

# 2020 Annual Report

## Dulwich Hill Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Dulwich 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.

## School contact details

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## Message from the principal

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Dulwich Hill Public School completed the 2018 - 2020 School Plan in a satisfactory manner, measuring the growth of teaching and learning for both staff and students and evaluating the success of programs which have enabled that progress to be achieved.

COVID-19 had a significant effect on all schools, all students and all staff. However, the positives gains were enormous for the school and its community.

The school remained open for the duration of the Learning from Home period. Around 30% of students continued to use the before and after school care provided by Camp Australia. Approximately 47% of students continued to come to school each day, where appropriate face to face teaching was provided. Additionally, teachers roistered themselves to provide online lessons and teaching opportunities using both video presentations and live face time opportunities for students to stay in touch with each other and their teachers..

Teacher and student use of devices was greatly increased and was extremely successful; many new skills were acquired by members of the school's community, both child and adult. These experiences added significantly to enhancing teacher programming skills and capacity as the school moved to collaborative and digital programming of classroom lessons, as a whole teaching staff. Much of the growth and gain relating to Visible Learning strategies and What Works Best teaching strategies are linked to the School Plan concluded this year.

The resulting school evaluation has provided Dulwich Hill Public School with a strongly evidence based School Improvement Plan for the years 2021 to 2024.. Which will be available on the school's website at the end of Term 1, 2021.

## Message from the school community

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The Dulwich Hill Public School P&C Association works in partnership with school staff, students, parents and carers and the broader community to improve outcomes for our school and its students.

Each year, parents, carers and community members contribute to P&C work, reaping the rewards of community service for themselves, and paying benefits to our school and our students. This year's highlights include:

Installation of LED lighting throughout the school funding via grants from the Sydney Motorway Corporation and Tradies, the P&C and the NSW Department of Education

Construction of a Nature Play area at school, funded by the 2019 Community Building Partnerships Grant.

Continuation and extension of the Learning Enrichment Program of activities for students outside school hours.

Continuation of the Canteen and Uniform shop services to the school.

Securing \$29,000 in private and government grant funding for a new nature play area, garden beds and LED lighting.

Continuation of the Grounds Committee work to nurture and develop school grounds, including installation of new wicking beds in the edible garden.

Continuation of sales of "Dully Chill" apparel, and the release of a new design.

Addition of "Dully Chill" to the "Dully Locals" web sales platform.

Continuation of the investigation of solar power for school by engaging with the Solar My School Program and initiating a feasibility survey.

This year has been challenging for many members of our community due to the COVID-19 Pandemic. Its severely curtailed our fundraising opportunities, with no events held, apart from the Year 1/Kindy BBQ in term 1. In addition, P&C meetings were on hiatus for some months, due to a need for the NSW Minister for Education to enable P&Cs to function via video conference.

Melinda Clark

President DHPS P&C Association 2020

## Message from the students

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My name is Alkira , a School Ambassador at Dulwich Hill Public School in 2020. What a year to remember! I was a student at this school from Kindergarten to Year 6 and made amazing friendships and had a lot of fun times. The world would never be the same in 2020 when COVID-19 hit. How do i articulate my senior experience when living in an unknown world that took away all of the excitement I had longed for in reaching this point?

The excitement I felt in reaching year 6 - finally a senior - was exciting. I had witnessed previous years reach this point and I had so many expectations, but for me and my fellow seniors this experience was short lived due to COVID-19. It is hard to find the words to convey how I felt and still feel as it is like nothing else! In years to come we will look back and maybe then can find the words, but for now it was surreal and unimaginable.

Words that describe my experience as a senior in 2020 are long, quiet and pretty boring because there was no community contact allowed meaning no assemblies or gatherings. Days spent at home schooling rather than hanging with friends in the playground or just having the option to sit together and talk in person! As a proud Aboriginal student representing this school at Yarn Up was a role I really looked forward to. How often is it that I get to speak in Parliament House, but sadly this didn't happen either. So much excitement, yet it was all taken away due to the pandemic.

Another thing I loved was athletics and even though we got to do our school carnival, we didn't get the opportunity to progress to Zone and Regionals. Another major bomb! I am someone who is committed and dedicated to my sports so this was disappointing and sad, as I felt my hard work didn't pay off.

