

# Boree Creek Public School

## Annual Report



2016



1318

## Introduction

The Annual Report for 2016 is provided to the community of Boree Creek 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.

Elissa Routley

Principal

### Message from the Principal

I greatly value the contributions of every member of our unique school community to student learning and wellbeing. This year has been one of great changes at our school and I am so proud of all we have achieved. At our school, we celebrate positive growth in academic, artistic, sporting and cultural endeavours, and we also applaud the everyday successes we have all experienced, the challenges we have overcome and the improvements we have made. We can't always measure these achievements quantitatively, and nor should we. Schools are communities built from positive relationships among people. The true measure of the success and achievements of a school is the quality of the interactions and relationships between the people in that school. I am immensely proud of the amazing Boree Creek Public School family of which we are all a part. It truly does take a collective effort to raise a child well and our school benefits from our supportive parent community including our P&C. In 2016, all members of our school community have contributed to make our school a great place to learn for all.

## School background

### School vision statement

Boree Creek Public School students, staff and community provide a challenging, stimulating and supportive learning environment that motivates all to reach their full potential; academically, emotionally and socially.

Students are informed, creative, confident, life-long learners.

### School context

Boree Creek Public School is 84 kilometres south-west of Wagga Wagga, part of the Federation Shire, and is predominately a farming community.

It is a small rural school whose students are drawn from the semi-rural and surrounding rural areas of the Boree Creek village.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

The results of this process indicated that in the school excellence framework domain of learning, we are sustaining and growing. There is ongoing commitment by all staff to strengthen student engagement which underpins learning, engaging in professional learning to meet whole school priorities and individual student needs, and ensuring that students have a safe supportive environment to promote learning. The implementation of How2Learn school wide, focuses on instilling dispositions and habits in students to build their capacity to learn now and into the future.

Boree Creek Public School has active partnerships within the school and across our Greater Kengal Network promoting collaborative planning across and within stages, including validity of teacher judgement. Learning expectations are high for all students, and differentiation and specific programs to support learning are school wide. Many extra curricula activities are offered to support student learning.

Assessment underpins planning for learning through the analysis of external and internal data and student reporting is detailed with students taking responsibility for their learning through reflection. Parents are engaged in their child's learning through our communication processes, opportunities to learn about programs, and by engaging in classrooms. PLAN data reports to parents, supported by activities to do at home to support their child to move through the clusters is communicated twice yearly. External measures indicate that growth from Years 3–5 is continuing on an upward trend in reading and numeracy with equity across all groups in the school.

In the domain of teaching we were found to be sustaining and growing. Assessment data is reviewed regularly to evaluate teaching practice at Boree Creek Public School and determine teaching directions as well as monitoring progress towards our learning goals. Evidence based practices such as such as goal setting and learning intentions are evident in the school. Feedback to students is timely and relevant with learning goals developed from this. All classrooms are well managed with behaviour expectations, rewards and consequences clearly communicated.

There is a culture of collaborative planning at Boree Creek Public School both at staff meetings and Greater Kengal Network Meetings. Staff display expertise through leading professional learning, mentoring and providing constructive feedback both formally and informally across the school to support their Performance Development Plans. There is an ongoing commitment by all staff to engagement in professional learning particularly to improve Literacy and Numeracy, and ensure content knowledge along with and effective teaching practices are implemented.

In the domain of Leading we were found to be sustaining and growing. At Boree Creek Public School there is a broad understanding and support by the community for improving student learning. Staff are committed to the strategic directions in the School Plan 2015–17, and collaboratively plan the milestones each year necessary to move towards achieving these. Monitoring our teaching and learning programs is ongoing and routine, with peer observation and

feedback an integral part of this process.

Strategic Financial Management ensures the equitable and efficient use of funds to implement the school plan through the provision of physical and human resources. All classrooms and the school environment are well maintained and all staff have the knowledge of how to access administrative systems to meet the requirements of the school and DOE.

Communication is being streamlined to ensure that the community has timely access to information to strengthen parental engagement. Constructive feedback from students, staff and the community is actively sought through formal means, such as surveys, focus groups, P & C meetings and our student leader meetings. It is also welcomed through informal channels such as parent discussions.

Teachers are encouraged to take on leadership roles in professional learning, handling a KLA budget and peer mentoring. The student leader body, and individual students take leadership roles in real life experiences, such as raising money for charities and supporting appeals. We have productive community relationships with outside agencies who maintain the same values and priorities as our school.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Students will be successful learners.

## Purpose

To provide a learning environment that is positive and engaging where high expectations are set to achieve students' full potential.

## Overall summary of progress

### EVIDENCEBASED TEACHING PRACTICES

During 2016, through the Early Action For Success (EAFS) initiative, staff were trained in TEN and L3 Stage 1. Classroom practices were adjusted to incorporate strategies outlined in the professional learning, which resulted in more targeted teaching to meet student needs.

