



Guise Public School

"Educating and caring for the whole child"



2020 Data Booklet

At Guise Public School, we develop a culture of high expectations, leading to an aspirational and inclusive whole-school community. This is achieved through innovative learning environments that develop reflective, life-long learners with high levels of self-efficacy. Our whole school and wider community works in partnership to cater for students' social, cultural and wellbeing needs and ensures every student is known, valued and cared for.

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STRATEGIC DIRECTION 1



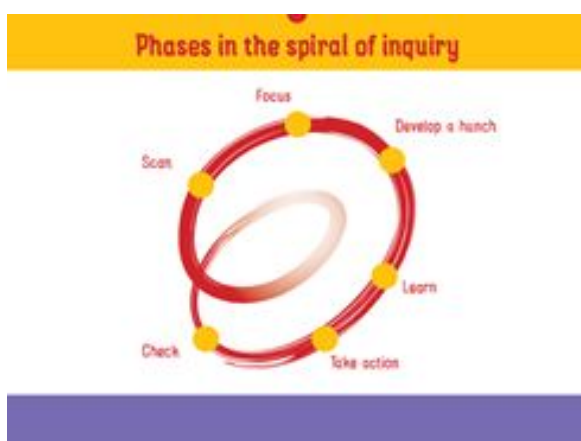
Reflective, Collaborative and Future Focused Teaching and Learning.

Through collaboration and evidenced based teaching we will develop students who are engaged, inspired and reflective drivers of their own learning, with high aspirations and self-efficacy.

STRATEGIC DIRECTION 1

Spirals

Teachers participated in Spiral of Inquiry with their stage team twice a term. Spiral of Inquiry is an approach to professional learning developed by Helen Timperley, Linda Kaser and Judy Halbert. The sessions start with all teachers developing a 'hunch' based on an area of need in student's learning. They then collect data and evidence to determine 'what is going on for our learners'. From the data, teachers develop a BIG question that becomes the centre of the spiral and begin to engage in necessary professional learning, sharing or reflection to improve their practice. After teachers learn their new skills, they begin to implement them in the classroom.



Technology Mentor

In order to further engage our students in Future Focused Learning, Guise Public School employed a technology expert from Elderslie Public School to join our school one day a week. He has worked closely with our teachers and students in order to demonstrate the use of various apps. This has allowed for students to use different apps in order to present their work as well as showcase their learning in the different Key Learning Areas. Each class is focused on creating a film linking to our school YCDI keys.

Technology mentoring at Guise Public School has also included various 'Techie Arvos' throughout the year. These professional learning sessions in which teachers participate in, has allowed for teachers to explore various forms of technology which are available at the school for both staff and students to use. These sessions have been informative not only in upskilling teachers but also in regard to integrating technology effectively within the classroom and in student learning to enhance student engagement.

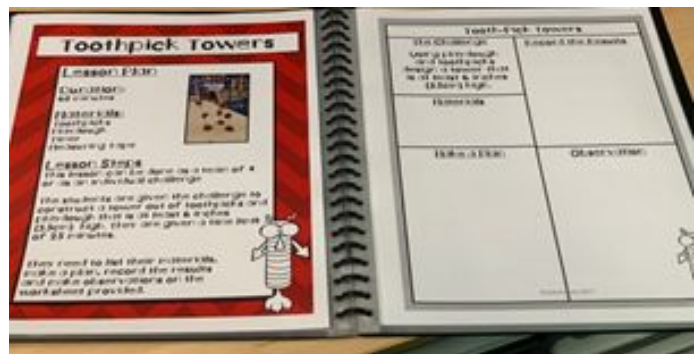


Exploratorium

Our Exploratorium area has had a makeover and it is no longer a space that is just used as a library. The Exploratorium is a purposeful space which is used by all our classes at least once a week to participate in borrowing of books, while also showcasing a variety of new books which are constantly getting added and are made available to our students.

The Exploratorium also now has a 'Lego Wall' area as well as 'Maker Space'. The Lego wall area allows our students to 'make and break' their creations. Student involvement doesn't just involve being creative but also allows students to be collaborative, develop their critical thinking while also developing their social skills through interacting with students of all ages.

The Maker space in the Exploratorium, is a space which is filled with many different materials such as recyclable materials (bottle, cartons, lids) as well as materials such as clay, tape, buttons, sticks and many more materials which are available for students to use. The purpose of this space is for students to use their STEM knowledge while also freely engaging with their creativity in a safe learning environment.



Digital Leaders

Digital Leaders is run at recess time as one of the clubs at Guise with a group of Stage Two and Three students. The purpose of Digital Leaders is to upskill students in using technology. It is designed so they can share their expertise with other students and teachers in the classroom, and teach the teacher. Digital Leaders also supported STEM club and Coding Club. This year, we have been fortunate enough to have a technology expert to mentor students in the use of various apps.

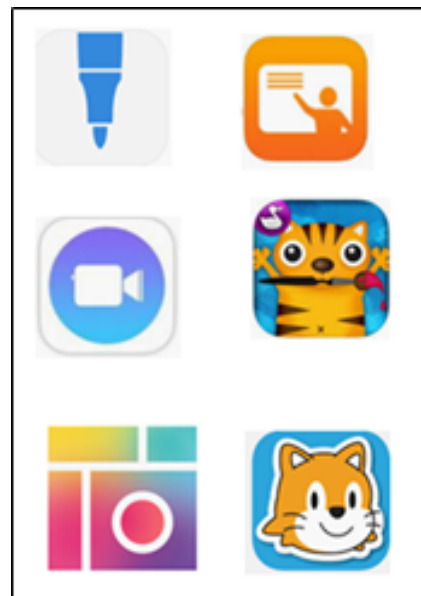


Digital Leaders

Week 2	Apple classroom	
Week 3	Clips	
Week 4	Piccollage	
Week 5	Sketches school	
Week 6	Draw & tell	
Week 7/8	Scratch Jr	
Week 9	Revision	

Leaders Lanyards

As part of their role, Digital Leaders received a lanyard to wear during their workshops. Each time they learn a new skill, and can demonstrate to a teacher their knowledge, they receive a new sticker. The aim of this is to collect all stickers to show their knowledge of all the new skills.



Schools Plus

Schools Plus are an organisation that Guise Public School has formed a partnership with this year. The organisation works with donors and schools to give disadvantaged students the opportunities that make a real difference to their education and their lives. The Schools Plus grant of \$30,000 that we received has been used to further develop the processes in one of our strategic directions 'Reflective, Collaborative and Future Focused Teaching and Learning'.

One of the key strategies was to promote student engagement and collaboration as well as giving students opportunities to be critical and creative thinkers and drive their own learning. We have been able to transform the library into the 'Exploratorium' which will be a flexible and collaborative 'Maker Space' to engage in design and make tasks for Inquiry Based Learning in Science and Maths. Professional learning utilising a tech mentor upskills teachers to implement Inquiry Based Learning and integrate technology authentically across multiple learning areas. Funding was also used to upgrade our wifi to improve our connectivity.