It would be remiss of me to not acknowledge the dedication and support of my teachers who continued to provide positivity, enthusiasm and made sure we had a memorable final year of primary school. Let's not forget this was a new experience for them so together we banded together in this unknown world. The listening ear they offered when we complained about the things we were missing out on at school was also followed with words of understanding. This is something I will never forget.

2020 for me is best summed up as a year I will never forget. Yep, the pandemic took away my expectations and excitement, but it didn't take away my devotion as School Ambassador for my final year at Dulwich Hill Public School. I finished my year as a senior with fun, happy and memorable memories that will stay with me forever.

Alkira 2020 Dulwich Hill Public School Student Leadership Team

## School vision

Together we inspire, create and learn.

Dulwich Hill Public School is committed to providing inclusive education within a challenging and nurturing environment which values the cultures of a diverse community.

The school community comprises confident, creative and innovative individuals who are engaged learners, critical thinkers and problem solvers. Continuing to build resilience in all students., the school develops future leaders and responsible citizens.

## School context

Dulwich Hill Public School is a large primary school which serves a diverse socio-economic and multicultural community in Inner-Western Sydney. The school is a vibrant place of learning enriched by high quality teaching and learning programs. The inclusive nature of the school recognises, acknowledges and respects all students' background including those with Aboriginal and Torres Strait Island heritage and those of non-English speaking backgrounds.

Skilled and committed staff works to provide quality programs that cater to the individual needs of students and that build positive relationships with and between students. A strong, school spirit underpins diverse learning opportunities for students including debating, public speaking, gardening lessons and Indigenous Studies. A focus on STEAM - Science. Technology. Engineering. Arts. Mathematics is embedded into this three year plan. Specialist programs include music, dance and drama, community languages, information and technology and environmental education.

The school is committed to Positive Behaviour for Learning (PBL), a comprehensive program which fosters qualities such as perseverance, self-discipline and social responsibility. Additionally, the ability to communicate effectively, to work collaboratively with others and resolve conflict in positive ways are key aspects of whole school learning . The support and continuous contribution of a very committed and hard working Parents and Citizens Association and parent community are vital to enhanced learning for all students. Parents and Carers are invited to be involved in decision making in support of the whole school learning community.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual 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>

## Strategic Direction 1

Respond to the learning needs of all students

### Purpose

To implement evidence based teaching practices so that all students are more effectively engaged and successful in their own learning.

### Improvement Measures

Increased proportion of students in the top two bands of NAPLAN, literacy and numeracy.

Internal and external data shows increasing growth/value added in literacy and numeracy for all students, including Indigenous students.

Personal Development Plans (PDP), observations and reflections show teacher expertise and confidence in the use of Formative Assessment Strategies.

### Overall summary of progress

Some progress has been made in this area and refined measures have been included in the 2021-2024 plan. Improvement of literacy (reading) and numeracy results continue to be a focus. The uptake of formative assessment practices by all classroom teachers has yielded positive results in the classroom.

### Progress towards achieving improvement measures

#### Process 1: Implementation of Formative Assessment Strategies.

Use Visible Learning and formative assessment strategies informed by the syllabus and literacy progressions to enhance teaching practices for continuous student improvement.

Evaluation	Funds Expended (Resources)
COVID19 pandemic and continuation of restrictions on adult entry to school site created challenges for engagement with parents in classroom and other school activity support.  Engagement was a challenge for students for many reasons specific to family circumstances  Good progress was made in student engagement overall.	Provision of additional funds for teacher collaboration and communicating with parents and carers  Term 4 data half days for school self evaluation  <b>Funding Sources:</b> • Literacy and numeracy (\$40000.00)

#### Process 2: Implementation of Big Ideas in Number

Use Visible Learning and formative assessment strategies informed by the syllabus and numeracy progressions to enhance teaching practices for continuous student improvement.

Evaluation	Funds Expended (Resources)
Strategic services were invaluable to all teachers through delivery of Visible Learning professional learning to supplement that provided by school executive.	Professional Learning funds

### Next Steps

Uptake of visible learning strategies has been high. Daily number talks have been implemented across the school. Progressions will be adopted to a greater extent during the life of the 2021-2024 School Improvement Plan.