HOW2learn Phase 2 professional learning was delivered across the Greater Kengal Network staff in 2016. This has resulted in staff building their understanding of and commitment to incorporating 21st century learning into the school culture.

### ASSESSMENT PRACTICES

During 2016 staff have received professional learning via the Instructional Leader (IL) provided to us through EAFS, in embedding regular formative assessment and data collection to plot students on Literacy and Numeracy continuums. Internal assessment forms part of the annual summative assessment schedule and will provide more data to better inform teaching and learning programs.

### EMPOWERING STUDENTS AS LEARNERS

HOW2learn professional learning has built staff knowledge and capacity around ways of how to empower students as learners. Concepts covered with students included growth and fixed mindsets, the learning pit, goal setting, managing distractions and stretching the brain. Incorporating 'I Can Statements' into goal setting and 3 way conferencing has resulted in the students using language that shows a deeper understanding of their learning.

### WELLBEING

The school rules were reviewed by staff, students and community, and their feedback used to inform the creation of a colour coded set of levels students are placed depending on behaviour and attitude to learning. Students are able to progress up (with reward) or down (with consequences) levels. Staff were trained in using the system and it has resulted in all students having a clear understanding of the expectations and the colour coding language makes for consistency across the whole school, with a 10% reduction in incidents resulting in consequences.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Quality teaching is driven by assessment and feedback processes which empower students to be successful learners, resulting in expected growth on the Literacy and Numeracy continuums, NAPLAN and internal annual assessments.	Quality teaching has been enhanced through the TEN, L3 and HOW2learn initiatives. Teachers are using assessment as, of and for learning to inform teaching programs which is resulting in more targeted and explicit delivery. Students have developed skills to empower them as learners; specifically with goal setting and self-reflection.	How2 Learn – \$2172.45  TEN and L3 training funded by EAFS Initiative

## Next Steps

### EVIDENCE BASED TEACHING PRACTICES

The professional learning from Phase 2 of HOW2learn will be consolidated in classroom practice and enhanced through

reflective collegial discussions. Professional learning in Visible Learning will provide more knowledge and value of classroom practices that accelerate learning. Learning intentions and explicit success criteria will be introduced into classroom practice. K–2 Staff member will receive OPL in L3 training, 3–6 teaching Principal will receive ES1/ S1 training in L3. Through EAFS initiative, IL will continue to offer support in best practice to improve student outcomes.

#### ASSESSMENT PRACTICES

Staff will continue to use the literacy and numeracy continuums to track student learning and provide relevant learning opportunities or tiered intervention based on individual needs. A data wall will be purchased and used as informed by 'What Works Best' Document. An annual summative assessment schedule will be created to ensure the broad collection of relevant and purpose driven data. Professional learning in the use of a range of assessment practices will be sought.

#### EMPOWERING STUDENTS AS LEARNERS

3–way conferences will be consolidated and embedded as regular events– term 1 and repeated in term 3 , with goal setting and a unified approach to learning. 'I can statements' will be consolidated into classroom practice which will develop self–assessment, effective feedback and reflective learners.

#### WELLBEING

The Bluearth program will be provided for all students in 2017. The program will build mindfulness in students and provide staff with training to ensure the philosophy of the program has longevity at the school beyond 2017. School rules will be revised in 2017 to align with discipline policy and consistency of How2Learn language.

## Strategic Direction 2

Staff will be high performing and collaborative

### Purpose

To demonstrate a commitment to consistent, high standard educational practices and engage in professional learning that is structured, based on evidence and is purpose driven.

To build a culture of collaboration through the Greater Kengal Network that enhances professional learning for all staff.

### Overall summary of progress

**DATA ANALYSIS** Ongoing formative assessments practices are used in the classroom to inform teaching and learning. Summative assessments were conducted and used to give further insight into student learning.

**PROFESSIONAL LEARNING** Staff were trained in TEN, L3 and phase 2 of HOW2learn. Through our IL, staff also received professional learning in the use of PLAN software and data reports to inform practice. Programming for small schools Professional Learning will provide an opportunity to collaborate with staff from other schools and share programming strategies for our unique educational settings.

