

# Laurieton Public School Annual Report



2018



Est. 1877

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## Introduction

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

Grant Timmins

Principal

### School contact details

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6559 9084

## School background

### School vision statement

We believe Laurieton Public School should be safe, nurturing and environmentally friendly. It should be a place where everyone has fun, learns for the 21st century, takes pride in achieving quality and is given opportunities to reach their potential. People at our school should feel a sense of belonging, be respectful and take responsibility for their actions.

### School context

Laurieton Public School is a P1 class primary school of 209 students. The school is situated centrally in the small township of Laurieton, in close proximity to the Camden Haven River and North Brother Mountain. The school draws students from Dunbogan and parts of Laurieton, west to St Albans and Waterview Heights Estates, and north to the Stingray Creek Bridge.

The school is located close to facilities such as the local swimming pool, town library, churches and halls and the main shopping centre. It is a short walk to a major sporting field complex where local teams perform strongly in major sports.

According to ABS Census data, the cost of rental accommodation is above the Australian average, while the median income level is slightly above half of the Australian median level, suggesting a relatively low level of disposable income in the community.

The school enjoys a strong reputation within the local community and has produced strong long term results in external academic testing as well as providing an extensive range of extra curricular activities, particularly in the performing arts.

### RAM Equity

*Socio-economic Background* –\$139,827 has supported professional learning for staff and additional in class support.

*Aboriginal Background* – \$8875 has provided additional learning support for all Aboriginal students to achieve personalised learning plan targets.

*Low Adjustment for Disability*– \$83272 has supported employment of a Learning and Support Teacher (FTE 0.6) and SLSOs to provide additional support for students with identified learning needs.

*Quality Teaching Successful Students*– 0.343 allocation for staff mentoring and professional development.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning

Strong learning and wellbeing programs have continued to provide students with a quality environment that fosters cognitive, social, emotional, physical and spiritual development. Transparent processes that highlight expectations are well received by a very supportive school community. Outstanding attendance at Teacher–Parent–Student conferences and quality reporting reflects on the individual and provides analysis of achievement and the learning goals that follow. Excellent welfare structures enhance every child's sense of belonging, encourage success and are strongly supported by the parent community. The dedicated staff continue to provide a kaleidoscope of extracurricular opportunities for the children and great pride is demonstrated when representing the school. In 2019 staff will continue the implementation of the learning progressions and the utilisation of PLAN 2.

### Teaching

The provision of whole school quality professional learning has ensured our identified areas for improvement are being implemented in all classes. Fortnightly Stage meetings have focused on the creation of collaborative teaching programs that differentiate learning to meet the needs of all students. Ongoing development of student reflection skills and quality feedback, data collection and analysis, and consistency of teacher judgement support the delivery of quality teaching programs. In 2019 staff will explore multi–step mathematical problem solving, persuasive writing techniques and the delivery of regular quality feedback and reflection opportunities in the classroom.

### Leading

The leadership team have been proactive in the development of staff capacity through quality mentoring and feedback. All staff were successful in completing their performance and development programs; engaging in professional learning aligned to the school plan, conferencing with mentors and colleagues, lesson observations, feedback processes and regular teaching program evaluations. The executive team have led the delivery of milestones and evaluated their impact against the school plan's strategic directions and the School Excellence Framework. In 2019 all staff will be involved in the delivery of the school's self assessment evidence for External Validation.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Dynamic and Inclusive Learning Culture

#### Purpose

To inspire every student to achieve their full potential through meaningful and future focused learning experiences that are personalised and differentiated.

#### Overall summary of progress

PLAN data was used in conjunction with a variety of other formative and summative assessments for teachers to work in collaboration with 100% of students to set individual learning goals in English and Maths. Teacher–Parent–Student conferences were held each semester with 88% (123 of 140) families in attendance during semester 2. 100% of parents felt the process was worthwhile and would support the goals at home. All teachers participated in professional learning around the strategy 'Two Stars and a Wish' to provide timely feedback to students and achievement of goals set by teachers was evident in student workbooks.