## Strategic Direction 2

Promote a culture of high expectations and continuous improvement

### Purpose

To create a safe and responsive environment that encourages risk taking and collaboration for staff and students with a focus on continuous improvement of teaching and learning.

### Improvement Measures

Learning intentions, success criteria, formative assessment and feedback are evident in teacher observations, programs, data collection and other aspects of visible learning.

Individual Learning Plans are developed and updated collaboratively with parents/ carers and students.

The plans are implemented by teachers and students with the Learning Support Team to provide and prove that academic, emotional, social and behavioural support is being provided for identified students.

Surveys and focus groups show a safe, responsive and collaborative environment is evident for all students, staff and community members.

Personal Development Plans (PDPs) reflect staff understanding of Visible Learning strategies.

### Overall summary of progress

Visible learning and formative assessment strategies were embedded into collaborative programming across the school.

The Learning Support Team and its coordinator were extremely successful with the achievement of many of the Improvement Measures. Teachers received personalised training to enhance knowledge and skills in the preparation and implementation of collaboratively designed Individual Learning Plans and Personal Learning Pathways for First Nations students. Both include parents and students in the decisions around personal goals and growth targets.

Improving Student engagement and wellbeing will continue to be a focus in SIP 2021-24.

A majority of teachers have identified Visible learning as a continued focus in their PDPs.

### Progress towards achieving improvement measures

#### Process 1: Formative ASsessment Project

The implementation of Visible Learning Strategies will move the school community from surface to deep learning.

Evaluation	Funds Expended (Resources)
COVID19 impeded the extension into the school community of Visible Learning strategies and therefore their deeper understanding the school had been attempting to achieve	Teacher Professional Learning
Strategic School Services teams worked shoulder to shoulder with classroom teachers across the duration of the school plan, making significant contributions to teacher learning and enhanced classroom practice.	

#### Process 2: Learning Support Team project

Learning and Support Team systems and procedures are developed and reviewed by staff and the wider school community.

Individualised Learning Plans (ILPs), Personal Learning Pathways (PLPs), differentiation and



## Progress towards achieving improvement measures

**Process 2:** adjustments are monitored and adapted to support student learning needs in consultation with teachers, students and parents.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
Stronger knowledge and understanding of Learning Support procedures and or all staff has resulted from targeted professional learning provided by Learning Support Team Coordinator.	Literacy and Numeracy, Operational funding, NDIS

## Next Steps

Continuing review, evaluation and implementation as required to meet student, teacher and family needs around all Learning support Team processes.

### Strategic Direction 3

Foster wellbeing within the learning community of the school

#### Purpose

To create a positive working environment that empowers students and staff to connect, learn, succeed and thrive.

#### Improvement Measures

Positive respectful relationships are evident and widespread among students and staff and promote student well-being to ensure optimum conditions for student learning across the whole school.

Surveys show that shared learning areas are part of teaching and learning to support staff and student well being.

An increase in the proportion of students reporting a sense of belonging and identifying themselves as active learners at school.

#### Overall summary of progress

Tell Them from Me data indicates that a significant majority of students feel safe and valued at school. The further development of Positive Behaviour for Learning (PBL) has focused all members of the school's community on the need to act safely, respectfully and responsibly whilst at school.

Specific wellbeing and engagement targets have been set in SIP 2021-24.

#### Progress towards achieving improvement measures

##### Process 1: PBL Project

Continual implementation, reflection, review and revision of Positive Behaviour for Learning strategies in the school.

Evaluation	Funds Expended (Resources)
<p>The Positive Behaviour Team grew in number and the influence of a relaunch during 2020 provided a great stimulus for the program in both classrooms and the playground. New whole-school reward systems were implemented and explicit lessons developed to reinforce expected behaviours across the school.</p> <p>Signage displaying expected behaviours was strategically placed throughout the school.</p> <p>PBL practices continue to be refined. A focus on Tier 3 students has achieved positive results and the PBL team will work on strategies, for teachers and students, focusing on supporting the learning behaviours of Tier 2 students.</p>	School funds

##### Process 2: Student and Staff Well Being Project

Promoting growth mindset and developing resilience within staff and students.

