Introduction

The Annual Report for 2018 is provided to the community of Holmwood 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.

Kristine Pagett
Principal

School contact details

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6342 2172
School background

School vision statement

At Holmwood Public School students are empowered to embrace learning, to achieve their personal best and to be active global citizens.

School context

Holmwood Public School is a small school located approximately 8km from Cowra. Current total enrolment is 57 students. Holmwood Public School draws some students from surrounding properties; however the majority of enrolments come from Cowra. Parents make the choice to have their child educated in a small school setting and students travel from Cowra to Holmwood PS via a daily bus.

The school has an emphasis on quality teaching and learning, high expectations of all students and collaborative relationships with all learning partners.

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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning we are Sustaining and Growing:

The evidence for learning culture in each Evidence Set demonstrates that the staff, students and community of Holmwood Public School have a high level of engagement in the learning process and high expectations that each student will demonstrate growth and progress throughout each year. The learning culture is strongly focused on learning partnerships between parents, students and teachers evidenced by the Personal Learning Plans, student reports and Individual Education Plans. There is a collective responsibility for student learning success and positive and respectful relationships underpin a productive learning community that supports setting clear improvement aims and planning for learning. Staff members are cohesive and supportive of each other and staff meetings incorporate learning and support components each week.

The Personal Development and Health program nurtures our students in the behaviour, skills and qualities they need to be successful in school and life. Behaviour expectations are developed collaboratively with students, staff and the community to ensure that the school has effective conditions for learning. These attributes are systematically taught explicitly and supportively applied in each classroom from K to 6. A comprehensive Welfare and Discipline Policy, an Anti Bullying Policy and school systems to support the individual needs of students endorse these strategies. Students are encouraged to be tolerant and respectful by engaging in the daily 'Welcome to Country', recital of the School Pledge and by including the National Anthem at the end of assemblies. Student awards to acknowledge excellent behaviour, academic success and good citizenship are presented at the fortnightly assemblies. These are greatly valued by the students and are acknowledged by photos being published in the weekly newsletter. The wellbeing of our students at Holmwood Public School is paramount with emphasis on student engagement and developing strong parental partnerships to support students in their learning and behaviour management. The school recognises the importance of students building resilience, persistence, confidence, organisation and social skills as part of our behaviour management strategies.

Learning Alliances have been established with the Cowra Schools as well as the small schools within a 100 km radius to ensure curriculum and learning are consistent and high quality. We work collaboratively with these schools in a number of areas including professional learning, curriculum, cultural events, swimming, cross country and athletics. Transition for students who are entering Kindergarten in 2019 are supported by working closely with Cowra Early Childhood Mobile Preschool who host preschool sessions every Monday and Tuesday at our school. HPS also employs a teacher for a half day session every Wednesday, Terms 3 and 4, for the current Kindergarten students and next year's intake. Students are well prepared to commence their formal learning by becoming familiar with the school environment, school routines,
Our school is managed by a leadership team under the guidance of the Principal which creates a supportive and positive learning environment. New and beginning teachers are supported in their first years of teaching and the beginning teacher funds are expended for extra release, professional learning and resources.

Immediate feedback related to defined success criteria supports improved student learning and underpins a differentiated curriculum that caters for the needs of all students. Teachers collaborate and share curriculum knowledge, data and other information about students' progress and achievement to inform the development of evidence based programs and lessons.

Teachers use school assessment and NAPLAN results as evidence of learning to inform their teaching, adapt their practice and to meet the individual learning needs of their students. A variety of assessment tools are used to assess and record data from which student reports are prepared, such as YARC to assess reading skills and comprehension, SENA for mathematics and questionnaires for History and work samples for subjects such as Visual Arts. Students are able to identify their learning goals through negotiation with staff, reflect on their own learning and take responsibility for achieving their personal learning goals. This process is based on well–developed and regularly reviewed policies, processes and programs that monitor student learning and allow students, staff and community to reflect their ideas into the learning and engagement processes.

The Value–Added results of students are positive and the tables which we use to track student progress show that 43% of Year 3 students were in the top 2 Bands across the NAPLAN testing. The results for Writing were encouraging with 71% of students in Year 3 being Band 3 or above. The area for improvement is Grammar and Punctuation. Student reports on internal performance measures demonstrate that the majority of students are achieving expected or higher than expected growth. Those students who are not, are being supported with additional focus on their learning needs.

