Mount Ousley Public School - 4095

2015 Annual Report
Introduction

The Annual Report for 2015 is provided to the community of Mount Ousley 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.

Peter Holmes
Principal

School contact details:
Mount Ousley Public School
31 McGrath Street
Fairy Meadow, 2515
www.mops.nsw.edu.au
info@mops.nsw.edu.au
phone - 02 4285 4211
School background

School Vision
At Mount Ousley Public School, we want our students to: be happy and enjoy themselves at school; grow up to be critical thinkers and lifelong learners; value individuality and show empathy for others; take responsibility for their own learning and be prepared to take risks; have respect for themselves and others; value each others’ strengths and be tolerant of others’ differences; have a positive self image and be proud of themselves and their community; and grow up to be resilient and show independence.

We value our teachers by providing opportunities where they are trusted and encouraged to be: caring and innovative educators; critical, reflective thinkers; lifelong learners; passionate about finding the best ways to deliver education; and collaborative partners in decision making.

We take pride in our classrooms being: vibrant, supportive and fun; creative and innovative; collaborative and inclusive; connected with the world; relevant and well resourced; full of positive comments and attitudes; a place where teachers work and learn with children, and where teachers know and challenge their students; and a place where having a go at things is valued.

Technology is a vital part of our classrooms. We value 21st century technologies and use them: in all facets of learning, as valuable learning tools; to engage and motivate our students; to reinforce learning and deepen understandings; and as part of the natural fabric of our classrooms.

School Context
Mount Ousley Public School is situated close to Wollongong on the south coast of New South Wales. It is a member of the Keira Community of Schools. The school was opened in 1959 and enrolments have fluctuated since that time as local demographics have changed. The student population has grown substantially in the last six years. The school community values education and is supportive of the school’s ethos, to provide equity and excellence for all students in a 21st century learning environment.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework
This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

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

Learning Elements
Mount Ousley PS is excelling in the element of Learning Culture. There is a school wide collective responsibility through the EngageMe framework which drives learning culture and student passion for learning. This is evidenced through student awareness of “sweaty brains” K-6 and students presenting passionately about content which is well beyond stage expectations. There are extensive opportunities for student voice K-6 through in-class reflection and student reflection in written reports to parents. There is observational evidence of a happy school environment leading to calm and productive class learning environments with a culture of mutual respect.

The school is sustaining and growing the element of Wellbeing through the use of the Dignity and Respect Charter and student behaviour tracking. There is a whole school focus on developing a culture of growth mindset and student resilience when learning. Additional counsellor time in 2016 has been prioritised to meet increasing student emotional and behavioural needs.

The school is excelling in the element of Curriculum and Learning through the delivery of core programs such as Language, Literacy and Learning (L3) and Targeting Early Numeracy (TEN). The EngageMe project has enhanced student engagement K-6. The Apple Distinguished School relationship ensures access to experts and support in innovative and relevant learning. Extracurricular opportunities include rocketry and robotics, beach debris surveys, makerspace implementation, band, Scientists in School partnerships and K-6 participation in the Hour of Code.

The school is excelling overall in the element of Assessment and Reporting with in-class reflection and written student reflection contributing to reports. Student reflection assists in identifying and setting personal learning goals and missions. Planning Literacy and Numeracy (PLAN) and L3 data support differentiated programming. The school is sustaining and growing its communication to parents of children’s learning through the use of iPad work samples and the SeeSaw application to communicate those work samples.
In the element of Student Performance Measures the school is excelling with student growth placing Mt Ousley in the top 50 schools or top 2% in the state. Equity group performance is comparable with ESL students performing at a high level.

**Teaching Elements**
The school is excelling in the element of Effective Classroom Practice through embedded mentoring, and targeting quality teaching and beginning teacher needs K-6. Quality maths teaching has been, and still remains, a focus. Student reflection sessions and formative assessments through student ‘check-ins’ contribute to written report reflection and individual goal setting. Teacher reflection sessions during action research into teacher feedback during maths, found that additional positive constructive feedback was a need and this is now evident in classrooms.

