

Berrigan Public School Annual Report



2017



1207

Introduction

The Annual Report for 2017 is provided to the community of Berrigan 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.

Gayle Andriske

Principal

School contact details

Berrigan Public School
25-29 Momalong St
Berrigan, 2712
www.berrigan-p.schools.nsw.edu.au
berrigan-p.School@det.nsw.edu.au
03 5885 2209

Message from the Principal

The staff of Berrigan Public School are extremely proud of the progress of each and every student during 2017 and their wonderful achievements. The celebration of our students' 2017 achievements would not be possible if we didn't have such a committed staff, both teaching and SASS. A huge thank you is extended to everyone; you are a wonderful, supportive, collaboratively team.

I will take this opportunity to single out and thank our School Administrative Manager, Mrs Barb Fox, on her perseverance and determination in working with the installation of the new finance system. It has been a massive undertaking, one a lot of experienced administration officers have walked away from. Barb not only has been a stalwart at our school, she has been a real support to other school's administration officers.

Our other fantastic supportive group is our P&C committee. We would like to thank president, Mr Doug Cameron, for his leadership and for all those extra jobs he organises or does himself. Our P&C have been brilliant this year, a small group doing a power of work.

Our major highlights and achievements for 2017 have been very well featured and reported on in our weekly newsletters; a great job done by Mrs Simone Fox. We have seen some amazing achievements in all areas; academic success, technological knowledge development, on the sporting fields and in creative arts. Of which none is more inspiring than our annual drama production, directed by Mrs Helen Dickie and the continuation of our robotics and coding program, coordinated by Miss Vicki Kempton.

As a result of surveys and consultation across all the participants of our school community; staff, students, parents, carers and learning community; the new three-year school plan beginning in 2018 will have the following strategic directions:

1. Engaging in quality teaching and learning;
2. Connecting and developing positive, productive partnerships;
3. Wellbeing for all.

2018 will see our 2017 Year 6 students move into high school, an exciting time and a chance for them to continue to develop and grow. Year 6, make the most of every opportunity, accept all the challenges and remember we learn and grow from taking risks, learning from our mistakes and striving to understand. Berrigan Public School is proud of you all and wish you every success. We wish the families that are leaving us this year all the best and thank them for all they have done to support Berrigan Public School.

Thank you all for all your support in 2017 and I look forward to the continuation of this in 2018.

School background

School vision statement

'Play Your Part' the school motto, emphasises how we all, students, staff and parents work together to provide a welcoming, inclusive and safe learning environment, where expectations are high for all participants in our school community.

School context

Berrigan Public School services a small rural community of approximately 1500 people. For over 100 years this school has provided quality public education to the children of Berrigan and the surrounding district. The school has a teaching Principal and maintains four classes.

Our goal is to develop students who are self-motivated learners who work both cooperatively and independently whilst striving to reach their full potential. We are committed to the development of their whole being: academically, culturally, physically, socially and morally.

The implementation of personalised learning, highly qualified teachers and support staff, excellent resources and a supportive parent and wider community provide an environment conducive to achieving excellence for all students. Programs and learning opportunities that focus on the arts, environment, technology, healthy life styles, leadership, sport and appreciation of others are evident across the school.

The school attracts equity funding in a range of areas to support its targeted programs.

To find out more information relating to Berrigan Public School please visit our website at: www.berrigan-p.schools.nsw.edu.au

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.

This year, staff at Berrigan Public School, have discussed the School Excellence Framework and its implications for monitoring and validating work. Time was allocated at staff meetings to examine our school plan, to determine the elements of the School Excellence Framework that the plan most strongly addresses and what needs to be addressed further. Staff reflected on the progress being made across the school, based on the expectations identified in the Framework. This provides an important over view to ensure our improvement measures align with these high-level expectations.

In the domain of Learning, our efforts have primarily focused on learning culture, assessment and reporting. The strong performance of the school, in creating a positive and productive learning culture amongst staff and students, has been a feature of our efforts and will be a strategic focus we will continue to value highly. The introduction of robotics across the school and learning community is an example of looking at ways to engage students and provide an authentic learning opportunity. The fundamental importance of assessment and reporting is having consistent school-wide practices for assessment and reporting, that monitor, plan and report on student learning across the curriculum. The results have been evident in the way that teachers are relating to the needs of their students and, more importantly, in the increased engagement of students in learning. Attention to individual learning needs and the implementation of the Bump it Up strategies to support growth to the higher bands in NAPLAN was is another component of our progress throughout the year.