The results of this process indicated that in the School Excellence Framework domain of Teaching we are Sustaining and Growing:

The methodologies of Daily 5 and Maths 3 are used to allow for student success in a multistage classroom. These learning frameworks enhance educational leadership which promotes and models effective classroom practice, positive classroom management and support is provided to teachers through professional learning, mentoring and modelling. Immediate feedback related to defined success criteria supports improved student learning and underpins a differentiated curriculum that caters for the needs of all students. Teachers collaborate and share curriculum knowledge, data and other information about students' progress and achievement to inform the development of evidence based programs and lessons.

Student progress and achievement data is analysed and interpreted to inform key decisions such as resourcing and implementing new programs and initiatives. Staff participate in professional learning opportunities to build teacher capacity in interpreting and analysing students' data to build consistent judgement of student achievements and to identify areas for improvement. This element is directly related to assessment tasks, goal setting and reporting to parents.

Teachers plan and monitor their own professional development in line with the Australian Professional Standards and their Personal Development Plan which are aligned with the School Plan and Milestones for all staff. All staff are current with Mandatory Training and participate in a wide range of Professional Learning, grasping every opportunity as it becomes available such as Jolly Phonics, Literacy and Numeracy Progressions, PLAN2 training, Daily 5, CAF&Ecute; Menu and Maths3.

Collaborative practice incorporates all aspects of managing our school. All staff collaborate to create School Plans, Milestones, validation surveys, timetabling, class structure, budget planning, excursions and any other activity in which the school is involved. Learning and support staff collaborate with relevant teachers and the principal in the identification of students requiring additional support / extension as well as our learning and support network.

All students at Holmwood Public School have equitable academic opportunities. Teachers engage in professional dialogue and collaborate to improve teaching and learning for all students. This includes negotiated observations of classroom teaching practice, feedback and discussions at staff meetings to improve professional knowledge and practice. New and beginning teachers are supported in their first years of teaching and the beginning teacher funds are expended for extra release, professional learning and resources.

The results of this process indicated that in the School Excellence Framework domain of Leading we are Sustaining and Growing:

Our school is managed by a leadership team under the guidance of the Principal which creates a supportive and positive learning environment.
culture for the whole school community. Each member of the staff has a collective responsibility for the smooth running of the school by taking on the responsibility of leading different aspects such as teaching and learning programs, timetables, playground duty, sport, excursions, first aid, STEM, choir and SRC. All staff contribute to budget decisions, timetabling, class structures and issues affecting our school community. Parents and community members consultation and expertise play an important role in the leadership of our school. All staff are encouraged to engage in Leadership Professional Learning to build teachers capacity and enhance their ability to lead.

The School Plan is developed in consultation with community and staff. Surveys and informal conversations with parents and community members drive the direction of the school based on system priorities and are underpinned by the School Excellence Framework. The school adapts to changing needs of the community and uses evidence to annually review its performance and create the Annual School Report. This forms the basis for reviewing the School Plan and developing annual Milestones to achieve the goals set in the updated document. The school uses a variety of media to celebrate student and school success including social media and print publications.

School resources are managed efficiently and judiciously. Professional learning and student learning experiences are carried out in innovative and collaborative ways to ensure the best use of funding and are linked to the School Plan to ensure improvement. Holmwood Public School recruits staff based on the needs of the school and their expertise. We include a trained Infants teacher to conduct our transition program for terms three and four and have employed two Student Learning Support Officers (SLSO) to support the students with challenging learning needs. One of the SLSOs is trained to facilitate MinLit and run our reading tutor program, local sports experts are utilised to conduct various clinics in a wide range of sporting codes as well as a specialist music teacher. Finances are managed strategically with budget allocations utilising all RAM and additional funding to meet the School Plan. Physical Learning spaces are used flexibly and a wide range of technology is available and used by the staff and students daily. There is a laptop for each student throughout the school.

A variety of methods are used to communicate with community and parents including school newsletters, school website, school Facebook, school notes and local papers. The P&C is the main method for communicating regarding school priorities and practices. By utilising a wide range of communication strategies as well as informal communications at the school gate, in the playground and at school functions parental involvement in the school has strengthened over the last two years. The school leadership team comprises every member of our staff and everyone has a stake in ensuring that the systems, structures and processes are effective and in line with DoE requirements. We work as a cohesive team with a wide variety of skills all utilised to ensure the best possible learning outcomes for all the students at our school. There are opportunities for students and the community to provide feedback and this is undertaken as part of the Annual School Report process each year. This feedback is used to plan for changes in our processes and practices if required.

