

# Orange Public School Annual Report



2017



7307

## Introduction

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

Bradley Tom

Principal

### School contact details

Orange Public School

78 Kite St

Orange, 2800

[www.orange-p.schools.nsw.edu.au](http://www.orange-p.schools.nsw.edu.au)

[orange-p.School@det.nsw.edu.au](mailto:orange-p.School@det.nsw.edu.au)

6362 6369

## School background

### School vision statement

Orange Public School delivers a quality, dynamic learning system providing essential skills in literacy and numeracy while developing students who think deeply and creatively in an innovative, resourceful learning environment.

### School context

Orange Public school is a school steeped in heritage and a history of fine traditions. Located in the centre of the CBD, Orange Public school boasts a split site and is able to cater for its population of 665 students across two campuses. Academic achievement, sporting prowess and cultural immersion is embedded in every day curriculum. High expectations are in place for all students as they actively engage in learning both in and out of the classrooms. Each classroom is equipped with the latest in technology and teachers are highly professional and well trained in the needs of the 21st century learner. 'Deeds not Words', our school motto. Children at OPS come from a wide variety of socio economic and cultural backgrounds.

## 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.

The results of this process indicated that in the domain of Learning the school's self-assessment is consistent with the evidence presented in one element and is validated using the School Excellence Framework. In the element of; – Wellbeing the evidence presented indicates the school is operating at the Sustaining and Growing stage – Curriculum and Learning the evidence presented indicates the school is operating at the Sustaining and Growing stage – Assessment and Reporting the evidence presented indicates the school is operating at the Sustaining and Growing stage – Student Performance Measures the evidence presented indicates the school is operating at the Delivering stage.

In the domain of Teaching the school's self-assessment is not consistent with the evidence presented using the School Excellence Framework. In the element of; – Effective Classroom Practice the evidence presented indicates the school is operating at the Sustaining and Growing stage – Data Skills and Use the evidence presented indicates the school is operating at the Delivering stage– Collaborative Practice the evidence presented indicates the school is operating at the Delivering stage– Learning and Development the evidence presented indicates the school is operating at the Sustaining and Growing stage – Professional Standards the evidence presented indicates the school is operating at the Sustaining and Growing stage.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in one element and is validated using the School Excellence Framework. In the element of; – School Planning the evidence presented indicates the school is operating at the sustaining and growing stage – School Resources the evidence presented indicates the school is operating at the Delivering stage– Management Practices and Processes the evidence presented indicates the school is operating at the Sustaining and Growing stage.

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

Raising expectations and enhancing the quality of teaching & learning

### Purpose

To engage every student in meaningful challenging and future focussed learning through personalised learning.

To provide all students with opportunity to thrive as 21st Century learners, leaders and active citizens.

To build the capacity of the learning community to enable students to develop knowledge, understanding and creativity.

To engage staff in professional development that creates a culture for ongoing relevant and evidence based learning at an individual and collective level.

### Overall summary of progress

Orange Public School has been able to ensure student improvement and delivery of curriculum through continued professional learning of staff. Evidence indicated through the termly learning goals of students with students being able to track their progress along the continuums. Staff have been continuing with ongoing training in FOR, TEN and Kidsmatter and enhancing the quality of curriculum delivery.

Staff has an understanding of the aspects of 21C learning through targeted staff and stage meetings.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers articulate and demonstrate what 21st century learning is through their practice.	School Learning Support Officers employed in additional support and delivery of Mini and Mac Lit programs.  Mathletics Program Purchase (\$7000) Global.  Staff release \$15000 for .2 teacher load off class and additional staff release during kindergarten transition program.  New Cabling for infants department(\$46000).  Purchase of 7 new Smart Screen interactive boards (\$36000)	Staff are confident using the literacy continuum and are able to assess and track student progression. Informed decision making in program development has increased through data analysis.  Infrastructure resourcing of new cabling of infants department enabling higher speeds of computer connectedness. Complimented with additional purchase and replacement of 7 new Smart Screen Interactive boards.
All students have an electronic Student Learning Achievement Profile( SLAP), which is developed in consultation with parents and students and is evident in differentiation and adjustments.	\$5000 Ram equity funding– Staff release to conduct parent meetings.  \$8500 Literacy/Numeracy	All students are able to contribute to and review their progress towards the Student Learning Achievement Profile. This has enabled them to have better understanding of their learning goals. Staff are also able to consistently make adjustments for the benefit of differentiation within the classroom.  Targeted students assessed with OT and supported through OPS 'Get Set' Program and coordinated by Student Learning Support Officer and classroom teacher.