Executive staff attended professional learning on the Literacy and Numeracy Progressions and PLAN 2. All teaching staff participated in professional learning that provided an introduction to the progressions and now see the document as a means to support them in program differentiation and individual goal setting. Classroom teachers utilised PLAN 2 to enter data related to student achievement in writing. PLAN data continued to be entered until Term 4 2018 to provide valuable information on students for the beginning of 2019.

A variety of summative assessments were implemented and data entered into Sentral as a means of ongoing whole school data collection and performance tracking. School report grades and assessment data were used by the Learning and Support team to identify students who required individual learning plans (ILPs) and students who would receive additional support in small group situations. ILPs were created by classroom teachers for all students identified as having additional needs. The processes for tracking and monitoring NCCD students was strengthened with teachers creating evidence folders to be passed on to future teachers.

All teachers successfully differentiated the curriculum and created fluid and flexible grouping structures in English and Maths, evidenced through program supervision. Teams collaboratively planned programs to cater for a variety of needs and professional dialogue associated with catering for all students, occurred during Stage and Wellbeing meetings.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Students achieve expected growth on the literacy and numeracy progressions.</p> <p>School value added growth is equal to or above the state average and student proficiency aligns to the Premier's target.</p> <p>The school is able to provide evidence to support the progression of the elements; Curriculum, Assessment and Student Performance Measures on the School Excellence Framework.</p>	<p>Funds expended for this strategic direction are identified in the key initiatives of this report.</p>	<p>100% of students in K–2 displayed growth in literacy and numeracy evidenced by a PLAN data comparison between Term 1 2018 and Term 4 2018. All classroom teachers plotted students on the literacy progressions in a target area using PLAN 2. Student growth improved in English and Maths this year when comparing grade distribution across the school. English and Maths saw a 5% increase of students at or above grade level in 2018. In English, 76% of the student population were at or above grade level. In Maths, 80% of the student population were at or above grade level.</p> <p>School value added growth in NAPLAN remained above state average in 2018. Years 3 to 5 were an average of 8.99 points above the state average and within the area of sustaining and growing. The number of students in the top 2 skill bands in Year 3 NAPLAN Numeracy was 37% compared with 29.4% for SSSG schools and 40.8% for State. This was an increase of 2.4% compared to 2017. In Year 5 Reading, 28.2% of students were in top 2 bands exceeding SSSG at 23.3%.</p>

## Progress towards achieving improvement measures

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<p>Students achieve expected growth on the literacy and numeracy progressions.</p> <p>School value added growth is equal to or above the state average and student proficiency aligns to the Premier's target.</p> <p>The school is able to provide evidence to support the progression of the elements; Curriculum, Assessment and Student Performance Measures on the School Excellence Framework.</p>		<p>No students achieved in the bottom 2 bands in Year 5 Numeracy. In Year 3 Reading, no students achieved in the bottom band compared with the state at 4.6% and SSSG schools at 7.2%.</p> <p>All teaching staff were involved in school self-assessment against the School Excellence Framework. Staff were able to provide evidence that the school is moving forward in the elements of curriculum, assessment and student performance. The theme of differentiation within the domain of learning was a strategic direction focus and evidence including, an adjustments register, LAST sessions, individual learning goals for all students and NCCD data suggest we are moving toward excelling in this area.</p>

## Next Steps

Professional learning targeting visible learning feedback to occur using research ( J. Hattie, S. Clarke, 2018, *Visible Learning Feedback*) in order to move forward and improve practices in this area in English and Maths.

Teacher–Parent–Student conferences will continue to occur each semester.

Teachers will use the Literacy and Numeracy Progressions and PLAN 2 in targeted areas in conjunction with syllabus documents to guide assessment, programming and setting individual student goals. Best Start 2 implemented and feedback to occur earlier in Term 1. Kindergarten teachers to attend professional learning targeting how to utilise this data to support teaching and learning.

