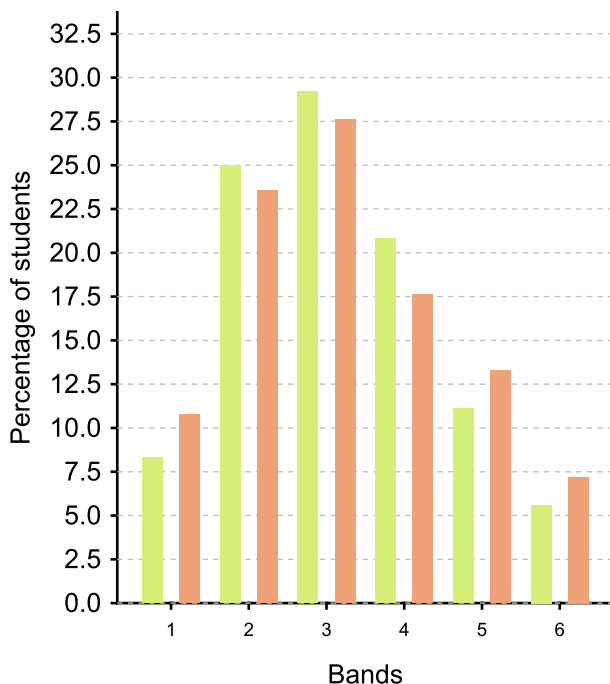
22.6% of Year 5 students achieved in the top 2 skill bands in numeracy.

Percentage in bands:
Year 5 Numeracy



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.>

Percentage in bands:
Year 3 Numeracy



100% of Year 3 Aboriginal students achieved band 3 in reading and writing.

100% of Year 5 Aboriginal students achieved band 4 in writing.

Parent/caregiver, student, teacher satisfaction

School satisfaction surveys via the net promoter Score and TTFM tool indicate increases annually.

Parents

The partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents perceptions of their children's experiences at home and school.

* 72 % of parents who responded to the survey feel that GVPS is welcoming place.

* 78% of parents who responded to the survey feel that they are well informed of their child's progress.

* 87% of parents who responded to the survey indicated that GVPS supports learning.

* 94 % of surveyed parents said that their child is encouraged to do his or her best work at GVPS.

* 86% of parents who responded to the survey said that GVPS supports Positive Behaviour.

* 80% of parents who responded to the survey believe that GVPS is a safe school.

Students

In 2016, students in Years 4–6 were surveyed to gauge student satisfaction levels with their experiences at school.

*80% of students surveyed at GVPS have a high sense of belonging.

* 84% of students surveyed indicated that they had developed positive relationships at GVPS.

* 98% of students surveyed said that they valued school outcomes.

* 90% of students surveyed tried hard to succeed at school.

* 86% of students surveyed indicated that they had Positive Teacher–Student relationships at GVPS. The NSW Government norm for these years was 84%.

Teachers

In 2016, staff completed the Focus on Learning Survey. It is a self–evaluation tool for teachers and schools which is based on the two complementary research paradigms.

* 100% of teachers collaborate and work together to develop learning opportunities and provide feedback to each other.

* All teachers believe that data collected informs practice. Teachers use assessment data to understand where students are having difficulty.

*80% of staff surveyed regularly analyse and synthesise student data to inform their practice.

*81% of GVPS staff surveyed believe that there is a culture of learning at the school.

School staff satisfaction rating on a scale from –100–100 in 2016 was 19.



Policy requirements

Aboriginal education

We have six ATSI students from Kindergarten to year 6.

In 2016 the school received \$3255 in Aboriginal background funding through RAM. This funding was utilised to support the development of literacy and numeracy skills of Aboriginal students, to engage families with the development of personal learning plans for their children. All PLP's were established at the beginning of the year, monitored each term and were reviewed at the end of the year.

Koori Club was held once a week at lunchtime to acknowledge and support students from an Aboriginal and Torres Strait Islander background. Students shared ideas and completed a project from last years NAIDOC Day, by painting their own handprints on the map of Australia.

In term three we held a NAIDOC assembly which was run by the six students involved in Koori Club. A NAIDOC Day performance group, Koomuri discussed and showcased, artefacts, weaponry, bush survival, Aboriginal song and dance, boomerang throwing, Didgeridoo show and storytelling and Aboriginal art.

Multicultural and anti-racism education

English as a Additional Language or Dialect (EAL/D) students in K–6, have received in class or withdrawal support to further develop their knowledge of the English language. New Arrival students have attracted funding support that has resulted in daily on eon one support from EAL/D teachers.

School celebrations including Harmony Day and Family Picnic Day were held at our school to acknowledge and celebrate the many different cultural backgrounds of our students. EAL/D teachers attended network meetings and TPL where they aimed to further increase their knowledge of EAL/D pedagogy and to successfully track the EAL/D students using the learning progression modes.

The Anti-racism officer (ARCO) met with students during the year to build understanding of cultural diversity in the school community.