Our major focus in the domain of Teaching has been on data skills and use as well as collaborative practice for staff members. An important opportunity has been provided to staff members in relation to building consistency of judgment through working across stage groups within the learning community. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through the use of a 5-weekly data

collection cycle, regular reflections and feedback, and the development of expertise in vital literacy and numeracy programs. Programs such as Focus on Reading, Sound Waves Spelling, TEN(Targeting Early Numeracy) all highlight a teaching culture that is moving student learning to a new level. Staff are developing and working towards a whole school culture of using assessment, feedback and evidence-based practice to inform their teaching and learning.

In the domain of Leading, our priorities have been to progress leadership, school planning implementation and reporting. The effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the learning community and providing teaching staff the opportunity to lead and mentor. This approach recognizes that leadership development is central to the achievement of school excellence and is not confined to the principal role, with teachers working beyond their specific classrooms, to contribute to, and lead school and learning community programs. With the planning aspect the school and its partner schools are developing and implementing a range of measures to evaluate the effectiveness of programs as well as undertaking analysis of learning data on a regular basis.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Engaging quality learning

Purpose

Students understand how they learn and are confident in selecting and using tools that best support and enhance their opportunities to grow and learn.

Overall summary of progress

In 2017, a number of activities were planned and undertaken:

- Staff collaboration on planning how to record data and best use this across the school to improve learning outcomes.
- Implementation of five weekly data collection which is recorded on the central database.
- Entry of all data for students K to 6 on PLAN.
- Term evaluation reviewing data collected, processes and strategies used in working with this data.
- Analysis of NAPLAN results, planning processes and strategies to address identified areas for improvement.
- Combined BiJOU learning community stage staff meetings to collaborate and show share work samples, teaching strategies and assessment levels and data.
- Use of technology to engage and connect all students with literacy and numeracy outcomes.
- All these programs and processes supported staff in building their capacity to plan and use data to inform their teaching practices to improve student learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
External and school based data shows learning growth for all students.	\$1000	Staff collection and use of data on a 5-weekly based cycle has enabled all students progress to be plotted, monitored and individualised tailored activities implemented. At least 85% of students demonstrating expected growth across the literacy and numeracy continuums. Year 3, when compared to similar schools on MySchool, ranked in the first ten schools in Reading, Writing. Year 3 NAPLAN results on MySchool, when compared to similar schools are above in reading, writing and grammar. Growth in writing for Year 5 on MySchool, is greater than schools with similar students.
Increase the proportion of students in the top 2 NAPLAN bands in literacy and numeracy by 6% (2019)	0.2 Learning Assistance \$5000 Teacher \$23000 SLSO	Additional teacher time allocated to support students learning with an emphasis on numeracy. Employment of SLSOs in all classrooms providing extra hands and availability of more 1:1 small group learning and the use of individualised programs and instruction. Combined BiJOU Learning Community stage meetings developing consistency of judgement through the use of shared work samples.

Next Steps

As the new school plan comes into action in 2018 the following will be key focuses and strategies:

- Refinement and implementation of the school developed Bump it Up strategies including to continue to focus on student assessment and data, collection and analysis.
- Effective use of feedback to students using learning intentions and success criteria. These will be used in all Key Learning Areas, Kindergarten to Year 6.
- Continue to build on teacher understanding of using the literacy and numeracy progressions to track student progress, evaluate the effectiveness of their teaching and deliver differentiated teaching programs.

Strategic Direction 2

Enhanced learning opportunities

Purpose

Quality teachers, enhanced learning opportunities and local and global connections provide engaging, innovative systems for learning that offer personalisation for each student to maximise their potential.

Overall summary of progress

In 2017 activities that were implemented include:

- Reflection and discussion between teacher and students using the I Can Statements.
- Investigating the value and type of feedback through professional learning activities and classroom team work.
- Practice analysing pieces of work in collaboration at BiJOU Stage Meetings to develop greater consistency of judgement.
- Delivery of BiJOU Learning Community professional learning activities for staff including the Professional Development Forums held in Term 2 and Term 3 after hours with staff from 11 schools attending to learn and network with each other. Other activities were combined school development days, finance training and robotics sessions.
- Training for the Principal, SAM and SAOs in the new departmental finance and student wellbeing programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attainment by all teachers of their identified performance development goals and ensuring they meet Australian Professional Standards for Teachers.	\$7000 relief \$3000 robotics	All staff using their PDP to connect to the school priorities. There has been a growth in the standard of evidence provided and through the collective discussions involved in the process. Stage meetings across the BiJOU Learning Community has enabled staff to develop consistency of judgement when looking at student work samples. Development of teacher skills in the areas of robotics especially with the Wedo2 and EV3 Mindstorm kits. Purchase of shared robotics equipment to support robotics and coding program across the BiJOU Learning Community. Training of staff from within and across the BiJOU Learning Community in the evidenced based Focus on Reading Program. Training for the Principal, SAM and SAO in the new departmental finance and student management programs.

