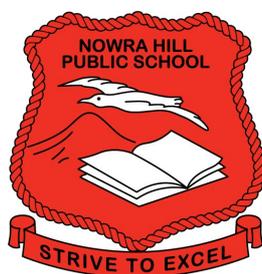


Nowra Hill Public School

Annual Report

2017



4106

Introduction

The Annual Report for **2017** is provided to the community of **Nowra Hill 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.

Mr Gordon Parrish

Principal

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Message from the Principal

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate. Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Nowra Hill Public School enjoys tremendous support from our parent body and local community.

During the course of our annual self-assessment and review which involved staff, the school executive, the Parents' and Citizens' Association and students from years 4, 5 and 6, the following key features of our achievements for Nowra Hill Public School in 2017 were identified:

- In 2017, our Years 3 and 5 students sat for the National Assessment Program in Literacy and Numeracy. Our school results were good with students in Year 3 achieving above state average in achieving the National Minimum Standard in Reading, Grammar and Punctuation and Numeracy. This indicates that our strategies to improve student learning in literacy and numeracy across all the years of schooling are having great impact.
- All staff continued to participate in the How2Learn program to support the implementation of the Australian Curriculum, quality teaching framework and the development of learning habits and growth mindset strategies. Nowra Hill Public School's involvement in this program highlights the innovation and professional excellence of our teaching staff.
- Nowra Hill Public School staff participated in professional learning that targeted the implementation of Inquiry Based Learning across the whole school. These strategies will assist students to become proficient and independent, lifelong 21st century learners. Staff also engaged in learning that promoted Visible Learning, using data and the learning continuum to drive teaching and learning.
- The Positive Behaviour for Learning (PBL) program was phased out and the Whole School In The Zone program was developed and enhanced by the implementation of KidsMatter across the whole school community to improve school-wide processes for student wellbeing, quality learning in all classroom settings and encourage a vibrant school learning culture. Our Student Wellbeing, Behaviour and Anti Bullying Policies were all reviewed and redeveloped in consultation with our learning community. The program Friendly School Plus was continued to be implemented to explicitly teach positive social skills and enhance student engagement and achievement.

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

Mr Gordon Parrish

Principal

School background

School vision statement

Our Vision – Innovate, Inspire, Engage, Excel and Succeed. At Nowra Hill Public School we provide a stimulating, inclusive learning environment which empowers our learners to contribute confidently and responsibly in our ever changing world.

We aim to innovate, engage and inspire so that all our learners excel and succeed and achieve personal and academic excellence. At our school we value – Innovative Practice; Personalised Learning; Relationship Building; Collaboration; Authenticity and Meaningfulness.

Our students develop the ability to be reflective and responsible learners by being: Creative; Imaginative; Resilient; Perseverant; Organise and Engaged.

Our curriculum and learning community aims to equip students with the knowledge, understanding, skills and values to take advantage of a range of opportunities presented to them.

We aim to develop confidence in our students to face the challenges within the dynamic and ever evolving world in which they live.

School context

Nowra Hill Public School is a small school, located eight kilometres south of Nowra, adjacent to HMAS Albatross and the Army Parachute Training School.

The student enrolment of 165 is made up of children from the local school zone and from defence families who make up 40% of the school enrolment. The school has a 9% Aboriginal student enrolment.

Being a small school, there are only seven classes, resulting in composite classes from Years 1–6 and a separate Kindergarten class.

The school adheres to the NSW DoE Guidelines for class sizes. At Nowra Hill Public School, a variety of quality programs exist to support learning for all students. Students are given opportunities to pursue their interests through the school band, sport, art and craft and academic competitions.

Staffing and school funding is used to support literacy and numeracy programs, and teacher training to improve the quality of teaching in classrooms and deliver improved student outcomes for every student.

The school values of Respect, Responsibility, Safety and Learning are incorporated into everyday practice so that students can achieve the school motto of “Strive to Excel”.

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.

Our staff at Nowra Hill Public School has discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at staff meetings during term 4 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the Framework.

This provides an important overview to ensure our improvement efforts align with these high level expectations. In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and teaching and learning. There is

demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

There are well-developed and current policies, programs and processes in place to identify, address and monitor student learning needs. Curriculum provision at our school is enhanced by learning alliances with other schools and organisations. Our students are showing higher than expected growth on internal school performance measures and around 20 per cent of students achieve at high levels of performance on external performance measures.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a whole school team. Our teachers work together to improve teaching and learning in their year groups, stages and as a whole school. We have processes in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

In the domain of Leading it is highlighted that the leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. Our school has developed productive relationships with external agencies such as universities, HMAS Albatross, industry and community organisations to improve educational opportunities for our students.