In the element of Data Skills and Use the school is sustaining and growing. Data summaries are communicated to parents and the greater community through the Principal’s blog posts and school newsletter. Importantly, data analyses such as PLAN, NAPLAN and L3 are valued within the school and used regularly to inform teaching and learning programs.

In the element of Collaborative Practice the school is excelling. Regular collaborative planning sessions and stage meetings drive K-6 organisation in our school. A team of teachers delivered professional learning on the implementation of the new History/Geography syllabuses. An open door culture of teacher classroom observations by staff and external visitors is promoted. Specialist maths support K-6 resulted in lesson observations, shared reflection and modelled lessons.

In the the element of Leadership and Development the school is excelling. A commitment to extensive beginning teacher mentoring, and a commitment to programs such as L3 and EngageMe have provided opportunities for staff leadership and development.

In the element of Professional Standards the school is excelling through the sharing of contemporary content including engagement, science, EngageMe and L3, through external opportunities such as TeachMeets, and local and state conferences.

**Leading Elements**
In the element of Leadership the school is excelling through the making of connections to local agencies, the Scientists in Schools program and parents. There was strong community support to implement a 1:1 iPad program for all students in K-2. To maintain status as an Apple Distinguished School the school has demonstrated leadership and vision in a range of areas. Ryan Park, local State MP for Keira, provided support through a $48,000 contribution to new playground equipment. The school has a relationship with Rosman Computers to offer parents a local option for the purchase and support of connected devices.

In the element of School Planning, Implementation and Reporting the school is sustaining and growing. The successful introduction of 1:1 iPads in K-2 required all staff to develop and articulate a
vision that was communicated effectively to the greater school community, leading to overwhelming parental support.

In the element of School Resources the school is excelling. An Outside School Hours Care (OSHC) program has been established in the school hall. Workforce planning and resourcing have maximised student learning and support. All staff have been provided with funding to revitalise their classrooms with contemporary furniture that best meets the needs of students.

Management Practices and Processes is an element in which the school is sustaining and growing. Feedback is welcomed from parents and the greater community, and is encouraged through social media, the school newsletter and direct contact with staff.
Strategic Direction 1

Equity & Excellence For All Students

Purpose
Our purpose is to provide all students with access to high quality schooling that is free from all forms of discrimination and disadvantage. We hold high expectations for each child’s educational outcomes and aim to promote a culture of excellence through the provision of challenging and stimulating learning experiences. Personalised learning will ensure all children attain their best.

Overall summary of progress
• NAPLAN growth and trend data indicate strong academic achievement has occurred this year.
• On all externally validated assessments, students at Mount Ousley PS have achieved above average results. In particular, student growth in reading was ranked as being within the top 2% in NSW.
• A mentoring initiative involving all teachers has operated throughout 2015, along with a program of support for our five beginning teachers. Our focus has been on continually improving the quality of teaching.
• A strong focus has existed in every classroom on student reflection. Student reports now include reflections about learning written by students in collaboration with teachers.
• Science has been a school focus with the introduction of a maker-space room. Resources were purchased to allow students K-6 to excel in outcomes related to the Working Technologically part of the syllabus.

Improvement Measure
To sustain average school growth in all aspects of NAPLAN at or above the NSW average.

Progress Achieved
• Above average achievement in all aspects of literacy growth.
• Reading was particularly strong.
• Numeracy growth remains a school focus.
• 58% of Y5 students achieved average growth or higher.

Improvement Measure
To differentiate learning for all students and improve student attainment and enjoyment.