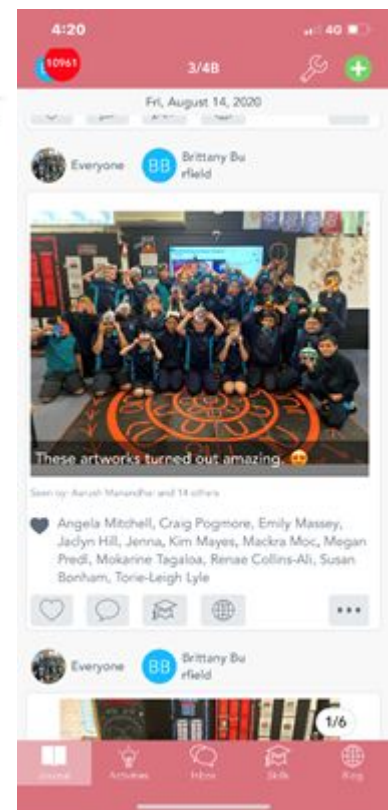
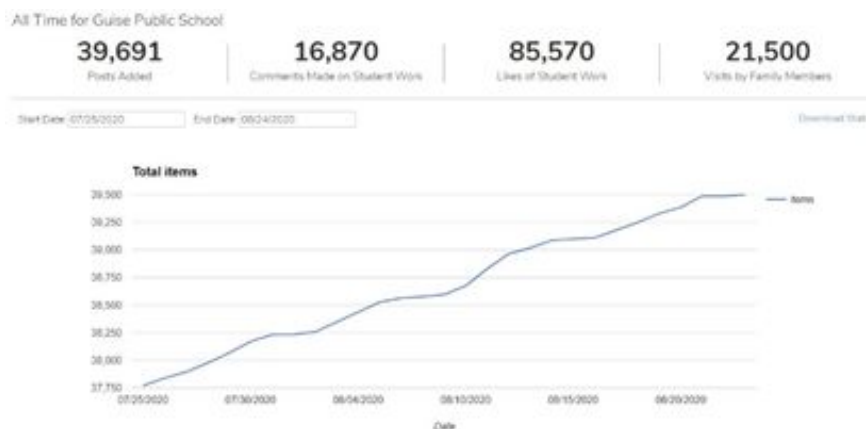
STEM Alive

During Term Three our 'Stem Alive' initiative was implemented. 'Stem Alive' incorporates all the various aspects which are encapsulated in Science, Technology, Engineering and Maths. Classes took part in a variety of STEM related activities which included designing and making challenges, mini masterchef, circuit making, maths escape challenge and robotics. These days are implemented to inspire our students to be creative and critical thinkers and to engage them in learning future focused skills and attitudes.

Seesaw

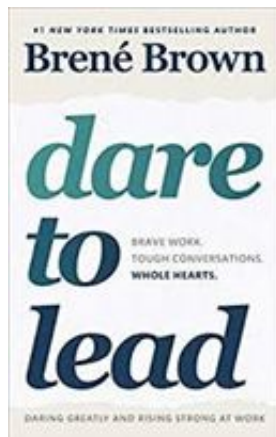
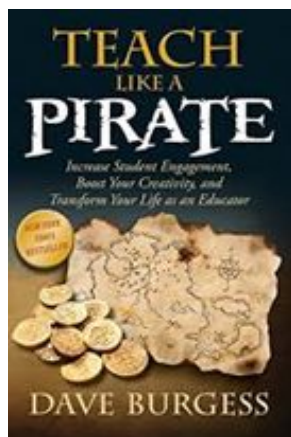
The Seesaw app is used as a student-driven digital portfolio. Students are able to create, reflect, collaborate and share, which allows family members to keep up to date with their child's learnings. Seesaw has also been used for both class and school communication, where digital notes can be sent via the app. During remote learning, Seesaw was the primary learning tool used by students and teachers. It was an effective tool for all students to engage in to stay consistent with their learning. We have watched Seesaw grow extraordinarily over the years, with over 21,000 family visits on Seesaw since we first implemented it.


Seesaw was also used as a way of teachers collecting evidence for their Professional Development Plan. Over the year teachers upload evidence towards their goals in order to successfully achieve them.



Book Club

Throughout 2020 all teachers participated in Guise Public School's book club. During this time, professional learning sessions were conducted where discussion questions were addressed. Teaching staff engaged in the book: Teach Like a Pirate by Dave Burgess. Teachers were able to build their knowledge on creativity and student engagement. Non-teaching staff engaged in the book: Dare to Lead by Brené Brown. This book was all about the willingness to step up and put yourself out there through leadership. Book Club has been extremely successful this year with all staff learning together.



Remote Professional Learning – Term 2 Weeks 3 – 8			
 Teach like a pirate is an incredible forward-thinking movement that brings everyone out of their shell and take educational content to new heights and levels to engage and inspire students!			
Week	Topic	Discussion questions	Zoom session
Week 3 – May 11-15	Passion & Immersion Introduction - page 18	WEEK 1: Part 1: Passion & Immersion: Intro - page 18 1. What does passion in the classroom look like to you? What are you already doing that shows your passion? 2. How are your students showing passion? What opportunities do your students have to show their passion? 3. @BurgessDave said, "We are not passionate about everything we teach." What can we do in these situations? 4. @BurgessDave said that we are "either liaguards or swimmers." What does total immersion in class look like? 5. How do we encourage others around us to jump from their liaguard stands into the water? Should that even be a focus? 6. What is one goal that you set to increase your passion or immerse yourself in your teaching more this year?	Group 1 – 10am https://meet.google.com/uf9722039630?pwd=5hYvO2YMAU9p82h0RvF55W15eTA12z09 Group 2 – 11am https://meet.google.com/uf9252235955?pwd=5FZM1E0uJSReTEwR3ZyYm9MTVYQTO9
Week 4 – May 18-22	Rapport & Ask and Analyse pages 19-54	WEEK 2: Part 1: Rapport & Ask and Analyse: pages 19-54 1. Kids behave better when they are engaged (pg. 19). What are some ways you ensure that your students are engaged? 2. Engagement is difficult when students are bored or overwhelmed (pg. 20). What are some ways you differentiate instruction? 3. It's often hard for students to connect with what we are teaching (pg. 20). How do you help your students make connections to their learning? 4. No content standard matters until a safe, supportive and positive class environment is established (pg. 22). How do you build that environment? 5. Dave describes his first five steps of each school year (pg. 22). What kinds of things do you do during the first week of school? 6. Creative genius is partly developed through asking the right questions (pg. 34). What opportunities do your students have to ask questions? 7. Read your audience and adjust on the fly (pg. 48). How do you demonstrate flexibility & responsiveness? Any examples of teachable moments?	Group 1 – 10am https://meet.google.com/uf9722039630?pwd=5hYvO2YMAU9p82h0RvF55W15eTA12z09 Group 2 – 11am https://meet.google.com/uf9252235955?pwd=5FZM1E0uJSReTEwR3ZyYm9MTVYQTO9

Technology Coordinator

The technology coordinator organises the school's technology resources. A large part of the role is organising technology such as iPads and laptops to be easily accessed. The teacher provides technical support throughout the school to ensure all resources are safe and in proper working order. It is also the role of the technology coordinator to ensure staff are supported in how to effectively use technology to better support teaching and learning. Some ways professional learning is delivered to staff is through 'Techie Arvos'. The technology coordinator is also in charge of purchasing new resources to support future focused learning in the school. Some of the purchases made this year include; 4 new Interactive White Boards, 20 new laptops and new iPad and laptop charging stations.