## Next Steps

In 2018, the school will continue to enhance student learning through the implementation of ongoing monitoring of using the new NSW Literacy and Numeracy progressions to assess student progress. The school will look to implement data collection of student progress in 5 week cycles and will endeavour to enhance the differentiation and adjustments of individual student needs. The school will look to continue to develop staff capacity through professional development that enhances relevant and evidence based learning. This will include further targeted professional learning of staff that has been identified in their Performance Development Plans that is aligned to the National Teaching Standards. The school will look to continue to develop and implement a common language when discussing teaching and learning.

## Strategic Direction 2

### Quality System Leadership

#### Purpose

To develop a culture of organisational improvement.

To enhance a collaborative approach to decision-making that is accountable transparent and reflective of the school's priorities.

To build sustainability and consistency in processes and practices within the school to support quality teaching and learning whilst building an active learning community.

#### Overall summary of progress

Orange Public School has offered coaching and mentoring of staff in the implementation of teaching and learning programs. This has enabled the school to have consistent understanding of the goals within the school plan and actively support the successful implementation of the plan. The school has been able to establish clear organisational structures that includes executive portfolios that promote sustainable leadership. This has led to more efficient and effective practice in both system management and staff development.

The school continued with the injection of capital investment towards technology capacity that has greatly improved the delivery of teaching programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Documentation of OPS processes in a central place including role statements for each responsibility in the school-"12 step plan".	Teachers released to complete 12 step plan. \$4000	Further development of OPS information processes to assist in fundamental running of school and succession planning for future success.
Comprehensive induction for all newly appointed staff that is assigned a mentor and casual information session	Teacher Mentor Position within the school ( \$20500)	Creation and implementation of a "New Staff Key" which provides important contextual information.  Thorough inductions by Assistant Principals and continual check ins. Mentors appointed as required.

#### Next Steps

In 2018 the school will look to continue to enhance the development of a culture of collaborative decision-making that is accountable, transparent and reflective of the schools priorities. The school will further develop executive teachers capacity to engage in sustainable leadership based around the school priorities of the school plan using executive portfolios. The entire staff will engage in professional learning that is aligned to school priorities and state requirements towards mandatory training.

Being a school split over two sites the school will look to continue the development and improvement of basic communication between the campuses to ensure that information isn't lost.

The school will having implemented the LMBR model will continue to offer ongoing formal and informal training towards resource and finance management practices for both Sass and Executive staff.

The school will continue to update and upgrade physical and electronic resources within the school that will enhance the program delivery of curriculum.

## Strategic Direction 3

Enhancing staff, student and parent partnerships

### Purpose

To cultivate a collaborative, cohesive school community committed to consultation and shared responsibility in delivering on the school's priorities.

To foster staff, student and community relationships through effective communication, positive and honest relationships, wider community partnerships and quality learning environments.

### Overall summary of progress

The school has undertaken and completed extensive training in student Well-Being programs Kidsmatter, Fun Friends and Friends for Life. This has enhanced the overall understanding and practice of student interaction between their peers and staff and has developed a shared approach amongst staff in relation to language used with students both in lessons and during recreational time. The school has completed a weekly focus, Well Being lesson, that has been consistently taught throughout the school that ensure a shared and consistent direction to school focus. This has also been successfully communicated and advertised to students and parents.

The school has developed a firmer connection with parents through the SLAP process that has parents have discussions with the teacher on student goals and academic progress. This has increased parent participation within their child's learning and understanding and has been possible with an increase in scheduled opportunities for parents to meet with teachers.