Progress Achieved
• All classes had a number of student desks and chairs removed, replaced with more flexible furniture. It is no longer physically possible for any teacher to sit all students at their desks at the same time and expect everyone to do the same thing.
• The Engage MeE project has involved staff across the school ensuring high cognitive challenge, an affective connection to learning and an expectation of high productivity. Within this environment student engagement and attainment have been observed to be higher than in the past.
**Improvement Measure**
To provide learning that is free from all forms of discrimination and disadvantage.

**Progress Achieved**
The school has implemented a range of strategies to ensure equity for all students including:

- A social skills program was conducted in Term 1.
- White Ribbon Day was celebrated with all students and staff making personal pledges of respect.
- World Day for Cultural Diversity was celebrated, and all families have enjoyed equal access to all school activities and resources.
- An Aboriginal parent/carer Yarn Meeting was held to establish new opportunities for Aboriginal students.
- The school has catered for the needs of students with a range of disabilities.

**Next Steps for 2016**

- Continue mathematics consultancy and coaching throughout semester one.
- Continue mentoring throughout semester 2.
- Extend the MeE framework across all classes.
- Consider ways to gain further benefit from flexible learning spaces.
- Maintain and grow communication with our Indigenous community and promote all students’ understandings of Aboriginal Australia.
- Continue to support Indigenous students and their families through further Yarn Meetings.
Strategic Direction 2

21st Century Teaching & Learning

Purpose
Our purpose is to encourage all students to be successful learners, confident and creative individuals, and active and informed citizens. Our teaching pedagogy will provide enhanced experiences in creativity, critical thinking, problem solving, decision making, communication and collaboration. Children will use ICT extensively to develop skills and understanding in each Key Learning Area. They will learn to be responsible local and global citizens, and have a sense of optimism for the future.

Overall summary of progress
• Genius Time led an inquiry based approach to learning across the school.
• Student choice in learning is highly valued and has led to students learning about things well beyond the mandated curriculum.
• iPads and MacBooks enabled the inquiry approach to occur in creative ways.
• Students set themselves learning goals ranging from daily to longer term goals.
• Students collaborated to find solutions and extend learning in relevant ways across the Key Learning Areas.
• Anecdotal observations confirm that students are becoming increasingly confident in working together to research, problem solve and present findings.
• Students showed a high level of interest in creating positive change for the world by putting in place innovative strategies to assist others less fortunate than themselves in the world. Help was provided within the local area as well as internationally.

Improvement Measure
To provide teaching and learning experiences for all students to be successful learners, confident and creative individuals, and active and informed citizens.

Progress Achieved
• Many instances of students taking action to bring about positive change in both the local community and the world.
• Students using individual blogs and class Twitter accounts to connect and communicate with a broad, authentic audience.
• Involvement in the Scientists in Schools program, the UOW Science Fair, 25zero project and Hour of Code K-6.

Improvement Measure
To integrate ICT into classroom activities, enabling students to think and act creatively, think critically, solve problems, make decisions, communicate and collaborate.
Progress Achieved

- Our partnership with Apple has grown with continued recognition as an Apple Distinguished School (ADS) and a second staff member being inducted as an Apple Distinguished Educator (ADE).
- Two staff attended the Apple Five Best Practices Leadership Conference in Adelaide during the July school holidays and explored contemporary best practice and leadership in teaching and learning.
- Connections with the Apple Store Miranda were established to further enhance professional learning opportunities.
- There has been a greater amount of high quality student work created using a range of iPad and Mac app’s.
- In 2015 the school increased the number of available iPads so the ratio was one iPad to two students. Additional video creation using a range of media such as video, animations, time lapse and blue screen.

Next Steps for 2016

- The introduction of a 1:1 iPad initiative for all students K-2 in 2016.
- Students K-6 authoring content to be published in the iBook Store.
- The networking of staff members with other ADSs and ADEs through involvement in local and national events.
Strategic Direction 3

Leadership & Management

Purpose
Our purpose is to provide all students with access to high quality schooling that is free from all forms of discrimination and disadvantage. We hold high expectations for each child’s educational outcomes and aim to promote a culture of excellence through the provision of challenging and stimulating learning experiences. Personalised learning will ensure all children attain their best.