Next Steps

In the next school plan, following our consultation learning and teaching will be joined in one strategic direction under the heading Engaging in Quality Teaching and Learning. The specific activities for 2018 will include:

- Enhancing staff knowledge and skills through implementation of high quality evidence based professional learning and collaborative structures. This will support shared learning particularly across the BiJOU Learning Community through shared professional learning activities and combined stage meetings.

- Develop and support the professional growth of leaders through innovative practices and shared opportunities across the learning community, including a joint shared school leadership project across Urana and Berrigan Public Schools.
- Continue to grow external partnerships with local groups to create mutual benefits for the school and community.
- Digital Literacy project across the BiJOU Learning Community to develop staff and students teaching and learning outcomes.

Strategic Direction 3

Strengthening positive relationships

Purpose

Developing positive and respectful relationships is vital as successful learners need to be confident, resilient, creative, cooperative, take risks and be involved.

Overall summary of progress

In 2017 we planned the following activities to increase positive and respectful relationships, to increase student's adaptabilities to be confident, resilient, creative, cooperative and successful learners:

- Blueearth personal development program
- Growing Year 5 and 6 students as leaders
- ROAR, (reachoutandrelax) community based program
- Daily fitness program and fruit break
- Introducing the wellbeing framework to all staff and commenced writing the draft wellbeing policy

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students' social development and commitment to learning reports indicate growth in focus areas.	\$25000 SLSO \$3000 relief and resources	<p>Students K to 6 taking an ownership role in their learning. Using the 'I Can statements' to show how they can move forward.</p> <p>Employment of SLSO role model as a playground mentor and sports coach for all students.</p> <p>Continuation of Blueearth, a social skills program operating fortnightly in the school in support of student wellbeing.</p> <p>ROAR community based program introduced with the aims to improve the emotional health and wellbeing of children and young people.</p> <p>Implementation across the learning community programs such as robotics, STEM and coding to engage students and challenge their development, especially in science, literacy, mathematics and technology through on-site and virtual learning opportunities.</p> <p>Instigated a Year 4 Technology camp including students from across the Deniliquin Network to build social connections for students as a result of the analysis of the Tell them from Me data.</p> <p>Increase in the leadership skills of senior students evidenced by their ability to plan and run small group activities.</p>
All students show an increase in participating in learning and school activities.	\$5000 Blueearth	<p>Tell Them From Me surveys for 2017 indicate students are participating in school and outside activities to a greater level than the sample size comparison.</p> <p>Analysis of student reports social development indicate a high level of involvement of students in extra activities and in the senior years</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show an increase in participating in learning and school activities.		representative responsibilities. Continuation of programs such as monologues, drama camp, Year 4 technology camp, annual school production provide a wide range of activities outside of sport for students to participate in. All students are able to access all school excursions

Next Steps

Wellbeing for all stakeholders will continue to be a strategic direction in the 2018–220 school plan. It continues to be identified by all stakeholders as an important focus for all learning progress development.

Specific areas for 2018 will be:

- Accessing, training for staff to implement with student’s evidence-based wellbeing initiatives such as Second Steps, ROAR, Blueearth, School Chaplaincy program: to embed an adaptive and resilient cultural mindset that is safe and open to risks, challenges and change.
- Support teachers to actively engage in the programs to seek a peer-assisted professional sharing of knowledge and to act as mentors to others.
- School and BiJOU Learning Community mentoring programs – SASS, teachers and principals. This will enable the development of a supportive structure within the school communities to ensure all staff wellbeing is being monitored and supported.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3000	<p>Learning adjustments and differentiation of learning experiences ensured that needs of Aboriginal students were addressed within the classroom context.</p> <p>Aboriginal students were provided with additional opportunities to support their learning that targeted their particular academic needs.</p> <p>School Learning Support staff were employed to support students with literacy, numeracy and wellbeing programs.</p>
Low level adjustment for disability	0.2 Support Teacher Learning Assistance \$4000	<p>Berrigan Public School successfully supports students with a disability or who have additional learning needs within a mainstream setting. Students have been successfully supported within their classroom and monitoring through Learning Support Team review meetings.</p> <p>The Learning Support Team has worked collaboratively with classroom teachers to plan, implement, model, monitor and evaluate teaching and learning programs for students with additional learning and support needs.</p> <p>Additional School Learning Support Officer time was allocated to students requiring support.</p>
Quality Teaching, Successful Students (QTSS)	\$7500	<p>Quality teaching, Successful student funding was utilised to support classroom observation across the BiJOU Learning Community and to allow a teacher mentoring processes for beginning teachers.</p> <p>Opportunities were created for information sharing and additional resources time was allocated for staff to collaborate in the areas of data analysis and teaching and learning.</p>
Socio-economic background	\$25000	<p>Funding was used to support targeted students to enhance the students' access to curriculum learning experiences.</p> <p>A SLSO was employed to support classroom and playground programs.</p> <p>Students were provided with various extra-curricular activities to extend their experiences, promote school engagement and to strengthen relationships and friendships.</p> <p>Resources were purchased to ensure access to additional learning and extra-curricular opportunities such as sport, music/choir, drama, robotics and community involvement.</p>
Environmental Education Grant	\$3500	<p>Students, learnt about the environment, sustainable ecosystems, food production and nutrition through a combination of classroom and garden activities. The environmental</p>

Environmental Education Grant	\$3500	garden is being further developed through community partnerships.
Community Consultation Funding	\$0	This funding was fully expended in 2016.
Bump It Up	\$10000 grant	The school participate in the Department of Education's Bump it Up Program with a focus of increasing the achievement of the students moving them into the higher bands in NAPLAN. A range of strategies were implemented and these are outlined in strategic direction 1 and 2.
Sporting Schools Program	\$6100	All students accessed programs in a variety of sports including athletics, basketball/soccer and t ball. Teacher time and expert coach were provided to support skill acquisition. Increased fitness and whole participation and skill sets developed.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	43	45	45	45
Girls	36	42	37	39

Student numbers at the school remain relatively static. However, there has been a change in the composition of the school with changes in families moving both in and out of the community usually related to employment opportunities.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	94	96.2	94.9
1	93.9	96.3	94.4	91.9
2	95.6	95.3	95.4	95.3
3	95.4	94.4	94.3	94.9
4	94.4	96.1	96.4	94.2
5	94.6	94.2	95.9	94.4
6	90.9	96.3	79.4	92.5
All Years	94.2	95.3	93.4	93.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

School student attendance was equal to the state average. All Years except Year 1 and Year 6 were above the state mean. Attendance will continue to be a priority for the school.

A range of strategies are implemented to improve the student's attendance rates which include:

- monitoring of attendance data;
- information regarding the importance of attendance published in the weekly newsletter;
- follow up with parents and careers of absent students;
- letters of concern sent to parents whose children are exhibiting a high rate of absenteeism; and
- referral of students to the Home School Liaison Officer for additional support as required.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.4
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.48
Other Positions	0

*Full Time Equivalent

In 2017, no members of the workforce identify as being of Aboriginal or Torres Islander 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

All teachers showed ongoing commitment to personal and whole school professional development which was evidenced in their Performance and Development

learning events. These included shared BiJOU Learning Community activities as well as in school professional learning. With some in-school and across the learning community activities, local financial arrangements were made to support the teacher's involvement, therefore minimising costs to our school.

The total expenditure per teacher and non-teaching staff was \$13,016 with funding coming from global funds, funding allocated under the resources allocation model for training, as well as Quality Teaching Successful Students funding. As part of the introduction of the new systems under LMBR, the school supported two additional support staff to undertake the training.

In 2017, Berrigan Public School had two teachers at the proficiency stage of their career and were in the maintenance period of accreditation. All additional teachers teaching at Berrigan in 2017 were pre-existing teachers before the act came to fruition.