**COLLABORATIVE PRACTICE** The teaching Principal completed training in Microsoft Peer Coaching and incorporated these mentoring practices during 2016. Staff collaborated on their Performance Development Plan (PDP) cycle in discussing goals with supervisors, linking those goals to the School Plan and the Teaching Standards, support provided in PL which lead to the achievement of their goals which ultimately enhanced teaching practice and student learning outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Data analysis is consistent, valid, comprehensive and used to inform differentiation in learning.  Peer Coaching, including classroom observations will become regular and embedded demonstrating professional growth and supporting the achievement of PDP goals.	Ongoing formative assessments practices are used in the classroom to inform teaching and learning. Summative assessments were conducted and used to give further insight into student learning. Staff were trained in linking the Professional Development Framework (PDP) with the school Plan. Goals were discussed with supervisors and a collaborative approach taken to support the achievement of these which resulted in deep collegial conversations that enhanced teaching practice.	PDP Framework Delivery  PL in Classroom Observation  \$369.00

### Next Steps

#### DATA ANALYSIS

An annual summative assessment schedule will be created to ensure the broad collection of relevant and purpose driven data. Student work samples, via the app SEESAW, will be used to validate learning, instigate feedback and track progress using the literacy and numeracy continuums. Professional learning in the use of a range of assessment practices to support this will be sought, along with the support of the IL.

#### PROFESSIONAL LEARNING

K-6 staff will be trained in L3 ES1 / S1, The HOW2learn strategy will continue with the consolidation of Phase 2 and new learning in Phase 3. Professional learning in visible and practices that accelerate learning will provide more knowledge and value of proven classroom practices.

#### COLLABORATIVE PRACTICE

Principles of Peer Coaching will be used to enhance professional growth specifically in relation to classroom

observation, feedback and lesson improvement. A collaborative approach will continue in discussing PDP goals with supervisors and support provided in the achievement of these which will strengthen collegial relationships and ultimately lead to enhanced teaching practice and professional growth.



## Strategic Direction 3

Our school community will be inclusive, informed and engaged.

### Purpose

To develop authentic, mutually beneficial partnerships between school and community that empowers all to engage and contribute positively to the school and support student learning.

### Overall summary of progress

#### INFORMED & ENGAGED

Parent Teacher Interviews were conducted in terms 2 and 4 resulting in authentic reflection and celebration of learning. These meetings also consolidated an increased understanding of where their children are achieving against the continuum markers. Parent information sessions were held once a term, covering the topics of Mathematics at home K–2, how L3 looks in the classroom, Your skills and how you can support our school, and outlining the EAFS program in our school. These sessions resulted in a parents / carers developing a deeper understanding of programs used in classrooms and their benefits for improving outcomes for their children. The Seesaw App has been used extensively between students and staff to share authentic learning experiences.

#### STRONG PARTNERSHIPS

In Term 3 the Principal revised the pre school transition program with emphasis on promoting our school as one which is inclusive, equitable, connected, holistic and where each child receives personalised learning to meet their needs. In term 4 we held an 'open day' with information detailing how we as a school achieve that resulting in 5 new kindergarten enrolments for 2017. Feedback on the strategic directions of the School Plan was carried out via pen and paper surveys in Term 1 and the online Tell Them From Me survey was provided for parents to complete in term 3, with 60% of families represented..

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of parent/carers attend 3 way conferences in Terms 1 and 3. Feedback from the school community is used to inform decisions.  Maintain or increase the number of preschool students transitioning from Federation Shire Mobile Preschool to BCPS.	3 way conferences, linked with goal setting driven by "I Can" Statements and constructive feedback are now embedded in all students learning expectations in Boree Creek PS.  We retained 5/5 local pre school enrolments who will enter into Kindergarten in 2017	School Display Banner \$335.50  School Shade structure \$1474.00

### Next Steps

#### INFORMED & ENGAGED

Parent teacher interviews in Term 2 will be replaced by 3–way conferences. Parent information sessions will continue to be held once a term, covering topics informed by survey feedback including maths program in the classroom and the use of iPads to support learning . These sessions aim to develop a deeper understanding of programs used in classrooms and their benefits for improving outcomes for their children. Seesaw App will continue to be used regularly to share learning, and in term 2 the parents will be invited to join the App. and contribute to feedback and celebrating learning. Community attendance at special events, assemblies and school activities will be encouraged through the school newsletter and group texting

#### STRONG PARTNERSHIPS

An annual summative assessment schedule will be created to ensure the broad collection of relevant and purpose driven data. Further to progress made in 2015, pre–school transition will include an 'open day' in Term 4 where prospective