Program supervision sheets and team meeting agenda topics updated to include a focus on differentiation as well as pre and post assessment practices. Professional learning in English and Maths to incorporate program differentiation.

## Strategic Direction 2

### High Quality Teaching

#### Purpose

To build staff capacity and commitment to ongoing improvement of teaching and leading practice through focused professional learning that is evidence-based and at an individual and collective level.

#### Overall summary of progress

Professional learning needs were identified using NAPLAN data and staff survey results from the previous year. English focused on the explicit teaching of writing linked to grammatical areas of need through the teaching and learning cycle. In addition to this, staff implemented The Seven Steps to Writing Success to improve outcomes in audience engagement in writing. Whole school pre and post assessments were conducted to evaluate the effectiveness of the program and classroom teachers undertook lesson observations in this area. In Maths, professional learning focused on strategies for teaching problem solving and vocabulary. Staff used the syllabus to pinpoint stage appropriate Maths vocabulary and a pre-assessment task was conducted to inform planning.

Teaching programs, classroom displays, staff dialogue during meetings and post assessments provided evidence that the professional learning focuses had developed teacher capacity in both literacy and numeracy. Stage meetings occurred on a fortnightly basis as a platform for collaborative programming, discussing individual student achievement and evaluating teaching programs. Consistent teacher judgement days were again held each semester to achieve a common understanding of student achievement linked to report grades. Professional learning in the use of PLAN 2 and Best Start 2 occurred and all teachers plotted students in the professional learning focus of 'Creating Texts'.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The school is able to evidence growth on the SEF from delivering to sustaining and growing in the domain of Teaching against the elements Data Skills and Use, Professional Standards and Learning and Development.</p> <p>Teachers demonstrate proficiency or above in the domains of Professional Practice and Professional Engagement against the Australian Professional Standards for Teachers.</p>	<p>Funds expended for this strategic direction are identified in the key initiatives of this report.</p>	<p>From staff discussions prior to the completion of the 2018 SEF Self-assessment Survey, staff believed we would be able to produce enough evidence to safely place us as Sustaining and Growing in the domain of Teaching for the elements of Professional Standards and Learning and Development. Evidence used in formulating this judgment included the school's professional learning and development program which is strongly aligned to the school plan. A thorough performance and development plan that includes the creation of PDP's that align with the school plan and lesson observations that occur twice a year, one of which is on a focus area as outlined in the school plan. A variety of extracurricular activities which include sport, dance, choir, robotics and debating, demonstrate that staff work beyond their classrooms to contribute to broader school programs.</p> <p>It was concluded the element of Data skills and use within the Teaching domain was at the delivering stage and included evidence that related to school programs, such as use of qualitative and quantitative assessment to help monitor student learning progress and to identify skill gaps for improvement. Practices are being developed to ensure teachers regularly use data effectively to differentiate curriculum and inform programming and practice to cater for individual differences and learning needs.</p> <p>All staff create a Performance and Development</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The school is able to evidence growth on the SEF from delivering to sustaining and growing in the domain of Teaching against the elements Data Skills and Use, Professional Standards and Learning and Development.</p> <p>Teachers demonstrate proficiency or above in the domains of Professional Practice and Professional Engagement against the Australian Professional Standards for Teachers.</p>		<p>Plan each year outlining their individual professional goals. This year 100% of teaching staff had an identified goal that was at or above proficiency in the domain of Professional Practice. 18% of staff had a personal goal set in the Highly Accomplished or Lead benchmark. In the domain of Professional Engagement 64% had an identified goal that was at or above proficiency. Of the staff that had an identifiable goal in the Professional Engagement domain, 14% had a goal that related to the Highly Accomplished or Lead benchmark.</p>

## Next Steps

Whole school pre and post testing to occur in all professional learning areas and assessment and survey data collected to evaluate effectiveness. In English, continued focus on programing using the teaching and learning cycle of writing with emphasis on grammar, purpose and audience. Maintenance of the explicit teaching of phonics K–6, the use of decodable readers implemented in Stage 1 and sourced and purchased for reluctant readers in Stage 2 and 3.