The staff have been involved in Professional Development as part of Pre2 based on Wellbeing that highlighted strategies towards student improvement of engagement, behaviour and learning as well as staff well being and managing work life balance.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The wellbeing handbook and steps are developed to support the mental, emotional and social wellbeing of students.	Ongoing Professional learning in Kidsmatter. (\$4000)RAM \$13,162 RAM Equity loading for Aboriginal background.	"Fun Friends" (K-2) and "Friends for Life" (3-6) are now programmed, implemented and used across OPS. Staff are continuing training in Kidsmatter Phase 2.  Weekly focus continued throughout the school.  Employment of Aboriginal SLSO to support students with learning, playground programs and positive mentoring.
There is a structured student leadership and peer support programs to develop leadership skills.	\$3000 resources for Peer Support activities( RAM)	Student Representative Council members gained leadership skills through external development programs.  All Stage 3 students were trained in leadership skills through the Peer Support training program.

### Next Steps

In 2018, Orange Public School will look to further develop the connection between the school and parents and look to establish early contact with parents through scheduled meetings. The school will hold formal and informal meetings that enable the parent body to feel welcome in the school and promote a sense of belonging and shared responsibility towards their child's education. The school will continue the program development of KidsMatter and look to further entrench the processes of student wellbeing within the school.

The school will be increasing and developing stronger connection with Aboriginal families and the AECG through regular Yarn Up meetings and executive involvement in AECG meetings.

The school looks to develop in 2018 stronger links to community partners and have involvement towards and promoting a culture of sharing and opportunities for collaboration.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Student Learning Support Officer employment \$18460</p> <p>Teacher Mentor \$5270</p> <p>Professional training of Aboriginal Staff Member in leadership. Support through Deputy and Principal Mentoring training.\$5000</p> <p>Aboriginal Background loading</p> <p>\$53276</p>	<p>Steady increase in attendance of family representatives at Termly Yarn Ups with Aboriginal Committee Leader, utilising the Round House. Stage review of Aboriginal perspectives in English units each term. One whole staff meeting dedicated to connecting with community about Aboriginal Education. The development of a more embedded approach to perspectives including unit and special events that culminate with NAIDOC celebrations, rather than starting and finishing with that week. Employment of an SLSO 2hrs a day and is included in all Yarn Ups and associated staff meetings and events.</p>
<b>English language proficiency</b>	<p>\$10800 spent on additional teaching staff specialising in EAL, reading and ongoing implementation of L3.</p>	<p>Student achievement was improved upon through the implementation of L3 in all classes in Early stage 1 and stage 1 classes. Reading assessment indicates continued increased levels in Stage 1 compared to 2015</p>
<b>Low level adjustment for disability</b>	<p>Employment of additional teacher to reduce class sizes in senior grades \$104000</p>	<p>All students have benefitted from reduced class sizes in Grades 3 and 4 by the establishment of the additional class. Results indicating improved student wellbeing and teacher</p>
<b>Socio-economic background</b>	<p>\$88990 spent on student support in the employment of Student Learning Support Officer time. Additional Professional learning of staff towards Kids Matter Action team training</p>	<p>During the ongoing implementation of the Kidsmatter program the school has seen a decrease in behaviour incidents and evidence in student ability to self regulate in social play. The school had developed a consistent approach to student welfare and appropriate expectations.</p>
<b>Support for beginning teachers</b>	<p>Mentoring expenditure that equated to \$13 450</p>	<p>Smoother transition of teacher progression within the school through their contribution to corporate programming and this allows the beginning teacher better understanding in relation to the running of the school and its systems. Through supervised instruction, our new teachers have better student management strategies through the process developed by mentoring.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	349	334	349	354
Girls	319	312	310	311

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.5	95.7	95.5	95.8
1	95.5	94.9	94.3	94.3
2	95.1	95.9	94.3	96.8
3	95.2	95.2	95.8	95.2
4	94.6	94.7	94.5	94.5
5	96.4	94	94.7	93.8
6	94.9	94.8	94.5	94.5
All Years	95.3	95	94.8	95
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

Orange Public School is committed to ensuring the highest possible attendance rate from students and monitor constantly the patterns of student absence. The school employs the services of the Orange District Home School Liaison Officer weekly who is tasked to follow up students who have been identified to have excessive time away from the school.

Monitoring of attendance is also complimented with a customary call home to any family whose child has had more than two consecutive days away.