We have implemented initiatives to enhance the monitoring, evaluation and review processes to ensure they are embedded in everyday activity and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan, and we have ensured there are opportunities for students and the community to provide constructive feedback on school practices and procedures. Our student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Teachers have analysed school performance data and a range of other contextual information and are aware of trends in student achievement levels.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Expert Teachers

Purpose

To build a culture of commitment to teaching and develop the capacity of teachers to explicitly plan, and actively reflect on, quality teaching programs that have high expectations and address the needs of every student.

Overall summary of progress

Staff members continue to deepen their understanding of the new English, mathematics and science syllabuses. Members of our learning community are leading and supporting others through an effective implementation of the How2Learn strategy that focuses on the development of growth mindsets and positive learning habits.

The implementation of the Performance and Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Staff have engaged with the new strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact. The engagement of the school community more generally in this process is ensuring a strong, positive and strategic approach to the progress of the school.

Significant progress has been made in the area of Visible Learning and using the Literacy and Numeracy Continuum's to track student progress on PLAN software.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All teaching programs and practice differentiate learning for all students.	\$1000 PL	<p>100% of staff participated in professional learning about differentiating the curriculum to meet the needs of every student.</p> <p>LaST worked with teachers to make adjustments.</p> <p>SLSO supported teachers in implementing adjustments.</p> <p>100% of staff participated in Quality Teaching professional development opportunities.</p>
<ul style="list-style-type: none">All teachers have professional learning goals aligned to the school plan, QTF and the Standards, and actively support these with personal and collective efficacy.	\$1000 PL	<p>At the end of 2017 all Nowra Hill Public School staff have a performance development plan based on Department policy and guided self assessments.</p> <p>Staff members are developing an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.</p>

Next Steps

- Staff to focus on implementing Inquiry Based Learning to assist in differentiating the curriculum and engaging students
- Continue to develop Professional Development Plans and set goals that meet personal and school needs
- Implement the How2Learn program to improve teacher expertise and enhance student learning
- Staff to focus on implementing the new Progressions and PLAN software to track student progress on the Literacy and Numeracy continuum's and to assist in student goal setting.

Strategic Direction 2

Critical Thinking

Purpose

To develop students who think critically, follow individual learning paths and have the critical literacy skills to make informed contributions as students, citizens and leaders.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2017 to achieve this strategic direction. All teachers have been trained in the How2Learn initiative which supports and enhances student achievement across the school. This initiative is having a significant impact on student learning, particularly for equity groups in the early years of schooling.

The continued focus on the Quality Teaching Framework and the Great Teaching, Inspired Learning initiative has led to more focused and strategic approaches for guiding professional learning and development of staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Students achieving expected growth (80 points) in NAPLAN writing will increase from 64% to 90%.	\$2000 PL	100% of staff continued to participated in the How2Learn initiative. A number of staff attended Inquiry Based Learning professional development.
<ul style="list-style-type: none">Increase in correct inference literacy questions on NAPLAN reading from 51% to 70% in Year 3 and from 69% to 80% in Year 5.		100% of staff continued to participated in the How2Learn initiative . A number of staff attended professional learning in Visual Leaning, and the literacy and numeracy continuum.
<ul style="list-style-type: none">100% of students demonstrating growth in school based literacy assessments.		100% of staff continued to participated in the How2Learn initiative . A number of staff attended professional learning in Visual Leaning, and the literacy and numeracy continuum.

Next Steps

- Staff to receive training in using digital technologies to support learning.
- Staff to be supported in implementing writing strategies across the school.
- Continue with L3 training to support new staff.
- Continue training staff and implement the How2Learn program.

Strategic Direction 3

School Wellbeing

Purpose

To nurture, guide, inspire and challenge students to find the joy in learning, to be autonomous learners, collaborative workers and resilient citizens who make sense of their world.

Overall summary of progress

Our continued school-wide focus on a positive culture saw us discontinue with the PBL program and implement the In The Zone program that was tailored to suit our needs and has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing. Through the implementation of the KidsMatter Framework and Friendly Schools Plus SEL program there has been a measurable enhancement of the positive and respectful relationships throughout the school community.

Learning and support team processes have been enhanced to monitor and plan student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Number of students put on behaviour levels decreases from 10% to 5%.	\$2000 PL	<p>Staff continued to be trained in the KidsMatter Framework and Friendly Schools Plus program implemented across the school.</p> <p>Student Wellbeing, Behaviour and Anti Bully Policies were reviewed and redeveloped in consultation with the community.</p>
<ul style="list-style-type: none">95% of students respond positively on the Tell Them From Me surveys about engagement, wellbeing and resilience.	\$3000	<p>Whole school In The Zone reward system was implemented into the classroom to reflect the same processes as in the playground.</p> <p>Our School Promise linked to school values and Principal's Award.</p> <p>SEL scope and sequence developed and implemented across the school.</p>
<ul style="list-style-type: none">80% of parents respond in a positive manner in the Tell Them From Me surveys about engagement, wellbeing and resilience.	\$1000	<p>School App and Facebook page maintained to enhance communication with community and celebrate learning and achievement.</p>