Evaluation	Funds Expended (Resources)
<p>Initiating growth mindset across the school in the second half of the year did not eventuate.</p> <p>School counsellor, LST coordinator and executive members were stretched by individual students, particularly Year 6 students, requiring additional support for high anxiety, for depressive symptoms, anger at missing out on traditional events and activities which were different or banned due to COVID</p>	School funds

## Progress towards achieving improvement measures

restrictions.

All staff highly responsive to student needs, across the school

### Process 3: Shared Learning Area Projects

Shared learning across all key learning areas, project based learning, utilising STEAM and incorporating community partnerships.

Evaluation	Funds Expended (Resources)
Due to COVID restrictions, an increase in community partnerships did not eventuate. Some great outcomes with the implementation of STEAM activities, particularly in Stage 2 classrooms. A robotics program was been implemented across the school.	Curriculum development - school funds

## Next Steps

Identified as a future focus, particularly using the Library as a learning hub - new direction for the 2021-2024 SIP.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Integration funding support</b>	<b>Funding Sources:</b> • Integration funding support (\$520 450.00)	All funds expended or forwarded to new school, as appropriate
<b>Literacy and numeracy</b>	Enhancement of teacher capacity in literacy and numeracy across the school  <b>Funding Sources:</b> • Literacy and numeracy (\$22 232.00)	Teachers provided with extensive learning, guided by school services team, throughout the year
<b>Professional learning</b>	<b>Funding Sources:</b> • Professional learning (\$273 820.00)	COVID19 completely interrupted plans for face to face professional learning.  Shift to digital delivery begins to roll out in the second half of the year.
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$143 590.00)	Due to COVID19 the school prepared for and celebrated NAIDOC Week with a school assembly, held vis Zoom, in every classroom.  First Nations parents and carers were physically distanced in the school hall and accessed the Zoom on a big screen.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$439 720.00)	All funds were expended appropriately.  Teacher two days a week (0.4FTE) provided additional support to students experiencing difficulty or needing enrichment with literacy learning
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$440 220.00)	All funding expended appropriately  Students with ILPs reviewed with teachers and parents in Zoom or phone meetings
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • 6300 (\$20 000.00)	School supplemented through Community Funds, accumulated in 2018-2019, a fourth Kindergarten class.  Immediate and long term positive effects, particularly as COVID19 closed the school to families.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$13 220.00)	Funding supported provision of appropriate equipment and materials through the return to school from Learning from Home

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	227	229	205	214
Girls	268	264	275	252

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	92.9	95	90.2
1	94.6	94.6	93.9	93.5
2	94.6	94.6	94.2	94.8
3	94.4	94.5	95.4	91.8
4	95.3	94.3	95.2	93.8
5	93.6	95.1	93.6	91.7
6	93.9	93.1	93.9	93.6
All Years	94.5	94.1	94.4	92.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.4
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	3.78
Other Positions	0.4

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	405,567
<b>Revenue</b>	4,307,049
Appropriation	4,072,216
Sale of Goods and Services	13,501
Grants and contributions	219,885
Investment income	1,347
Other revenue	100
<b>Expenses</b>	-4,554,939
Employee related	-3,967,791
Operating expenses	-587,148
<b>Surplus / deficit for the year</b>	-247,890
<b>Closing Balance</b>	157,677

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.



## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	95,481
<b>Equity Total</b>	203,081
Equity - Aboriginal	14,359
Equity - Socio-economic	13,220
Equity - Language	43,972
Equity - Disability	131,529
<b>Base Total</b>	3,317,895
Base - Per Capita	115,442
Base - Location	0
Base - Other	3,202,453
<b>Other Total</b>	258,365
<b>Grand Total</b>	3,874,822

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.

## 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 My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Students in Years 4, 5 and 6, parents and carers, were invited to participate in the Tell Them From Me survey for 2020.