The school is proud to sit above the state average.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	24.81
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.66
Other Positions	0

\*Full Time Equivalent

Orange Public School currently have 3 permanent classroom teachers who identify as Aboriginal and employ an Aboriginal Student Learning Support Officer.

### 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

Orange Public School has 3 teachers seeking accreditation at the proficient level. Another 3 teachers have recently been accredited at proficient following approval. 10 people are midway through the maintenance cycle and one teacher has submitted their 5 year maintenance. 2 teachers are actively seeking accreditation at lead level. 18 teachers have been rolled over in 2017 to proficient level because of their service pre 2004.

Schools have been provided with funding under Great Teaching, Inspired Learning to support newly appointed permanent beginning teachers adjust to their roles in NSW public schools.

1. Beginning teachers have reduced responsibilities or

teaching loads sufficient to support the development of their skills in the first year.

Collaborative program developed and beginning teachers supported in interpretation and implementation.

2. Beginning teachers are provided with ongoing feedback and support that is embedded in the collaborative practices of the school.

Mentor meetings weekly, during extra RFF for ideas, feedback and support.

3. Mentoring structures and collaborative practices support beginning teachers.

Mentor structure set to focus on: Term 1 Classroom Set Up and Program, Term 2 Behaviour management and Reporting, Term 3 Learning Environment and Program Implementation and Term 4 Differentiation.

## 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.

<

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>292,767</b>
Global funds	524,121
Tied funds	415,212
School & community sources	165,110
Interest	3,589
Trust receipts	1,518
Canteen	0
<b>Total Receipts</b>	<b>1,109,550</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	120,719
Excursions	62,936
Extracurricular dissections	56,156
Library	6,113
Training & Development	0
Tied Funds Payments	249,285
Short Term Relief	98,925
Administration & Office	104,530
Canteen Payments	0
Utilities	64,540
Maintenance	45,864
Trust Payments	1,555
Capital Programs	0
<b>Total Payments</b>	<b>810,623</b>
<b>Balance carried forward</b>	<b>591,694</b>

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 (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	681,755
Appropriation	601,107
Sale of Goods and Services	4,419
Grants and Contributions	75,951
Gain and Loss	0
Other Revenue	0
Investment Income	278
<b>Expenses</b>	-415,685
Recurrent Expenses	-415,685
Employee Related	-210,999
Operating Expenses	-204,685
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	266,070
<b>Balance Carried Forward</b>	266,070

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 (\$)
<b>Base Total</b>	4,110,480
Base Per Capita	103,078
Base Location	4,510
Other Base	4,002,891
<b>Equity Total</b>	301,251
Equity Aboriginal	53,276
Equity Socio economic	65,716
Equity Language	10,899
Equity Disability	171,361
<b>Targeted Total</b>	259,503
<b>Other Total</b>	404,044
<b>Grand Total</b>	5,075,278

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.

Orange Public School Year 3 Literacy NAPLAN results showed above the stage average number of students in Band 6 in reading and significantly higher than average numbers of students in band 6 in spelling. Both Grammar and Punctuation and Writing Year 3 NAPLAN results showed significantly less students that the state average in the bottom two bands.

Year 5 Grammar and Punctuation results showed more than double the state average number of students in Band 8 and our results close to state average in all other literacy areas.

**Percentage in Bands:**

## Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	5.8	9.2	19.5	19.5	25.3	20.7
School avg 2015-2017	5.2	6.8	20.0	23.0	22.7	22.4

**Percentage in Bands:**

## Year 3 - Grammar &amp; Punctuation

Band	1	2	3	4	5	6
Percentage of students	9.1	13.6	8.0	19.3	19.3	30.7
School avg 2015-2017	5.2	9.5	17.0	23.2	18.7	26.4

**Percentage in Bands:**

## Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	4.6	15.9	19.3	17.1	29.6	13.6
School avg 2015-2017	2.6	12.0	19.4	20.9	24.4	20.8

**Percentage in Bands:**

## Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	9.1	5.7	22.7	26.1	27.3	9.1
School avg 2015-2017	3.7	3.2	20.7	27.5	33.4	11.4