In Mathematics, continued focus on problem solving, targeting Maths vocabulary. Teaching programs to contain evidence of teaching vocabulary, explicit lessons around deciphering problems and choosing the correct mathematical strategies. Teachers to create word walls to reflect implementation.

Purposeful team meetings will continue to be used as a platform to engage in professional dialogue. Executive team to establish a team meeting agenda sequence with a focus on school target areas. Meeting minutes to display evidence that teams are discussing school focus areas, collaboratively planning, evaluating teaching programs and discussing student achievement through the analysis of work samples.

English and Mathematics scope and sequence committees formed in order to begin the creation of new school documents.

Further professional learning to be offered in the use of the Progressions and PLAN 2.

## Strategic Direction 3

Positive Partnerships, High Expectations

### Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and effective organisational practices.

### Overall summary of progress

Staff have become proactive in their application toward understanding and meeting the strategic direction's designated targets for 2018. Carefully structured professional learning and performance development schedules minimised classroom disruption and ensured staff application and achievement was highly visible and aligned to school expectations, roles and responsibilities. Focus areas as identified in our milestones were implemented by all staff and the understanding between the School Plan, resource allocation, self assessment and the School Excellence Framework was enhanced through rich discussions at Staff, Stage and P&C meetings. All staff successfully achieved professional goals that evidenced school plan priorities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Annual School Report reveals alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.  Involvement of staff and community in the school improvement process increased through the deep understanding of its purpose.	Funds expended for this strategic direction are identified in the key initiatives of this report.	Careful analysis of student progress K–6 ensured targeted professional learning requirements met identified areas for improvement. Whole school implementation of programs was monitored and quality feedback and evidence was provided.  Evaluation of school progress was sourced through student, staff and parent surveys. Delivery of informative workshops associated with the school plan, self assessment and school priorities and directions, have developed understanding of our strategic directions.

### Next Steps

In 2019 the school will be involved in the external validation process. Staff and parents will be involved in the delivery of our submission that highlights our progress on the School Excellence Framework through quality annotations and evidence derived from the delivery of the school plan strategic directions.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Employment of SLSO <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$ 8875.00)</li> <li>• Aboriginal background loading (\$8 875.00)</li> </ul>	Tracking of Aboriginal students on PLAN along with summative and formative assessment data shows growth of learning and development aligned to individual expectations for all students. Achievement of student learning goals also highlight student progress.
<b>Low level adjustment for disability</b>	LaST teacher 0.6 FTE  SLSO employment  \$83272	Students gaining assistance from LaST and SLSO have been closely monitored and return to main stream structures after achievement of designated growth as evidenced through assessment data and school based tracking structures.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.343 Staffing Entitlement	Executive and staff involved in quality mentoring sessions, professional learning, lesson observations and purposeful feedback sessions. All PDP requirements were met.
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Socio-economic background (\$ 82000.00)</li> <li>• Socio-economic background (\$82 000.00)</li> </ul>	Consistency of teacher judgement and quality reporting processes were evidenced across all classes. Excellent attendance rates of parents at Teacher-Parent-Student conferences along with survey data indicating the process to be highly valued. Implementation of The 7 Steps to Writing Success occurred in all classes and student improvements evidenced through work sample analysis. Provision of additional RFF to support professional learning.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	94	97	92	92
Girls	94	109	118	125

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	94.1	95.3	94.7
1	91.8	92.7	94	93.4
2	95.8	92	92.1	94.1
3	93.3	92.6	92.2	93.1
4	93.5	93.4	92.7	92.5
5	93.6	92.8	92.3	91.6
6	95.3	94	92.7	91.5
All Years	94.2	93.1	92.9	93
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance is monitored daily and absences require explanations. SMS messaging and a function on our school App enables parents to provide reason within 3 days. Reminder notes are distributed at the end of each week for those who haven't completed the above. If a child's attendance drops below 85%, parent contact and monitoring occurs.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.98
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.52