parents will gain a first-hand understanding of the inner workings of our school in action. Feedback from the parents/carers will continue through paper surveys and Tell Them From Me online surveys will be completed to form a triangulation of Student, teacher, parent responses.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All students have Personalised Learning Plans (PLPs) and are making progress across the literacy and numeracy continuums. Parents were involved in the development and monitoring of these plans. Aboriginal students are demonstrating higher average levels of progress. Aboriginal students were supported through specialist teachers and staff to promote positive attitudes to schooling whilst ensuring culturally sensitive programs were maintained. Principal attended mandatory ARCO training.	\$4272.00
<b>Low level adjustment for disability</b>	Teachers were provided with professional learning in L3, TEN and Learning Support which focussed on differentiation for learning and also support in creating Individual Learning Plans (ILPs).	\$22,876.00
<b>Socio-economic background</b>	Students were provided with learning opportunities and an environment that incorporated current evidence based quality teaching practices through staff professional learning in HOW2learn, TEN and L3. Staff attended professional learning aimed at ensuring quality learning opportunities were provided in multi-stage classrooms.	\$10,202.00
<b>EAFS</b>	Through the Early Action for Success strategy, the Principal and Instructional Leader were able to oversee the effective implementation of quality teaching practices to accelerate student learning and monitor the assessment schedule to maintain its integrity. Strategies to achieve this included: <ul style="list-style-type: none"> <li>• early identification of the level of attainment in literacy and numeracy of each individual child (K2) and tailoring a specific program of learning to that child's needs</li> <li>• change in teaching practice from a focus on the whole class to a focus on the needs of the individual student</li> <li>• ongoing, close monitoring of individual student progress against the Literacy and Numeracy continuums</li> <li>• evidencebased use of tiered interventions in literacy or numeracy according to need.</li> </ul> Funding was used for <ul style="list-style-type: none"> <li>• L3 and TEN training for K12 teacher</li> <li>• Face to Face Release to audit readers / maths resources</li> <li>• Purchase new readers</li> <li>• Learning Support offered to targeted students</li> </ul>	\$5,500.00
<b>Integration Funding Support</b>	Teachers were provided with professional learning in L3, TEN and Learning Support which focussed on differentiation for learning and also support in creating Individual Learning Plans (ILPs). SLSO was employed part-time to provide classroom support to enable maximum learning outcomes for integration student.	\$16,707.00

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	8	9	8	10
Girls	4	7	6	11

The school enrolment for 2016 was 21, an increase of 50% on 2015.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91	91.3	92.3	95.3
1	92.7	95.7	89.8	97.2
2	89.5	88	94.5	93.9
3	96.6	94	95.6	95.7
4	97.9	97.3	98.5	95.6
5	92.4	98.9	92.3	100
6	100	92.9	96.7	95.7
All Years	93.2	93.1	93.2	95.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Boree Creek PS works closely with Home School Liaison Officer, parents and carers to ensure a high rate of attendance is sustained. 2016 saw us with a higher than state average for attendance for all years, for the first time since 2013.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.1

\*Full Time Equivalent

in 2016 there were 0% Aboriginal staff at Boree Creek PS

### 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	

### Professional learning and teacher accreditation

Number of teachers maintaining accreditation at Proficient –1

Number of beginning teachers seeking accreditation at Proficient –1

School Development Days Term 1 100percent participation of staff.School based day covering Child Protection update, Code of Conduct, roles and responsibilities, general organisation and management Term 2 100percent participation of staff.Greater Kengal Network day at Boree Creek PS. HOW2learn and CPR training.Term 3 100percent participation of staff.Greater Kengal Network day at Pleasant Hills. HOW2learn, Professional Development Framework and goal setting. Term 4 100percent participation of staffThese 2 days were varied and completed as 2 x 3 hour meetings and 1 day meeting with Greater Kengal Network during Term 3 and 4. These sessions all involved the delivery of the HOW2learn professional learning. Number of teachers participating in professional learning activities and a description of activitiesTwo teachers participating in HOW2learnOne teacher participating in TEN, L3 Stage 1 and Peer Coaching, Average expenditure per teacher on professional learning, at the school level– \$1086Total school expenditure on teacher professional learning