Evaluation

Strategic Direction 1 encompasses reflective, collaborative and Future Focused Teaching and Learning. This is driven by best practice and the provision of authentic, quality learning experiences. It involves student directed learning and inspiring our students to be creative, curious and critical thinkers. One of the areas where the students have had opportunity to display these skills has been through the successful implementation of Inquiry Based Learning in the classrooms. The aim of the initiatives introduced by this strategic direction is to develop reflective practitioners who can continually refine and adapt their skills to an ever changing environment. Technology has formed a basis of much of the professional learning and teaching experiences with the upskilling of both students and teachers being of the most paramount importance. Students teaching other students is a critical part of the implementation of technology in the classroom.

Further Recommendations

- Continuation of Spirals of Inquiry.
- Further Implementation of Techie Arvos.
- Digital Leaders to conduct lessons for classes focussing on the skills they acquire during their mentoring.
- Continuation of the Tech Mentoring initiative to further upskill teachers in the authentic use of technology.
- Learning portfolios in Seesaw developed and trialled in one stage group.
- Classes to engage in STEM related activities to authentically support their Inquiry Based Learning utilising the Maker Space.
- Focus on Coding PL for teachers to effectively implement in their classrooms.
- Opportunities for students to learn about coding.

SCHOOL EXCELLENCE FRAMEWORK LINKS

Teaching	Learning	Leading
Effective classroom practice	Learning Culture	Educational Leadership
Data skills and use	Wellbeing	School Planning, Implementation and Reporting
Professional standards	Curriculum	School Resources
Learning and development	Assessment	Management Practices and Processes
	Reporting	
	Student Performance Measures	

STRATEGIC DIRECTION 2



**Engaged, Challenged and Successful
Learners.**

Through creating engaging, safe and challenging learning environments, students will achieve one year's growth for one year of learning in literacy and numeracy.

STRATEGIC DIRECTION 2

You Can Do It

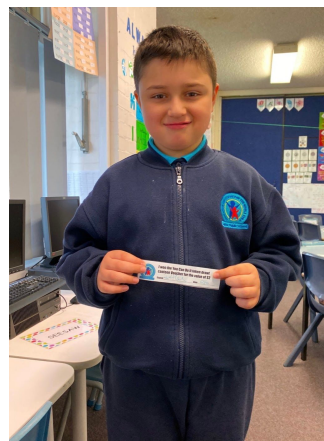
The You Can Do It whole school approach to wellbeing supports students in striving to be the best they can be in the areas of Organisation, Getting Along, Confidence, Resilience and Persistence. By implementing this framework, students are able to learn how to be successful learners and behave appropriately and responsibly in all areas of the school.

You Can Do It Tokens

You Can Do It tokens are awarded to students who are demonstrating and upholding the foundations of our '5 Keys to Success' in the classroom and the playground. These tokens are then entered into a weekly raffle draw where 2 students are chosen to receive a canteen voucher.

You Can Do It Awards

You Can Do It awards are awarded to students daily. These merit awards are given to students who demonstrate values of Getting Along, Organisation, Confidence, Resilience or Persistence towards their academic, social and emotional development. Once students have collected any 3 You Can Do It awards, they are able to exchange them for a Bronze award.



You Can Do It Nominations and Badges

Each term, all staff members nominate a student who they believe has demonstrated exceptional behaviour in one of the You Can Do It keys. The You Can Do It framework has proved to have a positive impact on student engagement and success as there has been an increase in the number of student nominations per term. In 2020, the average number of nominations for each term has risen to 24 nominations from which an overall winner for each key is to be selected. In the Week 9 assembly, each of these winners receive a badge that represents their area of excellence.

You Can Do It update Term 2 2020

You Can Do It Winners



Getting Along

Jenna has always showed kindness and respect towards her teachers and peers. She loves welcoming new students into Guise Public School and always puts her hand up to show them around the school. Jenna is very compassionate and will be the first to offer any assistance or help. Well done, Jenna!

Nominees

Ayaas Abdullah
Thorston Bartrop
Toni Pogmore

Virtual Assemblies

Virtual assemblies were introduced and implemented this year as an alternative to face-to-face assemblies. Through these virtual assemblies, students still had the opportunity to share the successes of their peers as they viewed them receiving their Bronze, Silver and Gold awards. The use of these virtual experiences has allowed us to continue showcasing class items.



Assessment and Reporting

This year at Guise Public School we have had a focus on improving students phonological awareness skills. Phonological awareness provides students with the skills required to read and write. To effectively implement phonological awareness into the classroom teachers participated in a professional learning course that highlighted the different phonological skills students require to be successful learners.


Year 3 and 5 Check In Assessments

The Check In Assessment is an online reading and numeracy assessment for students in Years 3 and 5. These assessments took place in Term Three and supplement existing school practices to identify how students are performing in literacy and numeracy and assist teachers to tailor their teaching more specifically to meet individual student needs. Each assessment consists of approximately 40 multiple choice questions and are linked to the NSW syllabuses and National Literacy and Numeracy Progressions.

Online Phonological Assessment

The Department of Education has developed an online diagnostic assessment that assesses students phonological awareness skills. The data collected from the online assessment informs teachers of areas of needs that can be implemented within their programs.

On-demand assessments



Phonological awareness diagnostic

The Phonological awareness diagnostic is a quick online assessment that assesses a student's phonological awareness skills.

Phonics Scope and Sequence Year Four



	Spelling Knowledge					
When to be taught	Phonological Knowledge (Grapheme - Phoneme sequence)	Visual knowledge (Sight words)	Spelling rule- Morphographic knowledge (spelling rules and generalisations)	Etymological (word origins)	Skills and Strategies to be taught	Example spelling list
Term 1 Week 1	Short a sound in 1st syllable	Abandoned Breathless Dangerous Enormous glacier	When a word has two consonants at the end, just add the endings "ed" or "ing".	Word root- -unt Origin- Latin Meaning- one	Regular Verb Tense (Past/Present)	Attic, Batter, Happen, Valley, Traffic test, earn, warn, alarm, doubt, university, unicycle, universal
Week 2	Long a sound in 1st syllable	Insane Absolutely Brethren Decided ensure	Verbs that have a short vowel followed by a single consonant, double the last letter before adding -ed or -ing.	Word root- -mono Origin- Greek Meaning- one	Irregular Verb Tense (Past/Present)	Vacant, Navy, Basic, Crater, April stop, trim, scrub, travel, model monologue, monorail, monopoly
Week 3	Long a sound in second syllable	Global Incident Accident Brief decision	When a word ends with a silent 'e' drop the 'e' before adding 'ing'.	Word root- -bi Origin- Latin Meaning- two		Complain, contain, explain, remain, terrain Write, race, amuse, trade, handle bicycle, beam, bilateral

Phonics Scope and Sequence

Teachers have worked collaboratively to develop a whole school scope and sequence that has been implemented in all classrooms. To support the scope and sequence new hands on resources have been purchased and created and have been shared throughout the school.