Overall summary of progress
• The school has a distributed leadership model where all staff are trusted and authority is given to innovate.
• These same behaviours are replicated in the classroom environment where students are valued and trusted.
• Mt Ousley PS has a clear and deliberate focus on people rather than products. Our belief that relationships really matter in schools leads to a happy, relaxed, success oriented and passion driven culture permeating the school.

Improvement Measure
To have all staff using the metalanguage of quality teaching and demonstrating evidence of its use in teaching practice.

Progress Achieved
• Mentoring and beginning teacher support initiatives.
• The EngageMe project.
• Specific specialist maths support across all classes challenging teachers to thinks differently about the teaching of maths in classrooms.

Improvement Measure
To have new initiatives, including the Australian Curriculum, effectively implemented and woven into the fabric of our school culture.

Progress Achieved
• English, Maths and Science syllabuses from the Australian Curriculum have been implemented across the school.
• Two teachers collaborated to design the implementation of the new History and Geography syllabuses across the school. Teachers have received initial training and are ready to implement these in 2016.
Improvement Measure
To maintain a caring, nurturing school environment, in which every member of the school community feels valued and every child reaches their full potential.

Progress Achieved
• Enhanced whole school awareness of staff welfare leading to a positive and supportive work place.
• All teachers provide constructive, meaningful, timely, positive feedback to students.
• Addition of student reflection in school reports.
• A welcoming, open door policy that encourages parents to talk with staff as and when needed.
• A policy of encouraging, listening and responding to parent concerns.

Next Steps for 2016
• Enhanced student welfare through additional counsellor support.
• Furthering opportunities for all staff to share in leadership responsibilities.
• Furthering opportunities for staff to work beyond the school to develop professionally.
• A continued emphasis on sustaining valued relationships with parents and extending parents’ understanding of why we do things the way we do.
**Key Initiatives**

**Aboriginal Background Funding**
Partnerships between Mount Ousley Public School, Aboriginal families, the local Aboriginal Education Consultative Group and Aboriginal community organisations were strengthened in many ways throughout 2015. A Yarn Meeting was conducted with Aboriginal families to seek feedback on what the school could do to enhance educational opportunities for Aboriginal students, flagpoles were purchased to fly the Aboriginal and Torres Strait Islander flags, an Aboriginal achievement award was introduced to the school’s Presentation Day awards, the school was represented at AECG meetings and a local Aboriginal artist worked with all students to paint a giant outdoor mural.

Specific learning needs for all Aboriginal students were identified and a teacher was employed to work with students to address these needs. The teacher worked closely with classroom teachers to develop learning programs and communicate progress. Learning improvements were evidenced in various aspects of literacy and numeracy.

**English Language Proficiency Funding**
EAL/D students benefited enormously from the provision of support for English language proficiency. Children who had previously been almost non-verbal gained the confidence and skills to chat with teachers and other students. For all students, an increased vocabulary was evident, allowing them to engage in learning activities in meaningful ways. Improvements in reading levels were made by all students, with some becoming independent readers.

EAL/D teachers worked closely with classroom teachers to develop learning programs and communicate progress. Support was provided primarily in speaking and reading.

**Targeted Student Support for Refugees and New Arrivals**
Refugee and newly arrived students were supported along with other students requiring English language proficiency support. Increased levels of confidence, speaking and reading skills, and engagement in classroom activities were evident. Students became increasingly independent, utilising technology, fellow students, classroom charts and environmental print to scaffold their learning. A keen desire by students to learn and better understand curriculum concepts was clear. Student participation in classroom activities developed, with opinions and work samples willingly shared.