## Financial information (for schools using OASIS for the whole year)

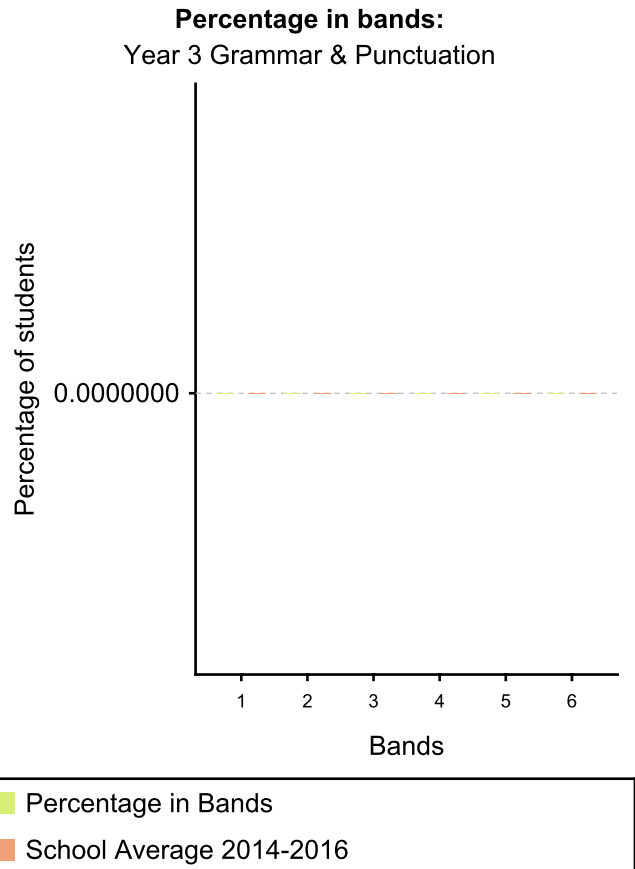
### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>63 403.05</b>
Global funds	61 167.40
Tied funds	59 576.29
School & community sources	12 158.61
Interest	1 685.53
Trust receipts	280.25
Canteen	0.00
<b>Total income</b>	<b>198 271.13</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	12 423.55
Excursions	3 647.26
Extracurricular dissections	1 400.00
Library	997.35
Training & development	2 000.00
Tied funds	51 121.99
Short term relief	2 843.88
Administration & office	11 405.83
School-operated canteen	0.00
Utilities	8 347.37
Maintenance	5 026.90
Trust accounts	280.25
Capital programs	3 657.17
<b>Total expenditure</b>	<b>103 151.55</b>
<b>Balance carried forward</b>	<b>95 119.58</b>

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.

Year 3 had 100% at proficient in reading, writing and spelling, Year 5 had 100% proficient in Grammar and Punctuation. Year 5 had 100% at or below National Minimum Standard for Reading, Writing and Spelling.

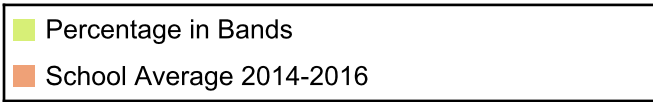
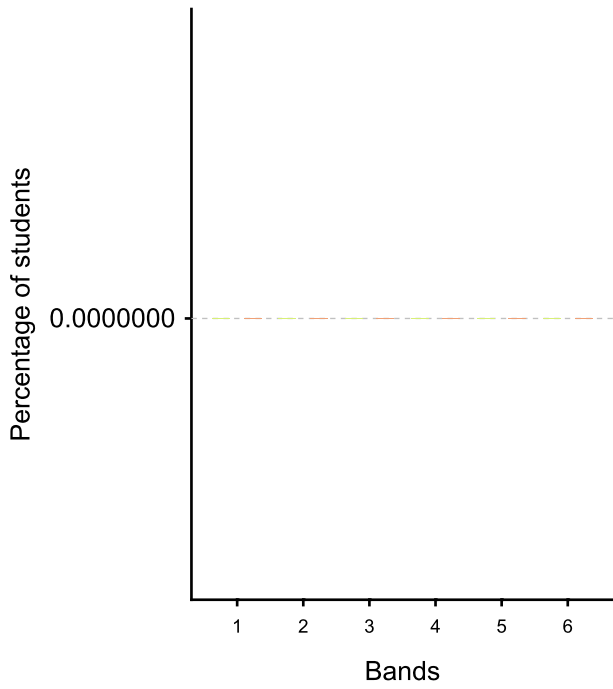


A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

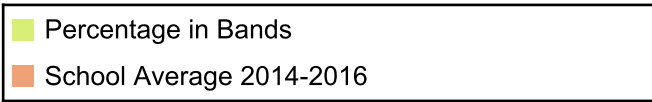
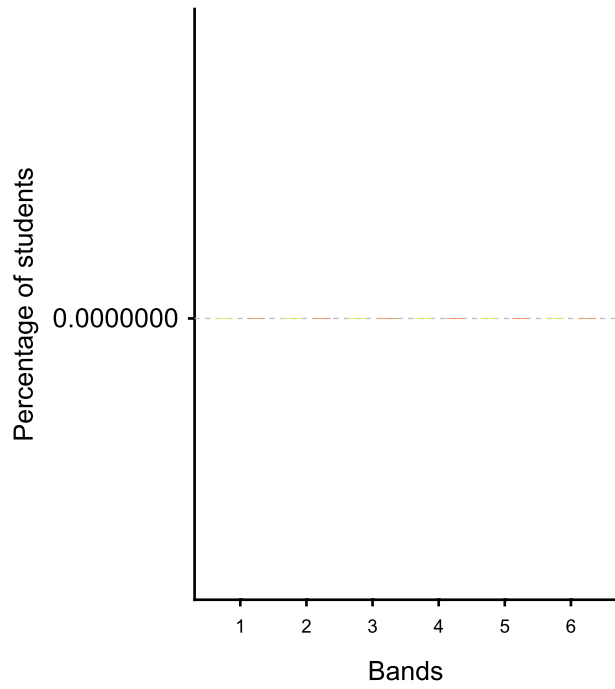
## School performance