Some key findings are:

Students with a positive sense of belonging - feeling accepted and valued by their peers and others - 64% compared with NSW Government norm of 81%;

Students displaying positive behaviour - do not get into trouble for disruptive or inappropriate behaviour at school - 79% against the NSW Government norm of 83%;

Students scored school staff emphasising academic skills and holding high expectations for all students to succeed at 7.5 with a NSW Government Norm at 8.7;

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback achieved a school mean of 6.7. No NSW Government norm available.

These findings have further refined planning for the 2021- 2024 School Improvement Plan. Parents and carers nominates Wellbeing as their priority area for school focus. Teachers nominated the same. As a result, of all of these findings, the School Improvement Plan 2021-2024

Teachers took part in a What works Best survey as part of the LEED project. Key findings were support for wellbeing focus to support effective implementation of PBL, Anti Racism and High Potential and Gifted Education Policy and school procedures to support that implementation.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The school has strong and highly motivated parents and carers representing Australia's First Nations People. The school has been fortunate to continue the employment of an Aboriginal SLSO working one day each week with Indigenous students and providing culture and history learning opportunities one afternoon each week in the last session. Parents and carers are invited to attend. They are also the decision makers for First Nations families as the school celebrates and/or acknowledges NAIDOC, Sorry Day and other culturally important days for our whole community.

All staff have participated in designing and delivering lessons based on the knowledge and understanding gained from 'Dark Emu' and 'Young Dark Emu' by Len Pascoe. The school has given copies of both of these books to each First Nations family. The lessons were evaluated as significant enhancements to our programs and will continue to be delivered each year.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The school has a mandated Anti Racism contact person, one of the classroom teachers. The role is taken seriously and the procedures were updated recently.

During early 2021, the newly trained Anti racism contact person will deliver professional learning to all staff and extend the opportunity to parents and carers, as well as students.

Anti Racism is a normal part of all class programs and is regarded by all staff to be of high importance. Students have a low tolerance of racist language and racist behaviours and report any experiences to a teacher for action.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The school recognises that the diversity of the community must be reflected in ongoing classroom and school wide programs. Teachers and parents work together to ensure appropriate knowledge is in the hands of teachers, so as to ensure all students are strong and proud of their cultural backgrounds.

Greek and Vietnamese, Community Language classes are provided to native speakers each week by qualified Community Language teachers.

Harmony Day is an important day on the school calendar. Apart from the fun of dressing in national costumes and eating food provided by families - although not this year- Harmony Day activities provide a focus on the importance of being able to accept, value, cultivate, celebrate differences; because we are so much more alike than we are different and cultural diversity has given Australia so much opportunity.

## Other School Programs (optional)

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The school continues to proudly support the music programs provided by a specialist music teacher. Despite opportunities being organised to perform at School Spectacular, The Arts Unit events at the Sydney Town Hall and The Sydney Opera House, performance opportunities were not available due to COVID.

School choir, recorder groups and a training band provide a nursery space for performers. In future Arts Unit and Band events in 2021.

The music instrumental tuition was continued in a virtual way with tuition provided digitally using Zoom and other approved platforms. Individuals were able to maintain important currency with learning and with each other this way. Singing also became a solo occupation and digital connections were more difficult to connect. Looking to an opening up in 2021 and a return to the school's annual involvement with Music: Count Us In.

The school annually involves students in Multi Cultural Public Speaking Competition and inter school debating competitions. Classroom programs encourage participation, at a high level, from many students, nurturing talent and providing opportunities to grow and develop skills and experience. During 2020, these events went forward using Zoom and other digital connections. Naomi from Year 6, won every round as she progressed through the State Multicultural Public Speaking competition.

Leadership training (was undertaken by all Year 6 students before the COVID Learning From Home period impacted). The school students from Year 1 to Year 5 vote for self-nominated Year 5 students each year. The positions are three House Captains and eight School Ambassadors including a girl and a boy School Captain. All Year 6 students are involved with the Leadership Training day with an external provider supported by the Stage 3 Assistant Principal and teachers. Many leadership opportunities for the school's leaders were disrupted due to COVID restrictions in 2020.

This was also true of the Year 5 excursion to Canberra and the Year 6 camp to Milson Island. We anticipate a better outcome for our senior students in 2021.