Learning Boosts

Learning Boosts have been implemented to target students who need support in their learning. It is a five week program involving small groups of students who work with a teacher 3-5 days a week in half hour time slots. This allows us to track and monitor their progress over the five weeks. Learning Boosts cover Reading, Writing and Number. Students are assessed at the beginning and end of the program to track their progress. Across a week, groups of students are involved in approximately 44 Learning Boosts.

The graph to the right shows improvement made by students in their reading levels during a five week learning boost.



Inspire Team

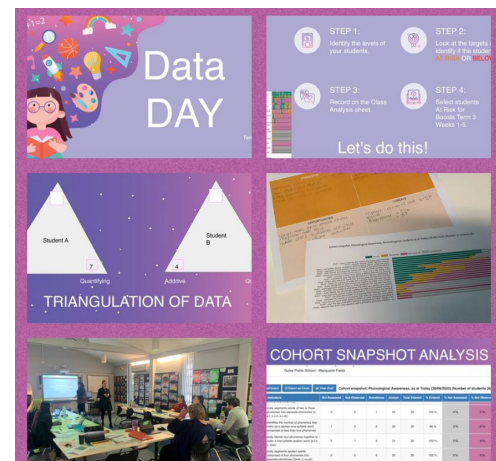
The Inspire Team consists of 10 students who, through a selection process were invited to co-design and co-teach a set of lessons with teachers. This was to address the need for creating positive dispositions throughout the school, therefore enabling better choices. All of which are taught explicitly through the '5 Keys to Success' Getting Along, Organisation, Persistence, Resilience and Confidence. The Inspire Team are currently working on a superhero version of an Inspire Kid which has been created through a student competition.

*You Are The Key To
Your Success
"YOU CAN DO IT!"*



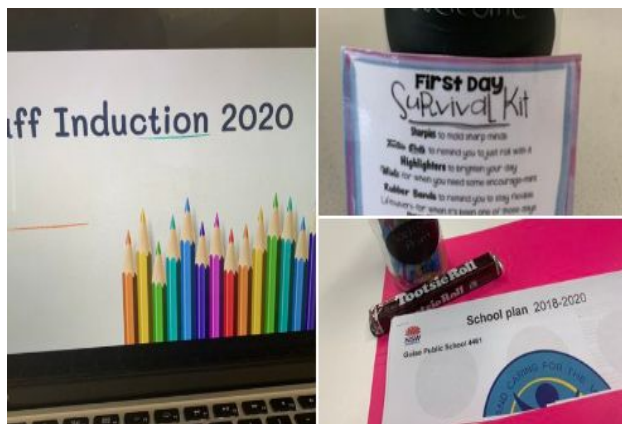
Data Days

K-2 and 3-6 teams meet twice a term to analyse literacy and numeracy data. Each meeting focuses on a specific area, which is informed by the current data trends within the school and Early Action for Success (EaFS) focus. Each session includes current and relevant research to support and deepen teachers' understanding and at times challenge teachers' own core beliefs. As a result, of these impactful days, a culture of continual improvement is embedded in everyday conversations in classrooms. Teachers have become more confident in tailoring programs to support the specific needs of all students.



Beginning Teacher Induction and Mentoring

This year Guise Public School supports 5 beginning teachers who are within their first years of teaching. All staff received an induction into the school at the start of 2020 and are supported with weekly mentoring sessions. The sessions focus on curriculum, behaviour and general classroom management.



Monday 3 Feb. 2020

- School Interviews**
Booking interviews for parents and allocating own RFF. /
- FPM Conference Sheet**
Faculty Drive – Teacher – Family Partnerships - 2020
Where to save Family Partnership conference sheets - see above.
Fill conference sheet in during your FPM and send home to parents shortly after.
- Reports – Setting Goals**
Goals need to be written so that you are able to write a report comment – see examples.
- Conversations with parents and calling home**
We need to try and book every single student in your class and FPM where possible.
- Ideas for further workshops**

Attendance

Regular attendance at school is essential for students to achieve their educational best. Through regular attendance, students increase their career and life options. The Education Act (1990) requires parents to ensure that their children attend school each day it is open for instruction. A minimum attendance rate of 90% has been set by the government. At Guise Public School only 28% of students are achieving this minimum attendance rate. Those students with attendance above 90% are rewarded each term with an attendance reward party.

MultiLit, MacqLit and MiniLit

Guise Public School supports students with additional learning needs through a variety of intervention programs. MultiLit, MacqLit and MiniLit are all explicit and systematic reading programs. The programs provide comprehensive sequences of lessons to support struggling readers.

The MacqLit program is a small group based intervention focusing upon improving outcomes for students in Year 3 and above. In 2020, Guise Public School has supported the implementation of this program for four Year 3 and 4 students. Students work with an SLSO for four hours each week. All students have successfully completed the first phase of this program and are currently working on phase two.

The MiniLit program is an early literacy program designed for students who struggled to make adequate progress in reading during Kindergarten. Four students in year one have been working with an SLSO on this program for four hours a week. 100% of participants are now making the expected growth in reading with all currently at expected benchmarks.

MultiLit is used with thirteen students across Years 2-6 at Guise Public School. It is a one on one intervention administered by a School Learning Support Officer (SLSO) on a daily basis. The program focuses upon graded sight words, phonemic awareness, phonics and fluency. Throughout 2020, four students have fully completed the program with an additional four students added. The average progress throughout the program this year has been 15 levels.



Evaluation

The You Can Do It initiatives across the school are helping to reinforce positive behaviour with all students. Students are regularly receiving You Can Do It awards and tokens from all classroom teachers. The implementation of virtual assemblies has been successful and these have been shared with the community via Seesaw.

The new Phonological Awareness assessment tool has been implemented across K-2 and this has resulted in a significant increase in students being recorded as on track. In Term Three of 2020, the inaugural Check In Assessments were conducted and this provided the school with updated student data. Check In Assessments were used due to NAPLAN not occurring. The Inspire team taught lessons during Term One and at the beginning of Term Three. Unfortunately, COVID 19 restrictions meant that these student led lessons were required to be placed on hold. The student body assisted in the design of an 'Inspire Kid' through participation in a competition. As a result of the competition, an 'Inspire Kid' has been designed and will be launched in Term Four at the Guise Film Festival.

Learning Boosts provided the foundation for in class support. Learning Boosts supported students from Kindergarten through to Year Six. Five teachers were utilised to implement this intervention. Learning Boosts were formed as a result of data analysis. The Data Days supported conversations around data and ensured accuracy and consistent teacher judgement. Tier three students not supported through Learning Boosts were catered for with alternate interventions including MiniLit, MultiLit and MacqLit.

