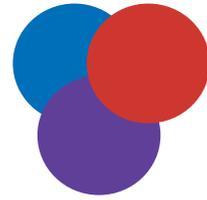


Grafton Public School Annual Report



2060



1. Introduction

The Annual Report for 2015 is provided to the school community of Grafton Public School as an account of the school's operations and achievements throughout the year. It is the result of rigorous school self-assessment practices undertaken collaboratively with staff, parent/caregivers and student leaders.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for each and every child set out in the school plan. It outlines the findings from self-assessment that reflect on the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources including equity funding.

The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Principal's Name:

Will Randall
Principal

School Contact details:

Grafton Public School
Queen St
Grafton. 2460
Ph: 66421000

Message from the Principal

Our school is building a strong culture of inclusivity, compassion, opportunity, respect and achievement. We do this through our belief in children being, "brave, creative, imaginative and perseverant". I am extremely proud of the holistic growth and achievements of our students and the ongoing success of the strategies we are implementing, in creating high quality learning experiences for our students. Our playground is a safe and secure area where our students enjoy playing and developing their social and physical skills.

Our school's success is underpinned by three key elements: learning, teaching, and leading, that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate.

We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them our school. Grafton Public School enjoys strong support from our parents and the local community.

Our staff and executive, parent and community members and our students, identified and discussed evidence of our growth and development identifying the following as key features of our achievements here at Grafton Public School in 2015: In 2015, our Years 3 and 5 students sat the national NAPLAN Literacy and Numeracy tests. Our school results were very pleasing with our students achieving above average growth in both Literacy and Numeracy. Our Year 3 results in Reading were rated as excelling by the NSW Department of Education High Performance Unit's (DoE-HPU) review, with Grafton Public School receiving our best reading results since the introduction of NAPLAN testing in 2008. We also were rated as excelling in the growth between Year 3 and Year 5 at our school. This evidences that our strategies to improve student learning in literacy and numeracy in the early years are having a significant impact. These results were a product of many actions, including:

- Staff participation in Accelerated Literacy programs to support the implementation of the Australian Curriculum and quality teaching strategies in the classroom.
- The Positive Behaviour for Learning (PBL) program being further developed to improve school-wide processes for student wellbeing and quality learning in all classrooms. This promoted student enthusiasm in the program and encouraged a vibrant school culture attested by our Year 4 to Year 6 student responses in the Tell Them For Me (TTFM) online survey relating to school culture and student aspirations and learning.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Will Randall
Principal

School Vision Statement

Preparing academically, socially, culturally, emotionally, spiritually and physically, our future resilient global citizens will be equipped with the skills and knowledge to allow them to be positive members and contributors.

School Context

Grafton Public School is a large comprehensive split site regional primary school located on the lands of the Bundjalung people on the North Coast of NSW. It has a population of 686 students in 31 Stage and Special Education classes. We provide a strong, holistic and inclusive educational program for our local Clarence Valley student community including many with moderate and high Special Education needs. Integral to our school environment are our community partnerships and support networks including our P&C, the local Aboriginal Education Consultative Group, the local Stellar Partnership (with Southern Cross University) and support from local industry. Grafton Public School is the largest of four primary schools in Grafton with eighteen percent of our students identifying Aboriginal heritage.

We provide a caring and supportive environment with high expectations of ourselves and students. We deploy a "tough love" – firm, fair and consistent discipline policy which our community supports.

We value respectful relationships with open and honest communication.

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment against the School Excellence Framework (SEF) using the 2015 Parent School Plan Survey; 2015/6 Tell Them For Me (TTFM) Student online survey; 2015 NAPLAN analysis; the Department of Education's High Performance Unit's (DoE-HPU) School Performance data summary to assist in plotting our school achievements against the School Excellence Framework (SEF); and our own formative and summative data collection allowing us to identify and design the next steps to be pursued. The SEF supports 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 which included elements of the SEF. Our self-assessment process further assists us to refine the strategic priorities in our School plan leading to further improvements in the delivery of high quality education for our students.