The impact of the training conducted on school development days is evident in the implementation of the school plan and in meeting the requirements of the Department of Education. Berrigan Public School staff are compliant with department mandatory requirements having completed all the required and listed annual training.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	168,079
Global funds	134,221
Tied funds	72,013
School & community sources	19,665
Interest	1,704
Trust receipts	3,170
Canteen	0
Total Receipts	230,773
Payments	
Teaching & learning	
Key Learning Areas	42,624
Excursions	11,916
Extracurricular dissections	24,324
Library	752
Training & Development	13,016
Tied Funds Payments	90,239
Short Term Relief	12,776
Administration & Office	48,186
Canteen Payments	0
Utilities	14,074
Maintenance	1,537
Trust Payments	740
Capital Programs	1,065
Total Payments	261,250
Balance carried forward	137,601

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	302,828
Appropriation	269,766
Sale of Goods and Services	0
Grants and Contributions	32,801
Gain and Loss	0
Other Revenue	0
Investment Income	261
Expenses	-151,982
Recurrent Expenses	-151,982
Employee Related	-96,758
Operating Expenses	-55,224
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	150,846
Balance Carried Forward	150,846

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	744,980
Base Per Capita	12,532
Base Location	23,354
Other Base	709,094
Equity Total	91,967
Equity Aboriginal	3,104
Equity Socio economic	60,690
Equity Language	0
Equity Disability	28,174
Targeted Total	48,770
Other Total	27,655
Grand Total	913,372

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

At least 85% of students demonstrating expected growth across the literacy and numeracy continuums. Year 3, when compared to similar schools on MySchool, ranked in the first ten schools in reading and writing. Year 3 NAPLAN results on MySchool, when compared to similar schools are above in reading, writing and grammar

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the Berrigan Public School data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The small numbers in Year 3 undertaking the test prevent comment on the percentages due to privacy of the students. Year 5 students' results showed growth and as a result the school has been identified to continue to participate in the Department of Education Bump It Up Strategy.

Parent/caregiver, student, teacher satisfaction

This year as part of the school planning process parents, staff and student's opinions were obtained, resulting in the following summaries.

Parents and Carers reported very strong satisfaction with teaching and learning programs across the school. They are happy with overall student's progress and especially in the Literacy area, with the development of reading, comprehension and public speaking. They are also very supportive of all the extra curricula activities our students are exposed to.

One concern is the impact of the Teaching Principal on students. They are concerned that the demands on Principal's time, with so much more accountability and financial expectations, it will affect the student's learning outcomes and the principal's wellbeing.

Another concern by both staff and parents is the continued need to further develop student's resilience, well-being, engagement and self-confidence. The need for all to understand that our students need to be risk takers and learn to positively participate in our ever-changing world.

Staff feels a need for a balance in work load is critical. They don't want their teaching time, their real love, to be undermined by extreme accountability, still accepting that there is a need for some accountability.

Students identified robotics and coding as a favourite area of learning. The consensus is they enjoy school, learning, sport and fitness, love excursions and visiting performers. They don't like feeling sad and/or concerned because of the unacceptable behaviour of others.

Policy requirements

Aboriginal education

All classes address Aboriginal perspectives across the curriculum areas, including activities that promote understanding of the traditions and culture of Aboriginal people. The school encourages students to recognise and respect cultural identity and diversity.

As a school community we celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander People and Students with NAIDOC Week celebrations. Students had an opportunity to participate in a range of activities during our NAIDOC week. Mr Mark Saddler joined the school to share his personal experience, knowledge and culture with the students.

Mr Saddler delivered cultural workshops including Wiradjuri Language, Indigenous games and art techniques. This was an opportunity for the students to increase their knowledge and understanding having the information delivered in such an engaging way.

Multicultural and anti-racism education

Berrigan Public School is an inclusive learning environment and is committed to enabling all students to have access to equitable education and social outcomes and participate in our diverse cultural society. Through the embedding of cultural understanding within the curriculum students develop an awareness to the differences in culture, religion and customs. Students are encouraged to develop respect and tolerance and our teaching programs promote cultural understanding.

The whole school, staff and students, celebrated Harmony Day. The idea was instigated by our SRC. The colour orange is the symbolic colour of Harmony Day, so the children dressed in orange and had a very healthy orange morning tea, prepared and delivered by our SRC. Children participated in a collaborative art activity. We watched a DVD with messages of getting along and tolerance. Mrs Sneddon read to the children a fantastic book called "Dot".

Our Anti-Racism Contact Officer (ARCO) is available for students, staff and families and is aware of Department of Education procedures.

Other school programs

Each year the school undertakes an expansive range of activities across many areas including sport, creative and performing arts, robotics and BiJOU Learning Community events. The successes of these are reported at the time they occur through the school newsletter and Facebook page.

To learn more about Berrigan Public School and the many opportunities it offers its students please follow the link to its website and newsletters <http://www.berriganps-p.schools.nsw.edu.au/>