Although a high priority has been placed upon attendance, the data illustrates that this is still an area of major concern. The school works closely with the Department of Education Home School Liaison Officer to improve educational attendance outcomes for our community.

Further Recommendations

- Berry Street Model - Trauma Informed Practice for whole school
- Formal induction process for beginning teachers
- Continued weekly mentoring support for all beginning teachers
- Learning Boosts to focus in on Numeracy to improve student performance
- Introduction of an intervention program for Numeracy - Quicksmart
- Explicit teaching of the 5 Keys to Success
- Whole school reward linked to You Can Do It tokens
- Introduction of Initial Lit for ES1 and Stage 1 classes
- Attendance reward lunch for the highest attendance class three times a term in the assembly.
- In Week 9 assembly, all students with over 95% attendance go into the draw for a family voucher e.g; movies, bowling, jump zone, etc.

SCHOOL EXCELLENCE FRAMEWORK LINKS

Teaching	Learning	Leading
Effective classroom practice	Learning Culture	Educational Leadership
Data skills and use	Wellbeing	School Planning, Implementation and Reporting
Professional standards	Curriculum	School Resources
Learning and development	Assessment	Management Practices and Processes
	Reporting	
	Student Performance Measures	

STRATEGIC DIRECTION 3



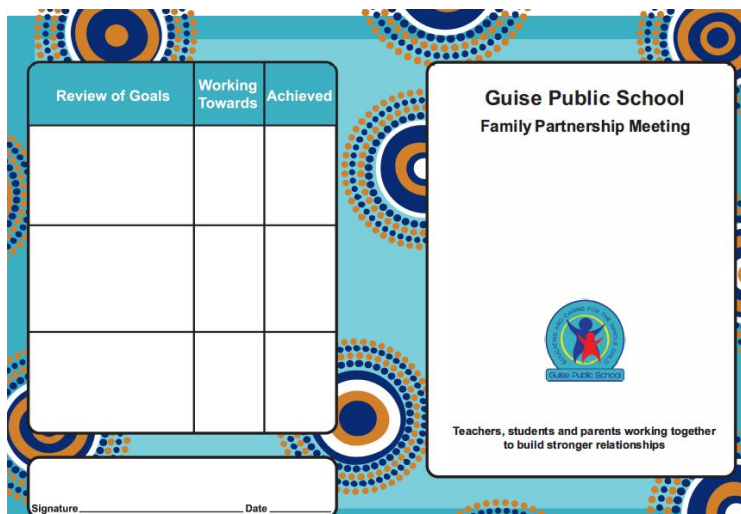
Connected Learning Community.

The whole school and wider community will engage in a range of partnerships that help build the school as a cohesive educational community with high aspirations.

STRATEGIC DIRECTION 3

Family Partnership Meetings

During Term Three, Guise Public School once again held Family Partnership Meetings. The primary aim of the partnership meeting was to review existing learning goals and establish new goals for the second semester. Due to changes in school operational procedures as advised by the Department of Education and the Department of Health, all partnership meetings were held via phone calls. In all, 78% of all families participated in a Family Partnership Meeting. This percentage exceeded our target, indicating the high value our families place on the success of their child/s learning.



The form is titled "Guise Public School Family Partnership Meeting" and features the school's logo. It includes a table for tracking goals and a section for signatures and dates.

Review of Goals	Working Towards	Achieved

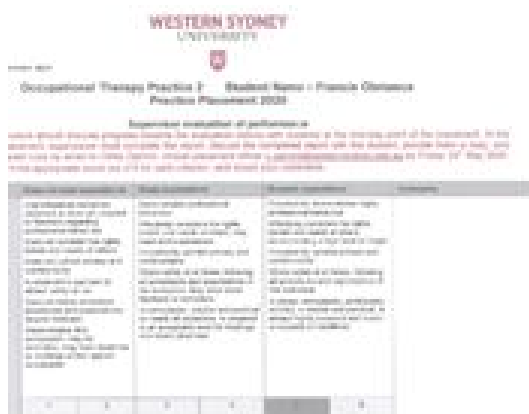
Signature _____ Date _____

Guise Public School
Family Partnership Meeting

Teachers, students and parents working together
to build stronger relationships

Western Sydney University – Occupational Therapist

During Term Two, Guise Public School once again supported the practice placement of two Western Sydney University Occupational Therapy (O/T) students. The aim of the placement was to develop a teaching resource that could be used by classroom teachers to support the development of fine motor skills, which in turn will enhance the writing skills of our students. The O/T students attended two observational visits to our Kindergarten classes before school operational procedures were changed in line with Department of Education guidelines. This meant that for the remainder of their practicum all communication and project development was conducted via Zoom conferencing.



This is a form for the Occupational Therapy Practice Placement at Western Sydney University. It includes a table for recording observations and a section for the student's reflection.

Observation	Reflection	Comments

Western Sydney University
Occupational Therapy Practice Placement
Student Name: _____
Placement Period: _____



Education Week

Early in Term Three, Guise Public School celebrated Education week COVID style. The theme, 'Learning Together', reflects an incredible year for NSW public school students, staff and parents, and the partnerships that have been strengthened in response. During Week 3, students enjoyed participating in virtual excursions and collecting stamps on their passports to win prizes. The links to each excursion were sent home to families via seesaw where they had the opportunity to 'Learn Together' with their child and visit exciting destinations all over the world.



School Ambassador Program

Each year a student from Stage Three is selected to be our representative for the School Ambassador Program. The student selected displays exemplary behaviour, leadership skills and is a positive role model for others. This year our worthy recipient of this important role was Aaron from 5/6B. Due to current school operating guidelines, rather than participating in leadership days in other schools, Aaron will be leading various initiatives in our school over the next semester including STEM Alive, Digital Leaders and Assemblies. At the Education Week Assembly, Aaron was presented with his School Ambassador certificate and officially inducted into his new role. He also received his School Ambassador badge.



Primary Inclusive Education Network (PIE)

The Primary Inclusive Education Network is now in its third year. Our aim continues to be providing educators from Guise PS and other schools within our network the opportunity to collaborate, share and discuss special and inclusive education and what it entails. In Term One, a face to face session was held, with a guest speaker providing information regarding National Disability Insurance Scheme (NDIS). During this session, educators from approximately five schools attended.

Due to COVID 19 and the limitations that were implemented, face to face sessions could no longer be held in Terms Two and Three. In Term Three, the network made the move onto an online platform and are now based on Yammer. The aim of the Yammer group is to provide a place for educators to collaborate, discuss and share their knowledge and success stories around inclusive education, allowing the network to continue despite the current restrictions.



Beginning Teacher Network (BTN)

The Beginning Teacher Network is in its second year and offers teachers within their first five years of teaching, opportunities to collaborate with other beginning teachers. The network focuses on providing support in skills such as behaviour management, accreditation and teacher wellbeing. In Term One, a face to face session was held on 'Behaviour Management'. Unfortunately, due to the new guidelines, a session was not able to be held during Term Two, however, in Term Three, an online session featuring a Teacher Quality Advisor on 'Accreditation' was held via Zoom.