For more information about the School Excellence Framework:

**Strategic Direction 1**

**Quality Learning**

**Purpose**

To provide a whole school approach to the delivery of quality learning experiences that are focussed and personalised enabling students to develop strong identities as self directed learners. Quality learning experiences, along with positive, respectful and caring relationships will contribute to an aspirational learning culture which support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

**Overall summary of progress**

Holmwood Public School continues to foster a culture in which all students are expected to be successful in their own way, at their own pace and articulate their learning. All students are expected to set, evaluate and reflect on their personal learning goals using set criteria and rubrics to enhance student centred, self directed learners. Teachers ensure students are engaged in challenging, purposeful and relevant learning which addresses their individual learning needs through differentiated teaching and learning programs.

A positive, caring culture focussed on providing an environment that supports student wellbeing remains as one of Holmwood Public School's priorities. Students are encouraged to connect, succeed and thrive at each stage of their learning through making positive choices and self belief.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every child gains a year’s growth through a year’s active learning.</td>
<td>Daily5 and Maths3 Frameworks, CAFE Menu, set criteria, rubrics, learning intentions, syllabuses, differentiated teaching and learning programs, meeting minutes, work samples data – internal and external, classroom observation data and Individual Learning Programs.</td>
<td>This year every teacher's focus was to develop a student centred learning environment. Each lesson had clear learning intentions so students were aware of the expected learning, teachers set challenging learning tasks and planned ways for all students to achieve them at their individual level, teachers framed higher order questions and were committed to assessment for learning, teachers utilised success criteria and rubrics for learning activities to enable students to set, evaluate and reflect on personal goals. The Daily5 Framework and the CAFE Menu was successfully implemented to achieve positive student outcomes in Literacy. As a result of quality teaching and goal setting each student at Holmwood Public School has demonstrated significant growth according to their individual ability.</td>
</tr>
<tr>
<td>Improved levels of student wellbeing.</td>
<td>Student wellbeing framework, behaviour management programs, meeting minutes.</td>
<td>Exhaustive research of Behaviour Management Programs has been conducted by the staff of Holmwood Public School throughout the year. Staff collaborated at numerous staff meetings and have concluded that a variety of different strategies need to be utilised to meet the diverse needs of the student body of Holmwood Public School. Different stages need different programs and strategies. The Wellbeing Framework was reviewed by each teacher individually. Most of the students have developed empathy and tolerance towards others, are able to accept the consequences of their actions and are happy healthy students who strive to achieve to the best of their ability.</td>
</tr>
</tbody>
</table>

**Next Steps**
Plans for 2019 are:

- to introduce Maths3 into all classrooms;
- to strengthen the collection of data and analysis of student achievement across the whole school with specific targets for growth clearly established and tracked by all teachers;
- all teachers strengthen goal setting and reflection by students using set criteria so they have clear expectations of learning goals;
- to continue to improve the overall wellbeing of students throughout the school by planning for opportunities for students to discuss issues with identified staff;
- engage in further investigation of the positive behaviour practices of other schools; and
- to connect with outside agencies such as the local neighbourhood centre or Head Space to improve the wellbeing of each student.
Strategic Direction 2

Quality Teaching

Purpose

To promote and maintain a stimulating and engaging professional environment for educators, supported by a collaborative culture that develops skilled and high performing teachers. Staff are particularly focused on the integration of Literacy and Numeracy skills across all subjects.

Overall summary of progress

During 2018 teachers have participated in high quality professional learning to guide successful implementation of the Daily5, Maths3 and CAFE Menu, evidence based teaching practices, differentiated teaching and learning programs, consistent teacher judgement, literacy and numeracy progressions, PLAN2 and behaviour management programs. All teachers have been actively involved in the development and review of a School Assessment Plan to analyse and monitor students’ data to determine their learning needs. This analysis has been used to identify strategies to address school, group and individual learning needs and to develop differentiated teaching and learning programs. These processes have demonstrated improvements in students’ achievement in school based and external assessments.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching programs demonstrate the use of evidence based strategies to meet the needs of individual learning of students.</td>
<td>Internal assessment tasks, NAPLAN results, tracking documents, meeting minutes, teaching and learning programs. Planning Sheets from Gail Boushey and Joan Moser for Daily5 and Maths3 which are available in the Teaching and Learning Folder, Staff Meeting Minutes</td>
<td>Teachers have expanded their knowledge and understanding of Daily5, CAFE Menu, differentiated curriculum, data analysis through participating in quality Professional Learning. All teachers have demonstrated growth in self reflection and the quality of differentiation strategies embedded in their teaching and learning programs.</td>
</tr>
</tbody>
</table>