### NAPLAN

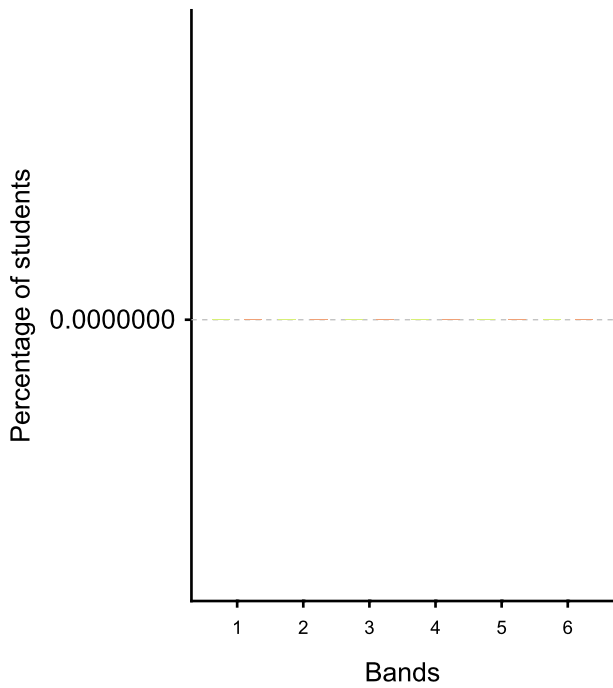
**Percentage in bands:**  
Year 3 Reading



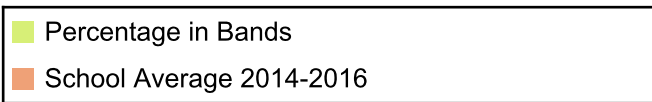
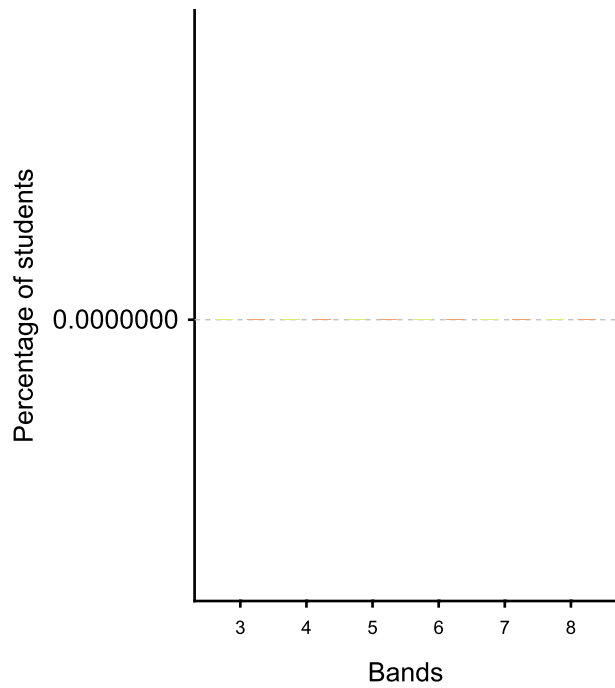
**Percentage in bands:**  
Year 3 Writing



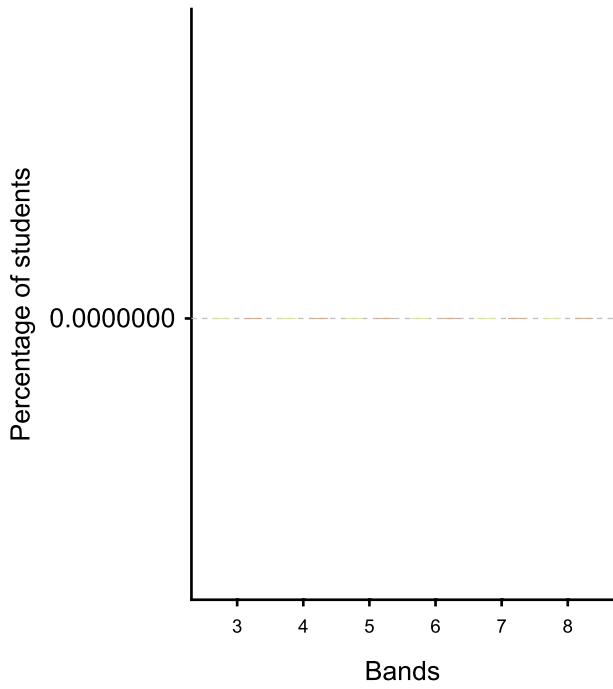
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 5 Writing