Harmony Day and National Day of Action Against Bullying

Harmony Day and National Day of Action Against Bullying is often run as an 'Open Classrooms' session, where parents and carers are invited into classrooms to view what students are learning and to participate in Harmony Day and National Day of Action Against Bullying activities. However, new Department of Education guidelines were introduced shortly before this event took place which prevented us from inviting our community into our classrooms. Both events went ahead, with activities involving students joining in activities within their own classrooms based on bullying and accepting others. Students also had the opportunity to have photos taken inside an Instagram frame that had been created for the day. These photos were printed and hung within the Instagram frames used on the day and are now proudly on display in the Community Room.



Links to Learning

This year we have been extremely lucky to have the Links to Learning project being delivered by MTC Australia for our Year 6 students. Students work with Youth Advisors on a program that was developed in consultation with the school. Year 6 students are able to engage in meaningful group sessions that are aimed to improve their education, build their social confidence, and broaden their perspective on future employment and life skills.

Staff created a space that was supportive, allowing students to discuss real-life issues covering a wide range of topics whilst also building knowledge and strategies to overcome barriers that they identify. Students are also provided with an opportunity to receive individual support from a dedicated Youth Advisor who assists them in overcoming barriers, identifying future goals and creating a plan to achieve them.



Social Ventures Australia

During 2020, Guise Public School continued its journey in partnership with Social Ventures Australia (SVA). The SVA Bright Spots Schools Connection (The Connection) is a collaborative network designed to support leadership development to accelerate student outcomes across communities experiencing disadvantage. Via Zoom meetings, school executive staff attended Hub Days as well as Thought Leadership Gatherings which entailed rich discussion and deep reflection on such concepts as 'Weaving the magic of home-school partnerships' and 'Metacognition'. These concepts were shared with staff with discussion around future directions and planning. This year saw the launch of the The Connection Alumni website. This website captured and showcased the journey that each school has undertaken to help accelerate student outcomes. To follow the amazing journey that GPS has undertaken during the course of the last 3 years, please visit the website address below.

<https://theconnectionalumni.socialventures.com.au/school/guise-public-school/>

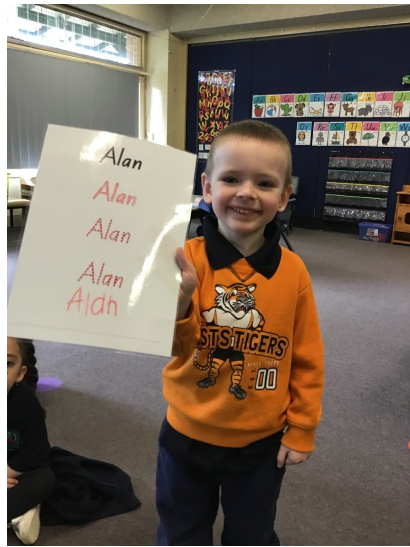


Transitions

Throughout Term Four, five students from the senior AU Support Unit class will be participating in high school transition programs across 4 different schools. One student from the class will also be transitioning into a mainstream Year 6 class. During Term Four, a transition program will be run in partnership with James Meehan High School for our mainstream Year 6 students. Students will be participating in a range of interesting and informative sessions. In addition, Year 5 students will also have the opportunity to participate in several high school taster days.

Pre-Kinder

The Pre-Kinder program provides an opportunity for students enrolling into Kindergarten 2021 to become familiar with the school, staff and expectations prior to attending school. The start of the program was delayed due to COVID 19 but commenced at the beginning of Term Three. Pre-Kinder students attend on Tuesday and Thursday mornings from 9am to 12pm. During this time they develop social skills, are exposed to basic literacy and numeracy concepts whilst also improving on fine and gross motor skills.



Evaluation

Due to unprecedented circumstances, this year has seen many of our favourite community based events such as Mothers Day, Fathers Day and Grandparents Day cancelled. Despite major changes to school operational procedures due to COVID 19, staff at Guise PS developed a range of creative ways in which to provide all of our students with rich learning experiences to enhance their school life.

Important events such as Harmony Day and the National Day of Action Against Bullying saw students participate in a range of learning experiences within their classrooms. Education Week allowed students and families to explore the world virtually, and participate in completing a travel passport. Despite the changes that were required for our Family Partnership Meetings to go ahead, 78% of our families engaged positively in the meetings, exceeding our expected target. Zoom conferencing allowed staff to continue to develop their professional knowledge and skill in a wide range of areas and provided our PIE network and BTN, the opportunity to continue to network with staff across the Sydney region. Term Three saw our Pre-Kinder program return and continue to provide our youngest students rich learning experiences to enhance their start in Kindergarten in 2021.

Further Recommendations

- Family Partnership meetings to be enhanced through the use of Seesaw digital portfolios.
- Community based events (Mothers Day, Fathers Day, Education Week and Grandparents Day) to be re-introduced into our community event calendar.
- Enhanced opportunities for community feedback through a range of strategies.
- Strengthen transition programs with all schools for all Year 6 students.
- PIE and BTN forums continue to maintain strong professional links with a diverse range of teachers.
- Pre-kinder program to return to full implementation.

SCHOOL EXCELLENCE FRAMEWORK LINKS

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Current School Interventions and Initiatives

Multicultural and Anti-Racism Education

The school uses a combination of policies, programs and practices, which ensure the recognition and acceptance of the multicultural nature of our school community.

EAL/D Targeted Teacher Support

English as an Additional Language or Dialect (EAL/D) targeted students are supported by the EAL/D teacher through differentiated literacy and numeracy teaching and learning programs, incorporating EAL/D pedagogy and strategies in classroom practice. This was timetabled for class support through identified EAL/D student need and data. The Learning and Support Team coordinated the school support program for identified EAL/D students, which is linked to targeted 5 weekly 'Learning Boost' sessions, which delivers tailored learning support for students by our interventionist teachers.



Teaching Programs

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

Multicultural Day

Multicultural Day will be a special event that is celebrated at school at the end of Term Three. Even though Multicultural Education is included in all teaching and learning programs at school, this day adds to those programs by celebrating and encouraging cultural diversity, promoting cultural understanding and encouraging community harmony. On the day, students will set off with their passports and visit different countries, learning about the culture and traditions of that country.

The National Day of Action against Bullying and Violence and Harmony Day

The National Day of Action against Bullying and Violence (NDA) is an important day to mark Australian school communities standing together against bullying and violence. On the day classes focused on the message '**Bullying. No Way!**' which helped to raise awareness of how to prevent and deal with bullying. The event was linked to our annual Harmony Day, which celebrates Australia's cultural diversity and promotes inclusiveness, respect and a sense of belonging for everyone. This directly links to the anti-bullying focus of the National Day of Action. The National Day of Action against Bullying and Violence was a great opportunity for Guise PS and other Australian schools to highlight their everyday work to counter bullying and violence.