The results of this process indicated that:

Our staff used the Quality Teaching and Learning Framework (QTL) to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We also examined the school plan to determine the elements of the SEF that our plan most strongly addressed. Staff reflected on their progress against the QTL Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. Many parents, community members and visitors comment positively upon the happy and positive playground behaviour of the students. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the changes we have seen in the ways students are relating to each other and, importantly, in the increased engagement in learning. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. We have also developed strong partnerships with of our Aboriginal community to successfully increase participation and contribution in learning at our school.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, our staff continue to develop evidence-based practice through their reflections and evaluations of their collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. Our leadership team is dynamic and robust, promoting many who indicate a desire to participate in leading aspects of our schools growth, thus we have been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new Resource Allocation funding Model (RAM), is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. 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 high quality education to our students.

3. Self-assessment and school achievements

Strategic Direction 1

Growth: Through Quality Teaching and Learning

Purpose

Leaders use their 'greater school autonomy' focusing upon instructional leadership and supporting and resourcing quality teaching with all staff encouraged and enabled to seek leadership opportunities. All staff are encouraged and enabled to seek opportunities for leadership at all levels. Teachers and staff engaging in individual, team and shared professional learning enhancing student learning through explicit quality teaching measured against the Quality Teaching Matrix and aligned to the National Standards. The teacher is the biggest influence upon student achievement.

Overall summary of progress

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding their ongoing development, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, provide support and to plan for growth.

Staff engaged with the new strategic planning process and routinely monitored, evaluated and reviewed their growth. The engagement of the school community more generally in this process is ensuring a strong, positive and strategic approach to the progress of the school.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
All staff aligned to the goals within the school plan and actively supporting the successful implementation of the plan.	All staff are contributing to school planning and actively participating in milestone meetings. To further this we will work on reporting on impact to students, staff and community.	\$32 000 Teacher Professional Development funding
Each teacher establishes his/her personal teaching growth targets evaluating these against the AITSL and Quality Teaching standards.	All staff developed and implemented a shared understanding of effective explicit teaching ensuring students were catered for at their developmental growth level.	\$23 730 Socio-economic background funding

Next steps for 2016

- Utilise transformative teaching, learning and assessment opportunities, afforded by technology and newer learning spaces, providing our students with opportunities with real choice; being actively involved; working in groups towards alternative responses; behaving ethically; using IT to – create, receive, collect and share data, text, images and sounds, moving from learning about to creating knowledge.
- Increase Growth Coaching for all staff members to promote outstanding collaboration, observation and professional sharing of evidence-based teaching focussed on impact and growth.
- Growth coach training for members of the school executive team to lead more focused and strategic approaches for guiding professional learning and development of staff.

Strategic Direction 2

Powerful Experiences – High Expectations: Enhancing student learning and delivering quality student achievement.

Purpose

Improving educational outcomes for students is central to everything we do as this will best position students to become global citizens living happy, fulfilling and productive lives.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2015 to achieve this strategic direction.

Teachers have been trained in important literacy and numeracy initiatives including Targeting Early Numeracy (TEN) and the L3 literacy program. These initiatives are having a significant impact on student learning, particularly for equity groups in the early years of schooling.

Staff to deepen their understanding of the new English and mathematics syllabus. Staff from within the school and across our learning community are leading and supporting others through an effective implementation strategy.

Progress towards achieving improvement measures

Resources (annual)

Improvement measure

(to be achieved over 3 years)

Progress achieved this year

Funds Expended

At least 80% of students were demonstrating expected growth per semester in the PLAN Literacy and Numeracy continuums with the students sharing their growth with their class teachers.

At the end of 2015 all students showed anticipated growth on continuums in the areas of Reading and Numeracy. All class teachers reported to parents/carers using the continuum at Term 1 parent teacher interviews.

\$20 000
Socio-economic background funding.

All students K-Y2 students were engaged in the delivery of the L3 Literacy program and K – Y6 with the PLAN working with number program.

All students K-Y2 students were engaged in the L3 Literacy program with 80% achieving grade expectation and K – Y6 with the PLAN working with number program with 68% achieving grade expectations in factual recall at speed and the ability to manipulate number.

\$75 000 RAM Equity funding - Literacy
\$25 000 RAM Equity funding – Numeracy
\$10 000 Focus on Reading professional learning

Next steps

- Equipping teachers with a diverse repertoire of explicit reading strategies, tools and methodologies, from which they can choose, enabling them to make their critical decisions, regarding their particular context for catering for students with varying learning abilities at their particular stage of development.
- Continue to build on the improved Learning and Support processes and strengthen the support for Gifted and Talented students.
- Engage the whole staff in data collection and tracking systems to enhance our focus on its impact and to better plan ongoing student learning growth.
- Through our Aboriginal Education Workers, engage Aboriginal students in setting high expectations and extend the links with our school's Aboriginal Consultative Group (GPS-ACG).