Next Steps

- Continue to implement the In The Zone initiative and embedded as best practice within the whole school under the banner of the KidsMatter Framework and into whole school student wellbeing policy and student code of conduct.
- Continue to monitor and evaluate the impact of the Friendly Schools Plus SEL program.
- Continue to implement the How2Learn initiative to improve student engagement and wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6367 • Aboriginal backgroundloading (\$0.00)	Strategic Direction 1 All students have an personalised learning plan (PLP) and are making progress across the literacy and numeracy continuums. Cultural significance is included in all PLPs in consultation with Aboriginal community. KOORI Club established to enhance the out comes of Aboriginal Students.
English language proficiency	\$400	Strategic Direction 1 Resources supported students in classrooms. LIPI and MiniLit
Low level adjustment for disability	\$19401	Strategic Direction 1 All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 12 students were referred for learning support. 80% of students have increased their engagement in the classroom with 3 students being referred for further support.
Quality Teaching, Successful Students (QTSS)	FTE	Increased teacher accountability
Socio–economic background	\$14000	Strategic Direction 2 LaST teacher and SLSO supported students and teachers in classrooms. Teachers received training to support students in classrooms.
Support for beginning teachers	\$13000	Mentoring for beginning teacher, and L3 training to support literacy achievements.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	43	51	73	91
Girls	62	62	72	83

In 2017, our total enrolments have continued to increase due to families moving to the area. It is anticipated that there will be a natural plateau in enrolments in 2018 and number will hold similar in coming years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.7	96.4	94.9	95.1
1	97.3	95.5	95.3	92.2
2	97.2	95.4	95.2	94.2
3	97	97.3	95.5	92.2
4	95.4	94.6	95	95.2
5	98	96.5	95.4	95.4
6	95.2	97.8	95.5	92.9
All Years	96.9	96.1	95.2	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

Student attendance overall is very satisfactory and close to State figures. The school attendance figures are affected by an increasing number of families who take holidays outside of school holiday times. The school will continue to inform parents and carers of the DoE Policy relating to "Exemptions". The school follows DoE guidelines in relation to the management of non-

attendance at school.

Regular attendance at school is essential if students are to achieve their educational best, and increase their career and life options. The staff of Nowra Hill Public School remain committed to working in partnership with parents and carers to address the issues which may prevent students from full participation at school. Some of the strategies we put in place at Nowra Hill Public School to manage student attendance include:

- regular learning support team meetings to discuss issues
- regular contact with the Home School Liaison Officer
- regular correspondence and communication with families
- attendance discussion with students
- attendance monitoring programs
- individualised learning programs to encourage engagement
- attendance awards given for 100% attendance.
- and inter agency liaison: Police, Health, ADHC, Housing and Community Services, FACS

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	6.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.87
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Nowra Hill Public School has one Aboriginal teacher. NHPS enjoys a close relationship with our local Aboriginal Educational Consultative Group.

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

Significant amounts of professional learning were undertaken by Nowra Hill Public School staff in 2017. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

Professional development has included: Syllabus implementation – Mathematics, Geography, HOW2Learn, Inquiry Learning and goal setting which aligns to Professional Development Plans. A major focus was that of Visual Learning, with staff learning how to track and engage students performance via the learning continuums.

Mandatory training has included Anaphylaxis, CPR, Child Protection and WH&S.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	23,911
Revenue	1,483,382
Appropriation	1,378,265
Sale of Goods and Services	275
Grants and Contributions	104,216
Gain and Loss	0
Other Revenue	0
Investment Income	626
Expenses	-1,530,447
Recurrent Expenses	-1,530,447
Employee Related	-1,345,955
Operating Expenses	-184,492
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-47,065
Balance Carried Forward	-23,154

The school finances are monitored through regular budget meetings with priorities and decisions reflecting DoE policy requirements.

Contributions of \$104216 include payments received for equipment and extra curricula activities for students. Employee Related expenses refers to staff salaries and leave. Funds carried forward will contribute to the further replacement of interactive whiteboards in classroom, the purchase of and replacement of technology, ground improvements and the upgrading of furniture for some classrooms.

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	1,262,899
Base Per Capita	22,160
Base Location	2,014
Other Base	1,238,725
Equity Total	60,441
Equity Aboriginal	6,367
Equity Socio economic	34,674
Equity Language	0
Equity Disability	19,401
Targeted Total	0
Other Total	10,469
Grand Total	1,333,809

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.