\*Full Time Equivalent

Enrolment numbers supported the creation of eight classes for the duration of 2018. Twelve teachers worked at the school, along with 11 non teaching employees. There are no indigenous members of staff employed at Laurieton Public School. The compassion, dedication and professionalism of the staff is integral to the continued success and strong reputation of the school

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

In 2018 all staff successfully achieved goals identified in their performance development plans. Lesson observations and quality feedback sessions occurred for all staff in both Semester 1 and 2. All staff were involved in specific professional learning associated with identified areas for school improvement in Mathematics and English. One member of staff successfully attained proficient teacher accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	385,526
<b>Revenue</b>	2,124,946
Appropriation	2,015,868
Sale of Goods and Services	2,071
Grants and Contributions	103,465
Gain and Loss	0
Other Revenue	0
Investment Income	3,542
<b>Expenses</b>	-1,946,445
Recurrent Expenses	-1,946,445
Employee Related	-1,710,292
Operating Expenses	-236,153
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	178,501
<b>Balance Carried Forward</b>	564,027

The school's financial management processes and governance structures meet financial policy requirements.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	1,528,684
Base Per Capita	40,608
Base Location	4,043
Other Base	1,484,034
<b>Equity Total</b>	232,621
Equity Aboriginal	8,875
Equity Socio economic	139,827
Equity Language	646
Equity Disability	83,272
<b>Targeted Total</b>	80,264
<b>Other Total</b>	37,005
<b>Grand Total</b>	1,878,574

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

# School performance

## NAPLAN

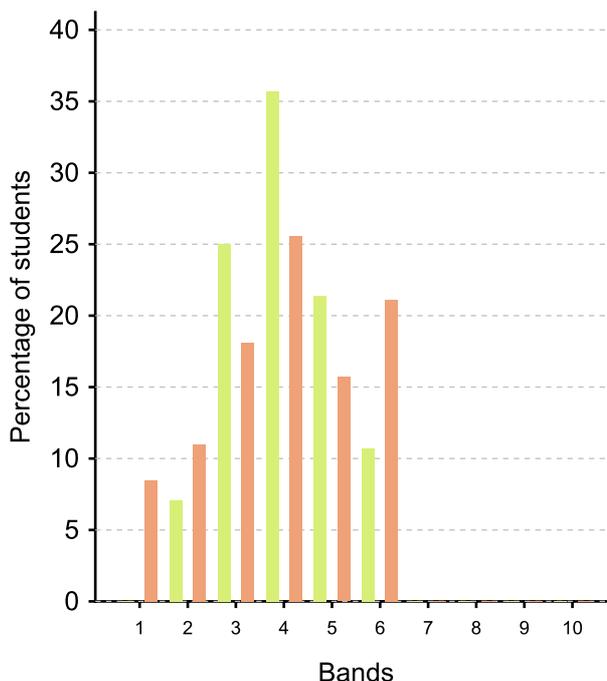
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

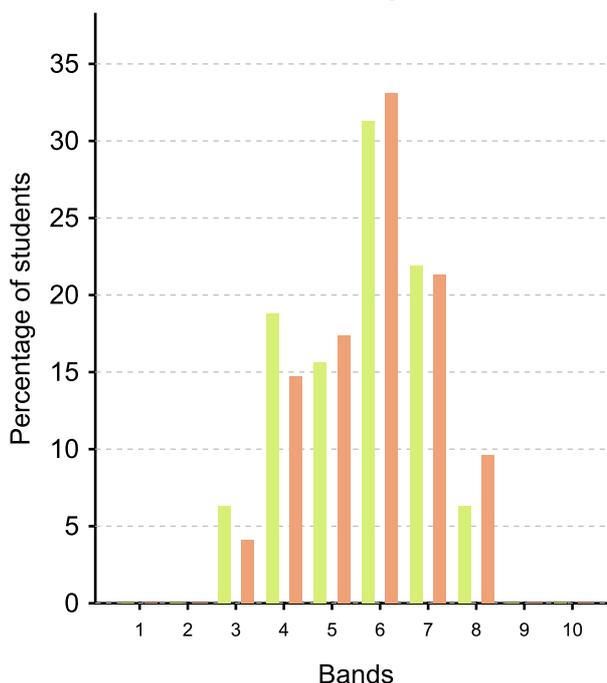
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