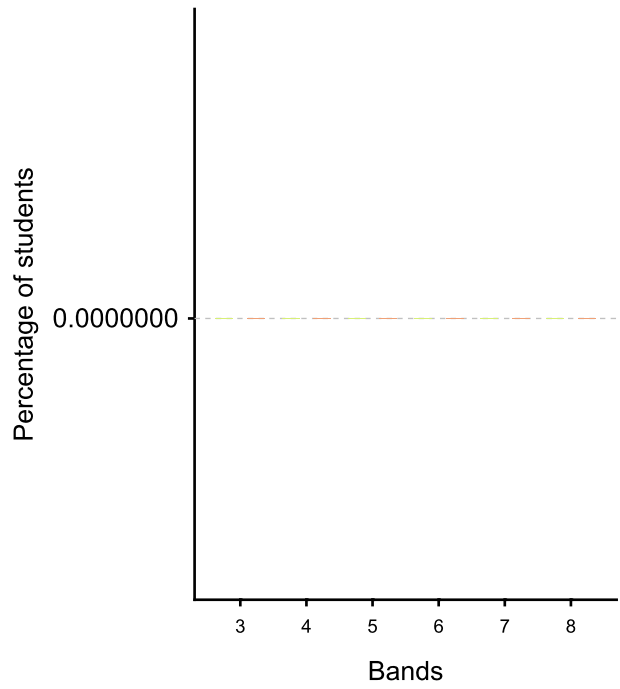


**Percentage in bands:**  
Year 5 Spelling



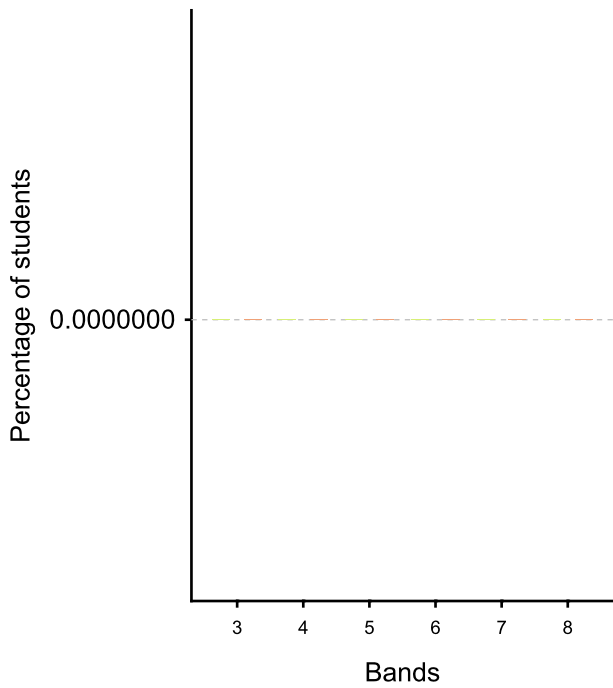
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2014-2016

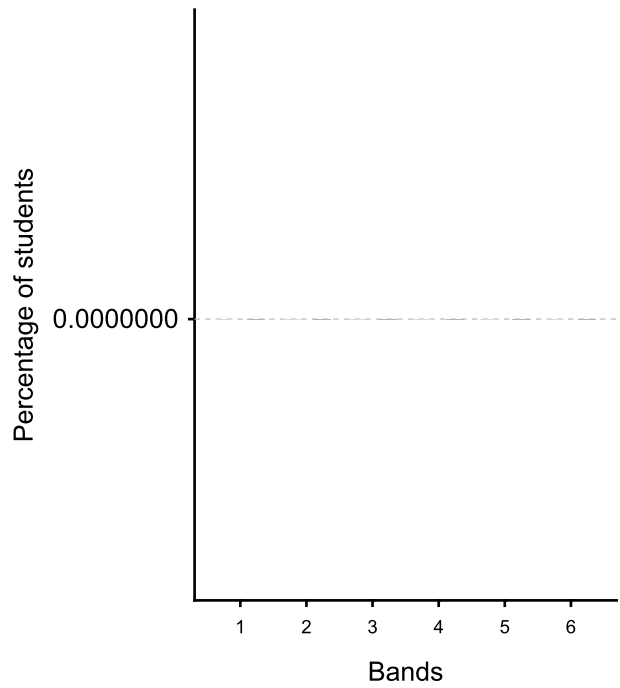
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2014-2016