**Socio-economic Background Funding**
Expenditure of socio-economic background funding focused largely on improving the quality of teaching. A mentoring initiative involving all teachers was implemented throughout the year, aimed at increasing teacher capacity to meet the needs of all students, with a particular focus on those from socio-economic disadvantage. Through ongoing teacher reflection and professional dialogue about classroom practices, student engagement and curriculum differentiation, significant changes occurred in the structure and composition of lessons.
In addition to mentoring, a mathematics consultant worked with all teachers to specifically improve the effectiveness of maths lessons. Data from the Tell Them From Me student survey suggested that many students were not pushing themselves to excel in maths and that maths was seen by some students as boring. The consultancy focused on changing student perceptions about maths and adjusting maths lessons to better accommodate cognitive challenge.

The school also employed an additional teacher to work with small groups of students with identified areas of need in literacy and numeracy. The teacher worked closely with classroom teachers to develop learning programs and communicate progress.

**Low Level Adjustment for Disability Funding**

School Learning Support Officers worked in classrooms to support students with disabilities. Students with individual funding support received one-on-one support, while other students received support in small groups. The school worked in consultation with families to provide social, emotional and academic support. Student participation and engagement in learning tasks was greatly enhanced through SLSO support. Practices were put in place to assist students with disabilities to achieve academic success, develop social skills where required, improve mobility in order to access the full range of curriculum experiences, and to self-manage behaviour when necessary. Additional support from outside agencies such as ASPECT was also of great benefit.

**Support for Beginning Teachers**

Beginning teacher support was provided in three ways.

Mentoring allowed an Assistant Principal to observe beginning teachers’ classroom practice and then provide constructive and supportive feedback on requested areas of observation such as student engagement, student movement in the classroom and student behaviour.

Collaborative sharing sessions each term, led by Assistant Principals, allowed K-2 and 3-6 beginning teachers to reflect together and work on identified goals such as programming, PLAN assessment and tracking, behaviour strategies and student reflection. Teachers commented positively on the supportive nature of the sessions, the ability to cover a range of content and as a forum to share successes and frustrations.

Instructional rounds provided teachers with the opportunity to visit and observe fellow teachers in action. The sessions enabled beginning teachers to experience first-hand a range of teaching and learning environments K-6.
Quality Teaching, Successful Students

Funds from the Quality Teaching, Successful Students initiative were used to release two beginning teachers to develop and implement professional learning about the new history and geography syllabuses. The two teachers familiarised themselves with the new syllabuses and created a series of engaging workshops which all teachers participated in. A scope and sequence for the teaching of syllabus content and skills was planned and professional dialogue occurred about how best to deliver the syllabuses.
**Mandatory and Optional Reporting Requirements**

**Student Information**

**Student Enrolment Profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>77</td>
<td>82</td>
<td>83</td>
<td>85</td>
<td>99</td>
<td>105</td>
<td>118</td>
</tr>
<tr>
<td>Female</td>
<td>84</td>
<td>78</td>
<td>82</td>
<td>83</td>
<td>91</td>
<td>87</td>
<td>96</td>
</tr>
</tbody>
</table>

![Student Enrolment Chart]

**Student Attendance Profile**

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.6</td>
<td>94.7</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.4</td>
<td>94.7</td>
<td>94.2</td>
<td>94.5</td>
<td>94.8</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
<td>94.0</td>
<td></td>
</tr>
</tbody>
</table>
**Workforce Information**

**Workforce Composition**
Mount Ousley Public School has a non-teaching Principal and nine full-time teaching positions, including two Assistant Principals. This is supplemented by one part-time teacher who provides relief from face to face teaching. The school employs a Learning and Support Teacher, English as a Second Language teachers and a school Counsellor on a part time basis. The school has one full time School Administrative Manager, along with one full time School Administrative Officer and a part time General Assistant. Five School Learning Support Officers are also employed part time. There are no Aboriginal or Torres Strait Islander staff members.

**Teacher Qualifications**
All teaching staff meet the professional requirements for teaching in NSW public schools. New Scheme Teachers must be accredited with BoSTES in order to teach in NSW schools.