Strategic Direction 3

Simply Sustainable: Delivering Wellbeing, Communication and Opportunity.

Purpose

Promoting and nurturing a culture of excellence by providing supportive, challenging and engaging learning experiences in partnership with our parents/carers and local community in order for our students to become active, informed citizens.

Overall summary of progress

Data indicated we had 95% of our Y3 Aboriginal students working at the state grade cluster expectation in Literacy and 80 % in Numeracy.

Student behaviour measured against the entries upon our Sentral data base indicated that 83% of our students were operating at green level with less than ten students having multiple entries upon the data base for repeated infringements of our school code of behaviour.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
At least 95% of students demonstrate resilience and positive behaviour techniques in the classroom and the playground.	Reduction in students reporting incidents of bullying from 45% to 32% (Tell them From Me Survey TTFM) 87% of students reporting improved engagement in classroom (TTFM)	\$69 000 Socio-economic background
Positive Behaviour for Learning (PBL) SET tool reflects consistency in practice across the school	90% of respondents to our school survey including students, staff and members of the community were able to describe our school values and were aware of how they impacted behaviour across the school.	\$1 500 PBL \$25 000 Aboriginal background funding
Provide students opportunities in sporting, cultural, and creative arts programs.	Thirty five students in our Aboriginal music and dance program and another 150 students in our creative arts programs.	\$68 750 Socio-economic background funding

Next steps

- Develop a deeper understanding of evidence relating to the impact of initiatives in the school plan.
- Emphasising our STAR values-characteristics to assist our students when dealing with difficult situations. Introducing the Kelso's Choice program for our Support Unit and Stage 1 students and developing our well-being programs for Stages 2 and 3, decreasing bullying behaviours and increasing student's intrinsic fortitude, integrity and sense of justice.
- Providing opportunities for each student to develop his/her non-testable individual attributes such as singing, dance, computers, art, public speaking and/or environmental passions.
- Build on the 'You Can Do It' approach in classrooms and further developing the use of our school values/code of behaviour and displays in all classrooms.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>All students have an Individual Learning Plan (ILP) and are making progress across the literacy and numeracy continuums. Increasing numbers of parents were involved in the development and monitoring of the ILPs. Aboriginal students are demonstrating higher levels of progress. Cultural significance is included in all ILPs in consultation with our Aboriginal Elders.</p> <p>During 2015 funding from Norta Norta and Aboriginal background funding was combined to enable a significant initiative for Aboriginal students around improved literacy skills.</p> <p>Aboriginal Education Workers employed to assist students with their learning in Literacy and numeracy and communicate with teachers and parents in improving student attendance and engagement at school.</p> <p>Aboriginal Education Workers communicating with parents/carers and inviting them to meetings with students to develop Individual Learning Plans (ILPs) and monitor progress.</p>	<p>\$5 500 DEC Norta Norta Funding</p> <p>\$ 75 000 RAM Aboriginal Funding</p> <p>\$32 500 RAM Equity Funding – Strategic Direction 3</p>
English language equity funding	<p>The L3 Language and Literacy Program engaged teachers in focusing and practising skills in this area under the guidance of experienced practitioners. They are involved in coaching and feedback to improve their skills and understandings.</p> <p>A range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds. As a result, these strategies are strengthening parent and community engagement in school activities.</p>	<p>\$32 000 RAM Equity Funding Strategic Direction 1</p> <p>\$15 000 DEC Community Liaison Officer Funding</p>
Socio-economic funding	<p>School leadership team completed coaching training and practising discussions with Stage teams for Professional Development Framework purposes.</p> <p>All feedback from community, staff and students (surveys, regular feedback, number of community members requesting Community Liaison Officer for information) attests to the positive opportunities offered to our students to participate in a diversity of educationally engaging activities in the arts, sport and cultural pursuits.</p>	<p>\$13 000 Ram Equity Funding - Strategic Direction 1</p> <p>\$68 750 Strategic Direction 3</p> <p>\$15 000 DEC Community Liaison officer</p>
Key initiatives and other school focus areas (cont.)		
Key initiatives (annual)	Impact achieved this year	Resources (annual)