Next Steps

Plans for 2019 are:

- to engage in professional learning on the literacy progressions;
- to engage in professional learning on the numeracy progressions;
- to engage in professional learning on PLAN2;
- to engage in professional learning on effective programs for behaviour management;
- to strengthen collection of data and analysis of student achievements with specific targets for growth clearly established and tracked by teachers;
- modify and implement the Whole School Assessment Plan; and
- embed goal setting and reflection by students into teaching and learning programs.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>Aboriginal background loading</td>
<td>A SLSO was employed to support Aboriginal students' learning in literacy and numeracy and to supervise students when they participated in a combined schools NAIDOC Day celebration hosted by Cowra High School. This celebration included activities based on Aboriginal themes such as Dreamtime stories, art, cooking and sport activities with an Aboriginal perspective.</td>
</tr>
<tr>
<td></td>
<td>$7,809.00</td>
<td>• Aboriginal background loading ($7,809.00)</td>
</tr>
<tr>
<td>Low level adjustment for disability</td>
<td>Low level adjustment for disability</td>
<td>Employed a SLSO to facilitate the MinLit Program for identified students requiring extra assistance with literacy. Targeted early intervention through this support resulted in all students demonstrating growth in reading fluency, word recognition, spelling, writing and mathematics.</td>
</tr>
<tr>
<td></td>
<td>$29,610.00</td>
<td>• Low level adjustment for disability ($29,610.00)</td>
</tr>
<tr>
<td>Quality Teaching, Successful Students (QTSS)</td>
<td>Quality Teaching, Successful Students (QTSS)</td>
<td>QTSS funds enabled the release of staff to shadow quality teachers to build teacher capacity resulting in positive student learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>$7,392.00</td>
<td>• Quality Teaching, Successful Students (QTSS) ($7,392.00)</td>
</tr>
<tr>
<td>Socio-economic background</td>
<td>Socio-economic Background</td>
<td>An extra teacher was employed throughout 2018 to form a dedicated Kindergarten class for literacy and numeracy in Semester 1 and to enable smaller classes to be established for the remainder of the day. Through small group tuition and one on one instruction all students benefitted. Data shows an improvement in all reading levels and a greater understanding of mathematical concepts.</td>
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Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td>22</td>
<td>20</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td>33</td>
<td>29</td>
<td>27</td>
<td>31</td>
</tr>
</tbody>
</table>

Student enrolments have increased throughout 2018.

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>95.9</td>
<td>93</td>
<td>91</td>
<td>93.3</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>95</td>
<td>92.4</td>
<td>93.6</td>
<td>89.2</td>
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<tr>
<td>2</td>
<td></td>
<td>95.9</td>
<td>93.2</td>
<td>92.7</td>
<td>93.2</td>
</tr>
<tr>
<td>3</td>
<td></td>
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<td>89.6</td>
<td>94.5</td>
<td>92.5</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>97.9</td>
<td>90.5</td>
<td>92.5</td>
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<tr>
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<td>97.9</td>
<td>89.1</td>
<td>87.3</td>
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</tr>
<tr>
<td>6</td>
<td></td>
<td>98.4</td>
<td>93.4</td>
<td>87.3</td>
<td>81.7</td>
</tr>
<tr>
<td>All Years</td>
<td></td>
<td>96.3</td>
<td>91.9</td>
<td>91.7</td>
<td>88.8</td>
</tr>
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</table>

State DoE

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.4</td>
<td>94.4</td>
<td>94.4</td>
<td>93.8</td>
</tr>
<tr>
<td>1</td>
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<td>93.9</td>
<td>93.8</td>
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<td>2</td>
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<tr>
<td>6</td>
<td>93.5</td>
<td>93.4</td>
<td>93.3</td>
<td>92.5</td>
</tr>
<tr>
<td>All Years</td>
<td>94</td>
<td>94</td>
<td>93.9</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

The attendance figures for Holmwood Public School have decreased when compared with 2017 due to special needs students requiring ongoing medical assistance in bigger centres. Students who have consistent non attendance issues are monitored according to the Department of Education (DoE) policy and referred to the Home School Liaison Officer (HSLO) for management and intervention if required.