In Year 3 Reading, 32.1% achieved in the top 2 bands with no students in the bottom band. The trend for Year 3 in the bottom 2 bands in Reading has gone from 32.2% in 2016, 19.2% in 2017 to 7.1% in 2018 with no students in the bottom band. Student percentages in the top 2 bands for spelling and writing had increased from 2017 to 2018. 67% of students placed in the top 3 bands for Grammar and Punctuation and 65% in reading. Both being greater than 2017. Year 5 Reading had 28.2% of students in the top 2 bands which exceeded SSSG schools at 23.3% and no students were in the bottom 2 bands compared to the state at 1.2% and SSSG at 2.4%. Year 5 results revealed a drop in the percentage in the bottom two bands from 23.5% in 2016, 7.7% in 2017 to no students in 2018. 59.5% of Year 5 students placed in the top 3 bands in Grammar and Punctuation and 43.8% in Spelling.

Percentage in bands:  
Year 3 Reading

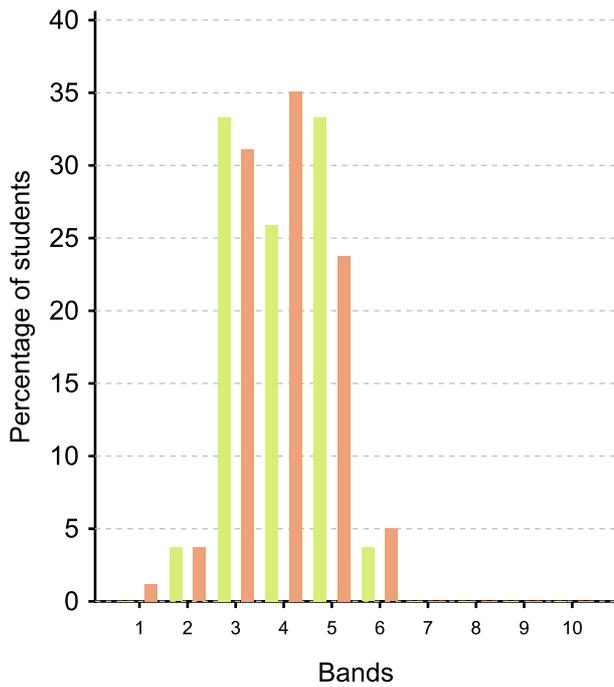


Percentage in bands:  
Year 5 Reading



Year 3 Numeracy revealed a 2.4% increase in the top 2 bands with 37% reaching proficient which exceeded SSSG schools at 29.4%. Year 5 Numeracy results indicated a drop in the bottom 2 bands from 14.7% in 2016, 3.7% in 2017 to no students in 2018.