Low level adjustment for disability funding	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Thirty five students were referred for learning support. 87% of students have increased their engagement in the classroom with 18% being referred for further support.	\$62 230 Behaviour support + SLSO \$4 000 Equity Strategic Direction 3
Support for continuing teacher accreditation.	Staff who have commenced their AITSL accreditation were provided with some extra release from class to participate in a range of activities to support the development of their skills. These activities included mentoring and coaching sessions with their team leaders, lesson observation and professional learning on student engagement, mathematics and English curriculum implementation. Support was also provided for the teachers to gather and annotate appropriate evidence to contribute to their accreditation. Grafton Public School mentoring and coaching program was effective and feedback from participants indicated that this support strengthened areas of need and improved classroom practice.	\$16 750 DEC Teacher Professional Learning Teacher relief
Other school focus areas	Impact achieved this year	Resources (annual)
Student Opportunities	This year 45 Year 2 to Year 5 students participated in our Dinosaur Club. This took place in the playground at lunchtime developing the students' passions for archeology. A community volunteer, Ms Ali Calvi, associated with the Queensland University led the students through simulated digs and reviews of the dinosaur fossils unique to Australia, in particular the Winton region of western Queensland. Models and diaries were produced by the students. A Kilometre Club was established and operated each week on Tuesdays and Thursdays prior to school commencing. The students traversed our school's walking/running track and laps were recorded. Students were issued with certificates of distance achievement from 5 through to 50 kilometres. A Bicycle Bus was operational each Friday morning with three or four staff riding to and from school along designated routes collecting student riders who joined them on this route. One staff member became our local representative on the Grafton City Councils transport committee. Approximately 60% of our Y3 – Y6 students participate in either our elective dance, choir and band programs which witnessed our students performing at the Jacaranda Festival opening ceremony, the aged care homes within the township, at the local eisteddfod and at the Regional creative dance festival. A selection of students also participated in a five night six day tour to Sydney, performing at a number of CBD venues and the Opera House.	\$500 Equity Funding Strategic Direction 3 \$500 Equity Funding Strategic Direction 3 \$2 500 Equity Funding Strategic Direction 3 \$36 500 Equity Funding Strategic Direction 3

Key initiatives and other school focus areas (cont.)

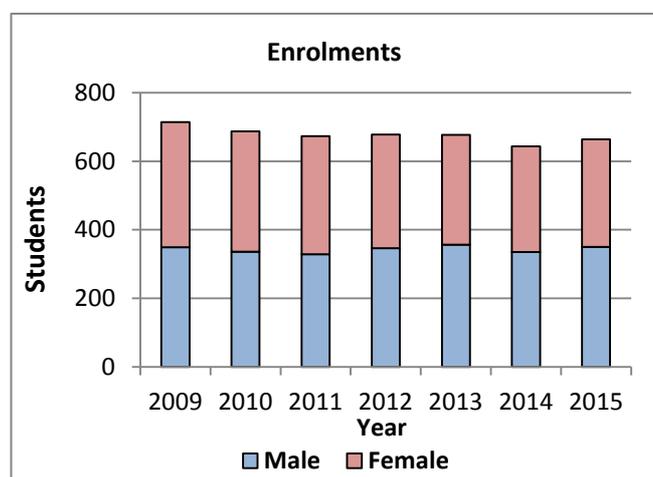
Other school focus areas (cont.)	Impact achieved this year	Resources (annual)
<p>Quality Teaching, successful students funding</p>	<p>Grafton Public School has created collaborative practices which allowed teachers to jointly plan and observe each other's lessons. All Stages have developed units of work and collaborative assessment tasks. Teachers reported that this assisted them to improve their understanding of student learning and effective classroom practice. Effective mentoring and coaching practices provided constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. All teachers received support with accreditation processes and the new Performance and Development Framework within their Stage teams.</p>	<p>\$18 600 Literacy and Numeracy Teacher relief.</p>
<p>Community consultation funding</p>	<p>The development of two community meeting places supported the active engagement of families in the life of the school and built positive connections between children, families, the school and the community.</p> <p>The meeting place provided opportunities for a range of interactions including playgroup, parent cafe, meetings with local businesses, P&C meetings, workshops, school planning meetings and the development of personalised learning plans. It ensured that parents were given opportunities to engage in their child's learning and the full range of school activities.</p> <p>These interactions also facilitated the successful development of connections and partnerships with a range of local service providers. It resulted in positive relationships being developed with the wider community.</p> <p>Increased parental satisfaction has been evident across the school. Student feedback indicates improved engagement as a result of increased parent involvement in the school as attested to by our improved attendance data. This was marginalised by a very small number of families whose dis-engagement with the community and school led to sustained student non-attendance resulting in Departmental intervention.</p>	<p>\$10 000 RAM Aboriginal Funding. \$11 00 RAM Equity Funding.</p>

4. Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	92.9	93.6	93.9	94.4	94.4	94.4
	1	93.2	92.5	93.1	94.3	91.5	93.1
	2	93.8	92.1	92.3	93.3	93.9	93.2
	3	94.1	93.8	93.1	93.8	93.5	93.1
	4	93.1	94.0	94.0	91.1	94.4	92.3
	5	93.5	93.2	93.5	94.4	92.9	94.0
	6	92.4	92.5	93.9	93.2	94.8	94.0
	Total	93.3	93.1	93.4	93.5	93.6	93.4
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Workforce Information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition (mandatory)

Position	Number
Principal	1
Deputy Principal	1

Assistant Principals	5
Classroom Teachers – Full and Part time	28.52
Teacher of Reading Recovery	0.98
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
School Counsellor	0.6
School Administrative & Support Staff	3.626
Aboriginal Education Workers	2.4
Total	46.026

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Grafton Public School has three Aboriginal teachers, one Aboriginal Student Learning Support Officer and 2.4 temporary Aboriginal Education Workers. Grafton Public School enjoys a close relationship with our local GPS Aboriginal Community and our Grafton District Aboriginal Educational Consultative Group.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	92%
Postgraduate degree	8%

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Grafton Public School staff in 2015. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	268 631
Global funds	445 345
Tied funds	884 030
School & community sources	163 368
Interest	9 233
Trust receipts	16 731
Total income	1 787 338
Expenditure	
Teaching & learning	
Key learning areas	41 061
Excursions	80 647
Extracurricular dissections	70 485
Training & development	(22)
Tied funds	889 522
Casual relief teachers	164 560
Administration & office	87 110

Utilities	69 622
Maintenance	101 279
Trust accounts	29 588
Capital programs	11 940
Total expenditure	1 545 762
Balance carried forward	241 576

A full copy of the school's 2015 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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents/carers, students and teachers about the school.

In 2015, the school sought the opinions of parents/carers, students and teachers about the school. Their responses are presented below:

- 98% of parents/carers see the PBL values of: 'Respect for one's self (self-worth), others and the environment; Achievement – Attempting to do one's best; Tolerant – and inclusive of others; Setting goals for now and the future – leading by example towards active local and global citizens', as the key environment that they would like their child to experience at Grafton Public School.
- Staff, Parents/carers wish our school to maintain and develop student opportunities through the diversity of programs covering academic, social, cultural, physical and spiritual domains of growth leading to a confident, resilient and well educated individual at Grafton Public School.
- Our student body fully supports continuous acknowledgement of all achievements, academic or otherwise.
- 96% of Parents/carers would like staff to continue to focus on behaviour support where needed, maintaining a just, firm, fair and caring

environment where structures and prompt action keep students safe and secure.

Policy requirements (mandatory)

Aboriginal education

Grafton Public School received Aboriginal background funding in 2015. After discussions with many of our parents and community elders our plan included:

- Funding of 2.4 Aboriginal Education Workers employed to support Aboriginal education and learning support.
- A dedicated week of learning experiences and celebration for NAIDOC.
- Continued tutoring in MultiLit, Reading Recovery, MiniLit and TEN initiatives.

During 2015, funding from Norta Norta and Aboriginal background funding was combined to enable a significant initiative for Aboriginal students around individual feedback (research from Hattie, 1999) for personal learning plans.

As a result of this initiative:

- Year 3 and 5 students working with Mr McMahon showed vast improvements in their class engagement and in-turn assessments across the board.
- All Aboriginal students' progress in Years 3, 4, 5 & 6 was monitored using the Numeracy continuum for the place value. All Aboriginal students achieved at least average growth of one cluster on the continuum per Semester.
- All students attended regular Aboriginal dance sessions with local community teachers.
- Year 5 & 6 students attended the Career hub day and school leaders in Year 6 represented our school and the Aboriginal community at cultural events such as the Sorry Day Ceremony.

Multicultural Education and Anti-racism

In line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

Will Randall

Principal