Workforce information

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2.37</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.17</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>1.46</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

The school does not employ any staff that identifies as being indigenous.

Teacher qualifications

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

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Staff at Holmwood Public School were involved in numerous professional learning opportunities throughout 2018. Mandatory training for all staff included 2018 Child Protection Update, CPR refresher, Anaphylaxis Training, Health and Safety Induction and updates. Staff also attended training on the literacy and numeracy progressions, Jolly Phonics, Coding, Further LMBT training, Oliver for the Library, Beginning teacher courses and Principal Conferences.

Staff also participated in weekly Professional Learning sessions at the staff meeting covering literacy, numeracy, syllabus refreshers, the School Excellence Framework, School Plan and Milestone writing, and evaluative thinking.

The total funds expended on Professional Learning which is made up of the allocated yearly professional learning of $5,662 and Beginning Teacher funds of $13,048 totalling $18,710.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.
Holmwood Public School excels with Financial Management of funds for the year following the Department of Education's policy requirements. Budgeting and purchasing of resources both employing staff to address the specific learning needs of our student body, and purchasing equipment is a collaborative process in which all staff, parents and community members have input.

The main expenses include employing teachers and SLSOs to enable small group tuition and effective professional learning for all staff members to enhance the learning of all students.

Any funds that have not being expended for 2018 are committed to cover the wages for extra employees for the last month of the year.

Financial summary equity funding

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The cohort of students in each skill band could not be reported on because the numbers of students fall below the threshold for reporting NAPLAN yearly data at our school..
reported on because the numbers of students fall below the threshold for reporting NAPLAN yearly data at our school.

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.

The number of Aboriginal students completing NAPLAN at our school was zero.

Parent/caregiver, student, teacher satisfaction

Holmwood Public School's parents and community members continue to recognise and value the school's shared vision by building strong partnerships and relationships between parents/caregivers, students and teachers. We have many opportunities to connect, evaluate and plan school initiatives, programs, resources and educational priorities that best meet the specific needs of each and every student. This approach is strongly supported by the school's newsletter, Facebook, website, surveys, informal chats and local media outlets.

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses which were collected informally and utilising formal surveys are presented below.

- The Tell Them From Me Surveys completed by the students indicated that the majority of students feel accepted and valued by their peers and staff at school.
- Parents feel that the school staff take an active role in ensuring that students are included in school activities and believe that their individual child's needs are catered for academically.
- All teachers demonstrate high expectations for all students, consistently provide encouragement to all students in all endeavours and are approachable when assistance is needed.
- Teachers' feedback was mostly positive but they did indicate that students reflecting on their learning and engaging in self assessment was an area to be further developed.
- Overall, all stakeholders indicated that school resources and expertise were being used effectively to work towards achieving our school vision.
Policy requirements

Aboriginal education

Holmwood Public School continues to provide an awareness of Aboriginal culture, history and contemporary Aboriginal Australia across all areas of the curriculum implementing the Aboriginal Education Policy through all teaching and learning programs. Aboriginal perspectives are incorporated into all learning activities. Building our students’ understanding of Aboriginal and Torres Strait Islander people's culture and beliefs is important to our students' development. Our programs included students investigating examples of Aboriginal and Torres Strait Islander peoples understanding of the environment and the ways that traditional knowledge and western scientific knowledge can be complimentary.

In addition students investigated the impact of colonisation on Aboriginal peoples and combined with local schools for NAIDOC Day celebrations hosted by Cowra High School.

Multicultural and anti-racism education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing students with learning experiences which develop the knowledge, skills and attitudes required for a culturally diverse society. Students are continually engaged in lessons and information that will empower them and create respect and tolerance for other cultures. Our social skills program ‘Have You Filled Your Bucket Today?’ builds our students' capacity to respect all people regardless of their backgrounds or culture.

Students were exposed to the culture of Nepal through participation in the Cowra Festival of International Understanding. The students created a fantastic window display about the landforms, history, education, culture, people and native plants and animals as part of the Festival competition.

In March our school celebrated Harmony Day for which Nepal was also the focus country. Each class prepared and cooked one course of a luncheon (with the help of parents and grandparents) to serve to the local community. Students and staff dressed in orange for the day to impart the message of respect and appreciation of our cultural diversity.