**Percentage in bands:**  
Year 3 Numeracy

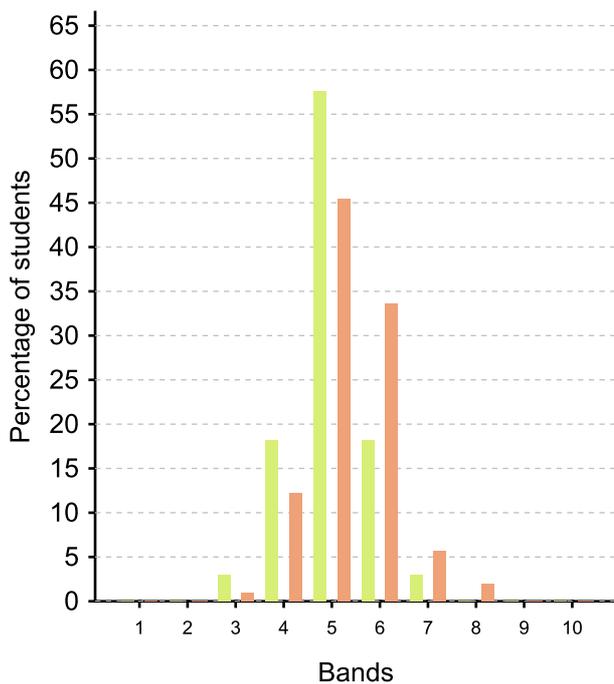


Year 5 growth exceeded the state average in Grammar and Punctuation, Reading and Spelling. Across both cohorts, 24.17% were in the top 2 bands in Reading and Numeracy. School value added growth in NAPLAN remained above state average in 2018. Years 3 to 5 were an average of 8.99 points above the state average, placing us within the area of sustaining and growing.

In Year 3, 50% of Aboriginal students placed in the top 2 bands in Reading and Numeracy. In Year 5, 100% of students were in Band 4 or greater in Reading and Numeracy.

Areas for continued development include Writing, Grammar and Punctuation, Spelling and Numeracy (multi-step word problems).

**Percentage in bands:**  
Year 5 Numeracy



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.>

## Parent/caregiver, student, teacher satisfaction

Parent survey data indicated a strong commitment to the directions of the school plan and support of the areas for school improvement. English, Mathematics and technology were identified as areas for the development of parent understanding through information sessions. Reporting processes were also highly supported with 88% of families attending the Teacher–Parent–Student conferences and feedback associated with written reports indicated that they were very personalised and informative.

Student surveys indicated appreciation of the extracurricular opportunities provided with 99% of Primary students wanting to represent the school in competitions (academic, creative arts, sport and technology). Student wellbeing data revealed 100% of students and parents valued the rewards system. Behaviour data showed 93% of students having no negative incidents and 99.25% of students achieved all four rewards in 2018.

100% of staff completed the targeted professional learning in 2018, implementing the processes and programs in all classrooms. The Seven Steps to Writing Success, multi-step problem solving and vocabulary in Mathematics, introduction to Literacy and Numeracy Learning Progressions, PLAN 2 and providing quality effective feedback impacted positively on the learning outcomes for all students. 100% of staff see continued development of these areas as targets for school improvement in 2019.

## Policy requirements

### Aboriginal education

Aboriginal education is addressed across the curriculum through integrated units for all students K–6. Personal Learning Plans and goals are developed through teacher, parent and student conferences to ensure a united approach is established to support student achievement and enhance home–school relationships. Aboriginal enrolment was as high as 5% in 2018. Quality teaching resources were prepared and shared by staff to improve student understanding of Reconciliation Week and NAIDOC Week, with various creative work samples from all classes displayed in the hall. Students were educated on the importance of Country and Place to Aboriginal and Torres Strait Islander Peoples through quality learning sequences within the classroom. Aboriginal Background equity loading provided learning support for students in reading (LaST and Multilit), Mathematics (LaST) and in the classroom utilising SLSO's.

### Multicultural and anti-racism education

Multicultural education is addressed across the curriculum through integrated units for all students K–6, with quality resources purchased and websites identified to enhance teaching and learning programs that promote understanding of our multicultural society and anti–racism. Additionally, students participated in Harmony Day celebrations whereby each class creatively designed and painted rocks for the school garden. During the celebrations of Harmony, each class learnt a song to sing in front of the school that commemorated the unity of Australia and its multiculturalism. Artefacts, languages, games, dances and foods were areas for exploration by the children and a variety of interactive lessons were completed by each class during the celebratory week. All Stage 2 and 3 students were involved in a school based multicultural public speaking competition with winners representing the school at the local final of the Multicultural Perspectives Public Speaking competition.