**Percentage in Bands:**

## Year 5 - Grammar &amp; Punctuation

Band	3	4	5	6	7	8
Percentage of students	6.5	23.9	21.7	25.0	17.4	5.4
School avg 2015-2017	6.2	14.3	22.1	26.5	18.1	12.9

**Percentage in Bands:**

## Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	7.7	13.2	20.9	27.5	17.6	13.2
School avg 2015-2017	8.1	13.2	21.7	24.3	20.6	12.1

**Percentage in Bands:**

## Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	6.5	13.0	15.2	37.0	17.4	10.9
School avg 2015-2017	5.5	11.4	21.0	34.1	19.5	8.4

**Percentage in Bands:**

## Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	12.0	9.8	45.7	26.1	6.5	0.0
School avg 2015-2017	9.1	12.1	39.1	30.0	7.7	2.2

Year 3 Naplan Numeracy results show that 59.5% of Orange Public School students achieved results in the top 3 bands.

Year 5 Naplan Numeracy results show that 52.8% of Orange Public School students achieved results in the top 3 bands.

**Percentage in Bands:**

## Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	4.6	10.3	23.0	21.8	20.7	19.5
School avg 2015-2017	3.4	11.7	25.2	23.6	18.2	17.7

**Percentage in Bands:**

## Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	8.8	14.3	24.2	27.5	18.7	6.6
School avg 2015-2017	6.6	14.7	31.5	24.6	15.0	7.7

*The Premiers set all schools the target to increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019. Orange Public School is systematically working towards this target and has seen increases in Year 3 reading, spelling, grammar and punctuation and numeracy as well as Year 5 reading, grammar and punctuation and numeracy.*

## Parent/caregiver, student, teacher satisfaction

Through surveys conducted, students were asked if they feel accepted and valued by their peers and by others at their school. 87% of students in this school had a high sense of belonging, with 91% enjoying coming to school each day. It was recorded that 75% of students in this school were interested and motivated and that 94% tried hard to succeed. 90% of students indicated that the teachers are responsive to their needs and encourage independence with a democratic approach. Statistics show that 84% of students felt the school held positive Teacher– Student relationships.

Parents indicated that 100% felt welcome at the school, whilst 100% felt they could speak easily to their child's teacher. Parents felt that 100% of all students in the

school were clear on school expectations and 100% of students felt safe at school. 100% of parents felt the school had been consultative in relation to school planning and that 100% of parents believe that the schools P&C helped in improving the school.

76% of teachers at the school indicated that they felt well supported in their roles by executive staff and 86% enjoyed the challenges of teaching. 100% of staff felt they made consistent improvements to student wellbeing and academic progress.

## Policy requirements

### Aboriginal education

The Aboriginal Education Team has been had a very successful year in 2017. The team has continued strong involvement with the Aboriginal community and has significant representation with two members of the school (staff and parents) holding executive positions on the Orange branch of the AECG. The team has also been productive during the NAIDOC Public Speaking Challenge which is a state event. This event is open to all Primary schools in NSW and is seen as a vital opportunity for Aboriginal and Non-Aboriginal students to participate together in competition. This year our two teams participated in local, regional and the state finals. Orange Public was awarded the state championship runners up with Imogen Hope and Talara Croaker. One of our Indigenous teachers guided our students in the competition.

Our school has again held termly 'Yarn Up' meetings with many Aboriginal parents coming to the school to talk about school related programs. This has been very popular with the team coordinating event days from these meetings and suggestions made. Our school held NAIDOC Week celebrations that also incorporated our Aboriginal members of the community and this highlighted the strong connection the school has with our community. Our school had a full school representation at the NAIDOC march signifying our commitment to Aboriginal value.

One Indigenous staff member has undertaken training in leadership and has also commenced training in Language which will be implemented in the school on completion of the module training.

### Multicultural and anti-racism education

Aspects of multicultural education were covered in classroom learning through quality literacy units which had multicultural focus. The students developed an awareness of differences between cultures, religion, cultures and food. Students in all Years 2 to 6 engaged in literacy units focusing on multicultural issues and refugees. These included The littlest refugee, Chinese Cinderella, The Tent Embassy and Ancient China.

In addition the school celebrated harmony day by inviting parents in from ethnic backgrounds to share their culture and food with the students and staff.