Anti-Racism Discrimination Officer (ARCO)

One teacher continued in her role as our trained Anti-Racism Discrimination Officer (ARCO) to ensure any racial or discrimination issues or conflicts were dealt with appropriately in the school. An additional teacher completed the ARCO training last year.

Evaluation

With 35% EAL/D students the leadership team, Learning and Support Team and staff have developed an inclusive, culturally responsive curriculum that reflects the needs of all students. With a culture of high expectations for all students, staff continually strive to improve teaching and learning through a range whole-school targeted strategies. Multicultural perspectives have been incorporated into the classroom and school setting as well as throughout the curriculum, fostering inclusive teaching and learning practices. Multicultural Education has also enabled students to increase their understanding of the world, whilst developing the skills and knowledge to promote and participate in a culturally and linguistically diverse society.

Further Recommendations

- Continue to invite EAL/D parents to address students in aspects of their culture.
- Involve EAL/D parents in cross cultural projects as well as special events at school.
- Continue to celebrate special days and events.

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Speech

The school recognises the importance speech development plays in all aspects of school life from academics through to social interactions. Many of our students had been identified by their teachers as requiring additional support with speech. As a result, Guise Public School has employed a Speech Therapy company - Speechwise to work with our K-2 students one day a week. Due to COVID 19, the program was interrupted at the end of Term One. It recommenced at the beginning of Term Three with an additional therapist being employed to support as many students as possible.

Initially all students in Kindergarten to Year 2 were assessed for receptive language and articulation skills. Parental reports were written for all children assessed and they were sent home with the school Semester 1 report.

Important: Speech therapy services are provided once a week to Guise Public School. This service is a resource for the teachers to further understand the speech and language difficulties your child may be facing. This service does not replace private speech therapy where your child's needs are addressed individually.

Reason for referral: Your child was referred by their teacher following concerns about their progress.

Language		
Action: The Clinical Evaluation of Language Fundamentals Screening Test – 4th Edition was used to screen current receptive (understanding words, concepts, questions and instructions) and expressive (using spoken language, sentences and vocabulary to express ideas) oral language ability.		
Results: Please note these results are from a screening test and are only an indication of your child's skills. A full assessment with a private Speech Pathologist may be recommended in order to obtain a complete picture of your child's communication skills.		
Total Score	Criterion Score (expected score for age)	Interpretation
9	8	Above criterion
Summary		
<ul style="list-style-type: none"> Grammar: Aiden correctly produced the following grammatical structures: present tense (e.g. sitting), regular plurals (e.g. books), 3rd person singular verbs (e.g. the bird flies), and reflexive pronouns (e.g. herself). However, he had difficulties using regular past tense verbs (e.g. played), and objective pronouns (e.g. them). Vocabulary: Aiden was able to identify basic word relationships when presented with pictures (e.g. 'comb' and 'brush' go together). Concepts and instructions: Aiden was able to correctly follow 1-2 step instructions with temporal concepts and modifiers (e.g. after you point to the black circles, point to the white X's). However, he had difficulties following 3 step instructions containing temporal concepts (e.g. before/after), sequence concepts (e.g. first, third), and modifiers (e.g. black circle / little X). Recall: Aiden was able to repeat sentences such as "Because tomorrow is Saturday, we can stay up late tonight". However, he had difficulties accurately repeating sentences of increasing length and complexity (e.g. "Before the students were dismissed for lunch, they were told by the teacher to hand in their assignments"). 		
Speech		
Action: Your child's speech sounds were reviewed using the Articulation Survey.		
Results: The speech sound errors noted during the screener are summarized below.		
Error	Example	Is this error age appropriate?
Nasal air emissions – when air flows through Aiden's nose, causing sounds to be omitted	'sock' to '–ock' 'fish' to '–ish' "–atches nasal air emission"	No, this error is uncommon
Slipping of fricatives	'seven' to '–eben' 'red' to '–wed'	No, this error typically resolves at age 5
Oral-Motor Assessment		
Aiden's oral structures were reviewed to ensure these are not impacting his speech sound production. His lip, tongue and soft palate movement were appropriate. A nasal occlusion test was also conducted to determine his resonance. This showed that his speech is hypernasal, causing air to escape through his nose when producing certain sounds (nasal air emissions). Aiden's nasal air emissions significantly impacted his speech intelligibility and was difficult to understand throughout the screener as he often omitted the 'f' and 's' sounds. Intervention is highly recommended to work on his resonance and production of sounds.		
Fluency		
No concerns regarding Aiden's fluency (stuttering) were identified during this time.		

2

Recommendations

- Your child will be invited to our school-based program to work on their speech skills
- A full assessment with a private Speech Pathologist is recommended in order to obtain a complete understanding of your child's communication skills. You can go online to www.speechpathologyaustralia.org.au and click on 'resources for the public' then 'find a speech pathologist' to locate a suitable Speech Pathologist.
- Hearing and vision assessment (if this has not been recently tested) to ensure this is not impacting their speech and language development as well as their participation in the classroom.

If you have any questions or require further information, please contact us via phone (04 3035 2372) or email (plickfordspeech@live.com).

Kind regards,

Rae

Rae Anne Caroran
Speech Pathologist
B. App Sc (Sp Path), MSPA, CPSP

cc: Guise Public School / Parents / Carers

As a result of the assessments undertaken, twenty seven students were identified as requiring intervention through the school speech pathologist. The targeted students either work in small groups or individually with a speech pathologist on Fridays. The interventions undertaken are then replicated throughout the week by a School Learning Support Officer (SLSO).



Evaluation

Speech Therapy is a significant need at Guise Public School. Speech Therapists worked on both receptive and expressive language needs of students across K-2. Although this service was interrupted due to COVID 19 it recommenced in Term Three with an additional speech pathologist on board in an attempt to capture as many at risk students as possible.

Further Recommendations

- Continuation of the speech pathology program in school one day a week.
- Employ an SLSO to continue the speech program on the other four days of the week.
- Professional learning for staff around improving language skills in the early years.

SCHOOL EXCELLENCE FRAMEWORK LINKS

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Lunch Time Clubs

Guise Public School offers a range of extra-curricular clubs for students to attend at recess and lunch times, supervised by teachers. It provides students with a structured opportunity to engage in different activities, learn different skills and meet different people. Some clubs include; Art Club and Art Leaders, Exercise and Mindfulness Club, Lego League, Digital Leaders, STEM Club, Dance Group, Choir and Koori Club.

Art Club and Art Leaders

This year, Miss Ibrahim and Miss Rossiter along with our Art Leaders have been planning, organising and implementing renovations in the Art Room. We have organised new cupboards to be installed which has led to a wider variety of storage options for our art resources. New furniture has been organised to provide more work space in the Art Room to allow classes to use it more efficiently. The Art Leaders are currently planning some decorative pieces that are going to be displayed around the room. Unfortunately, due to restrictions, we have been unable to run Art Club on a weekly basis and we are unable to hold Art Leader lessons.