The table below gives an indication of the comparison of students in years 3 and 5 at Nowra Hill Public School against their peers across the state in the area of reading. Writing is a strength for both groups, in Year 3 Reading 62% of students achieved proficiency, in comparison to 53% statewide. In Year 5 Writing 23% of students achieved the proficiency compared to 18% statewide. In the Year 3 group, in excess of 50% of students were at or above proficiency in all areas of literacy.

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	7.7	0.0	0.0	38.5	15.4	38.5
School avg 2015-2017	2.6	3.3	9.2	24.5	21.3	39.1

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	23.1	23.1	0.0	30.8	23.1
School avg 2015-2017	5.5	14.1	20.3	8.7	31.2	20.3

Percentage in Bands:

Year 3 - Writing

Band	2	3	4	5	6
Percentage of students	7.7	7.7	23.1	53.9	7.7
School avg 2015-2017	5.7	6.1	25.1	49.9	13.2

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	7.7	7.7	23.1	0.0	23.1	38.5
School avg 2015-2017	4.2	6.1	16.4	12.3	16.4	44.8

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	31.8	13.6	18.2	36.4	0.0
School avg 2015-2017	1.5	13.5	13.2	16.2	20.8	1.5

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	9.1	9.1	18.2	31.8	18.2	13.6
School avg 2015-2017	7.5	12.0	25.2	34.2	16.6	4.5

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	0.0	13.6	31.8	31.8	22.7	0.0
School avg 2015-2017	5.9	19.4	46.2	20.9	7.6	0.0

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	9.1	13.6	18.2	27.3	22.7	9.1
School avg 2015-2017	6.1	14.9	23.9	26.9	19.4	8.8

The table below gives an indication of the comparison of students in years 3 and 5 at Nowra Hill Public School against their peers across the state in the area of Numeracy. In Year 3 Numeracy 50% of students achieved proficiency compared to the state average of 43%, with 93% of students achieving the Minimum National Standard.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	7.1	0.0	35.7	7.1	28.6	21.4
School avg 2015-2017	4.3	5.6	22.2	22.5	25.7	19.7

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	4.6	13.6	27.3	45.5	4.6	4.6
School avg 2015-2017	3.0	14.7	20.7	19.5	4.4	4.4

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 school data.

In Year 5, 50% of Aboriginal and Torres Strait Islander students achieved in the top two bands in Spelling, Grammar and Punctuation and Writing, which exceeds the state ATSI average.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2017, the school sought the opinions of parents, students and teachers about the school via self administered surveys.

Parent responses are presented below:

- The majority of parents see the new In The Zone behaviour management program and redevelopment of the school values of Safety, Respect and Responsibility to include Learning as the key environment factor they would like their child to experience at Nowra Hill Public School.
- Parents hope their child will become confident, resilient and well educated while at Nowra Hill Public School.
- They support continuous acknowledgement of all achievements, academic or otherwise.
- They would like staff to continue to focus on behaviour support where needed.

Teacher responses included:

- Majority of staff work collaboratively with other

teachers to identify strategies to increase student engagement and discuss learning difficulties of particular students.

- All teachers drive a positive learning environment by setting high expectations of student learning and monitor the progress of individual students.
- Teachers use formal assessment tasks to provide feedback to students, set challenging goals and provide positive opportunities for students to improve.

Student responses included:

- Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.
- Students try hard to succeed in their learning.
- Students had a high participation rate in sport and other extra curricula activities.
- Students had positive relationships at school, including friends they can trust who encourage them to make positive choices.

Policy requirements

Aboriginal education

Nowra Hill Public School received Aboriginal background funding in 2017. Our plan included:

- Providing SLSO support to support outcome attainment for Aboriginal students as defined in their PLP.
- Dedicated week of learning experiences and celebration for NAIDOC Week.
- All teachers have participated in three of the five No Gap No Excuse training modules which address strategies and initiatives schools can implement to improve the learning outcomes of all Aboriginal students. All Aboriginal students and their parents and carers work with the class teacher to develop a personalised learning plan for every Aboriginal student.
- Aboriginal perspectives are included in all teaching programs, with an establishment of a KOORI Club for indigenous students.

Multicultural and anti-racism education

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

Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs. Nowra Hill Public School has a predominantly Anglo-Saxon student background, with less than 2% of the student population identifying with a language background other than English. It is therefore vital that teachers find creative and engaging ways to expand the students' knowledge and experience of

other cultures and beliefs. Teachers utilise every opportunity to raise awareness of multicultural issues in Australia and to promote tolerance and understanding of other cultures and traditions.

In History and Geography, students in Stage 2 explored the different types of cultures and beliefs found in Australian families. The Stage 3 students celebrated connections and perspectives by exploring what tolerance means and how Australian society is comprised of and influenced by many different races and cultures.

Nowra Hill prides itself on our values based education, which promotes values such as tolerance and respect at all times, for all people. We have zero tolerance in the school's anti-bullying and discipline procedures for any form of racism.