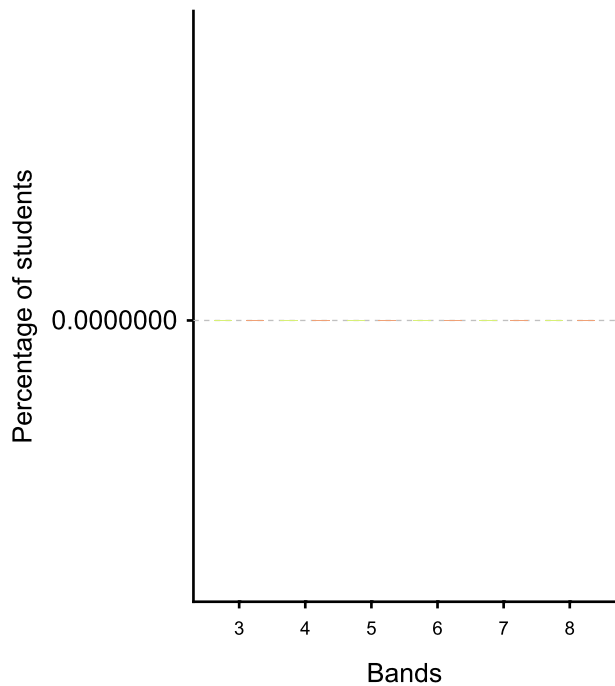
In 2016, 100% of all Year 3 and Year 5 students achieved at proficient in Numeracy.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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 Boree Creek Public School in the Find a school and select GO to access the school data.

Boree Creek Public School is committed to the *Premier's Priorities of Improving education results for Aboriginal students* in the top two NAPLAN bands. We are generating Personalised Learning Plans (PLPs) for all Aboriginal students, parents were involved in the development and monitoring of these plans. Aboriginal students are demonstrating higher average levels of progress across the literacy and numeracy continuums. Aboriginal students were supported through specialist SLSO teachers and regular teaching staff to track and target any necessary intervention, to promote positive attitudes to schooling whilst ensuring culturally sensitive programs were maintained.

## 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.

Students, parents and teachers participated in surveys developed as a tool for selfassessment and evaluations around student wellbeing, student outcomes and school climates. The results were positive, with student engagement in curricular and

extracurricular activities being exceptionally high and parent satisfaction noteworthy.

Students try hard to succeed in their learning– 93 percent of the girls and 89 percent of the boys at Boree Creek Public School thought they tried hard to succeed. The NSW DEC norm for girls is 90 percent and for boys is 85 percent. Relevance In 2016, students found classroom instruction relevant to their everyday lives. At Boree Creek Public School, students rated relevance at 8.4 out of 10; the NSW DEC norm for these years is 7.9. Advocacy at School. At Boree Creek PS 98 percent of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Participation in sport at Boree Creek Public School 95percent of students had a high rate of participation in sports; the NSW DEC norm for these years is 83 percent. Sport and physical education at BCPS is highly valued by students as they learn that it promotes healthy living habits, teamwork and perseverance while also tackling issues such as childhood obesity and diabetes.

The Parent Survey conducted provided feedback to our school about the extent to which parents feel the school supports learning, promotes positive behaviour and provides a safe and inclusive environment. 95 percent of parents surveyed strongly agreed that the school supports learning and feel included in decisions about their child's education. 90percent strongly agreed that staff are high performing and collaborative .100 percent of parents surveyed strongly agreed that:–Boree Creek PS promotes positive behaviour –Staff are positive role models, –The new levelled discipline code was working for their child/ren. 95percent of parents surveyed said they strongly believed the staff created a safe and inclusive learning environment, and that student welfare was prioritised at Boree Creek PS.

Teachers were surveyed on their teaching practice, professional development and learning as well as their pedagogy in the 21st Century. Outcomes affirmed the positive culture our school has built, and the

## Policy requirements

### Aboriginal education

In 2016 our school had a low proportion of Aboriginal students. Personalised Learning Plans are developed with consultation from parents/caregivers to ensure goals are set and evaluated throughout the year for every Aboriginal student. Our programs are culturally appropriate and support the Aboriginal and Torres Strait Islander Education Action Plan 20122014. An Aboriginal perspective is integrated throughout the curriculum, making the curriculum meaningful for Indigenous students and raising awareness and respect for the culture. External agencies have been engaged to support student wellbeing. Cultural awareness programs with high community engagement were evident in our celebrations for Harmony Day.



## **Multicultural and anti-racism education**

In 2016 Boree Creek Public School continued to develop quality multicultural learning programs throughout its teaching and learning in the curriculum. These programs target broadening cultural awareness and increasing racial tolerance. Initiatives enhance engagement in the school by parents and community members from culturally and linguistically diverse backgrounds. Initiatives included Harmony Day, Premier's Multicultural speeches, and visitors from other countries attending school. The teaching Principal trained as an AntiRacism Contact Officer (ARCOs) and served in her capacity to raise multicultural awareness and prevent racism within our school.