Staff holding a diploma or degree: 100%
Staff holding a postgraduate qualification: 25%

**Professional Learning and Teacher Accreditation**
One temporary teacher is working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient. There are six full and part time teachers maintaining accreditation at Proficient. There are no staff seeking or maintaining accreditation at Highly Accomplished or Lead.

Support for beginning teachers is reported on page 14.

During school development days, the staff engaged in mandatory training in asthma, anaphylaxis and first aid. Apple education staff guided teachers through the Five Best Practices framework with reflection and forward planning activities. Staff explored the School Excellence Framework, professional learning plans and revisited the School Plan. Authentic and project based learning opportunities were explored, as was the use of 1:1 devices K-6, student voice, and contemporary best practice in teaching and learning.

Regular teacher professional learning across the year included whole of staff mentoring around quality teaching strategies and student classroom engagement and self regulation. Additional external support was provided by a specialist mathematics teacher who worked K-6 to improve the use of metalanguage along with effective number tasks.

Two staff attended and presented at the Inspire Innovate conference. An Assistant Principal and classroom teacher co-managed the Engage Me project in the Illawarra and conducted both in school and after school professional learning. All K-2 staff were either trained in L3 or participated in on-going professional learning.
School expenditure during the school year on teacher professional learning, including beginner teacher funding, was $38,380.
Financial Summary

The information provided in the financial summary is current at the date shown. This summary includes reporting from 1 January 2015 to 31 December 2015.

The RAM data is the main component of the “Appropriation” section of the financial summary below. A full copy of the school’s 2015 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School Performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link to visit the My School website. Insert our school name in the Find a School field and select Go to access our school data.

Parent/Caregiver, Student, Teacher Satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

‘The school encourages independent learners. Students are critical thinkers who reflect on their learning. It has a wonderful STEM focus and a great sense of community.’

‘A great school where children love to learn.’

‘I admire how the teachers have empowered the children to design their school in a practical way. More importantly, they teach each child in the way that best helps them learn.’

Students

‘It’s great to use devices to help us make choices in our learning.’

‘The school is supportive and encourages us in everything we do.’

‘The school is always trying to make learning fun.’

‘I feel safe at MOPS.’

‘MOPS is full of opportunities.’

Staff

‘At MOPS all staff are on the same page. We want the best for each student and for them to be engaged in their learning.’

‘It’s like no other school I’ve ever worked at; trust, opportunity and expectation greet us every morning.’

‘I love the trust put in me to implement a range of teaching strategies that benefit my learners.’

‘MOPS has a strong sense of family - staff, students, parents and community.’
Policy Requirements

Aboriginal Education

A well attended Yarn Meeting was conducted with Aboriginal families to seek feedback on what the school could do to enhance educational opportunities for Aboriginal students.

Flagpoles were purchased to fly the Aboriginal and Torres Strait Islander flags.

To better acknowledge our Aboriginal students an Aboriginal achievement award was introduced to the school’s Presentation Day awards.

The school was represented by a number of staff who actively contributed to AECG meetings over the course of the year.

A local Aboriginal artist worked with all students K-6 to paint a large outdoor mural representative of the Illawarra landscape which drew connections between the mountains and sea.

All identified Aboriginal students had personal learning plans developed and implemented by their class teachers. Additionally a teacher was employed over two terms to work with specific students to further address and support those needs. The teacher worked closely with classroom teachers to develop learning programs and communicate progress.

Two staff were released to explore learning opportunities using the new History and Geography syllabus documents. They then presented to teaching staff and made connections between content, learning experiences and Aboriginal perspectives.

Multicultural Education and Anti-racism

The school has a designated Anti-Racism Contact Officer who is available for staff, students and parents to seek information or raise concerns.

White Ribbon Day was celebrated with all students and staff making personal pledges of respect.

World Day for Cultural Diversity was celebrated, and all families have enjoyed equal access to all school activities and resources.