Exercise and Mindfulness Club

Students have the opportunity to attend Exercise and Mindfulness club at lunchtimes. It provides students with additional physical activity in fun and different ways, with different groups of students from K-6. It also provides a calm and quiet space where students can engage in different mindful activities.

Lego League

Lego League started from the Ambassador Project in 2019. It is run during recess and lunchtimes in the Exploratorium and provides students the opportunity to create their own Lego masterpiece. Students can complete their Lego creations independently, or in small groups and they can choose to follow step by step instructions, or make their own.

What's On?

Monday	Recess	
	Lunch	Dance Group
Tuesday	Recess Digital Leaders	
	Lunch	Art Club
Wednesday	Recess	
	Lunch	Koori Club
		Exercise Club
Thursday	Recess	
	Lunch	-
Friday	Recess	
	Lunch	Choir



Evaluation

Lunchtime clubs have allowed students to explore and discover new experiences. They provide students with an opportunity to engage with other students and develop their social skills. Students engage in various Key Learning Areas, including Creative and Performing Arts, Science and Technology, as well as Aboriginal Education. Lunchtime clubs have become an effective way of providing students with necessary extra-curricular activities that contribute to their learning, sense of agency and overall wellbeing.

Further Recommendations

- Continuation of all remaining clubs.
- Addition of Coding Club to support students skills in technology.
- Further development of student led clubs to support student leadership capabilities.
- Addition of a 'music' style club to develop students' creative abilities.
- Use of the new additions to the Exploratorium, including the Lego wall to be used for clubs.
- Student led parliament of ministries for various curriculum areas.

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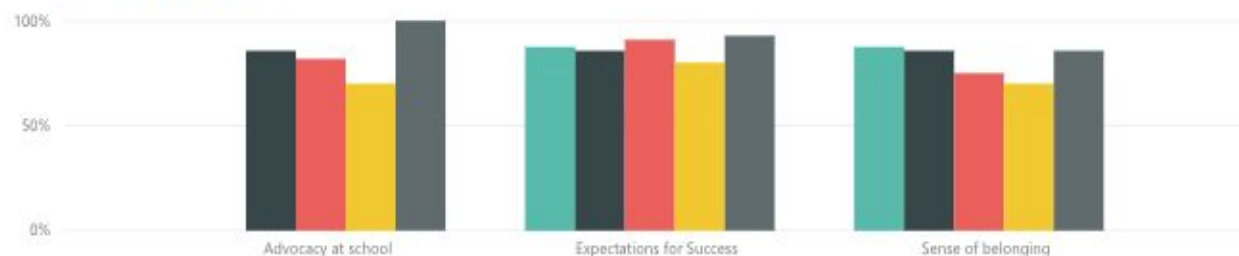
Aboriginal Education

Guise Public School has 57 Aboriginal and Torres Strait Islander (ATSI) students. This year various Aboriginal Education initiatives have been implemented to improve educational outcomes and opportunities for ATSI Students. The school has two Aboriginal Education Officers (AEO's) that job share across the week.

The data below represents Guise Public School Aboriginal student responses to the Tell Them From Me survey from 2015 - 2019. Over the last couple of years there has been a significant increase in student sense of belonging, success and school advocacy through the following initiatives.

Your school's annual results for the three TTFM measures (% students reporting positive outcomes):

Year 2015 2016 2017 2018 2019



Koori Club

All students at Guise Public School are invited to attend Koori club at lunch time on Wednesday. Here students are able to engage in a variety of indigenous artwork, weaving, beading and creative activities all prepared by our Aboriginal Education Officers Mrs Collier and Ms Bell. This initiative provides students with the knowledge, understanding and acceptance of Aboriginal and Torres Strait Islander culture.



Sorry Day Lessons and Acknowledgement of Country

Sorry Day lessons were provided by our AEO's and lessons were aimed to build students' and teachers' knowledge about the Stolen Generations. Sorry Day lessons were created in consultation with an Aboriginal Education and Wellbeing Officer and differentiated for K-2 and 3-6 students.

Cultural Perspective Lessons

The AEO's recognise the importance of teaching students about indigenous culture and heritage in a proactive and authentic manner. In Weeks 2, 5 and 7 they deliver Cultural Perspective Lessons to all students across all classes for 1 hour. These lessons provide students with meaningful and authentic insights into Aboriginal and Torres Strait Islander culture.



Personalised Learning Pathways

Personalised Learning Pathways (PLPs), allow the opportunity for all key stakeholders to have some direction into aspirations and goals for Aboriginal and Torres Strait Islander students. The PLP meeting invites class teachers, students and parents to sit down and discuss the student's current learning needs & plans going forward. The PLP template was changed this year to make the document and goals more visible and achievable in the classroom.

Review of Goals	Working Towards	Achieved

Guise Public School
Personalised Learning Pathway




Teachers, students and parents working together
to build stronger relationships


Signature _____ Date _____

Personalised Learning Pathway


Numeracy Goal



Literacy Goal



Other Goal



OCHRE Opportunity Hub Program

In Term Four, Year 5 and 6 ATSI students will be participating in a program run by an external agency, OCHRE Opportunity Hub. The program is aimed at providing Aboriginal young people at school with the confidence, knowledge and assistance to follow a supported pathway through school to further education and employment. During the six week program, students will also have an opportunity to participate in activities where they will learn about Aboriginal and Torres Strait Islander history and culture through artwork, sport and dance

NAIDOC Day

The Aboriginal Education Team planned lessons to foster students' and teachers' understanding about the 2020's NAIDOC theme 'Always Was, Always Will Be'. Students created 'Deadly Door' displays, artworks and weaved bracelets.



Language Program

The AEO's run an Aboriginal Lingo program with all words being sourced from the NSW Aboriginal Education Consultative Group languages App. The words are introduced weekly into classrooms and incorporated into lessons.

EMU NGURRRUNY (NEW-RUN)	KANGAROO GURRUMAN (GOO-DA-MAN)	KOALA BURUUBII (BRR-DA-BEE)
Week:1	Week:2	Week:3
ANT DIRAANG (DEER-RUN)	COCKATOO GEER (GEAR)	CRAYFISH BARAGIR (BUTTER-GEAR)
Week:4	Week:5	Week:6
CROW WAGAAN (WA-GUN)	DOG DABAI (DA-BYE)	DUCK MAARA (MA-RA)
Week:7	Week:8	Week:9
POSSUM GUYAANY (GWEE-ANGE)	Animals Words in Wiradjuri	These words have been located and sourced from the NSW AECG languages app.
Week:10		

Learning Boost

Individual data is collected each term for our ATSI K-2 students on sight word and sound knowledge as well as number recognition to determine support that is required. Both Mrs Collier and Ms Bell work with students across the week to improve student outcomes.

Campbelltown Art Gallery Project

We were selected to participate in a project run by the Campbelltown Arts Centre. In Term Four, students and teachers will work with First Nations artists Merindah Funnell, Ethan Bell and Jye Uren with support from Elders Aunty Kay Bussell, Aunty Susan Murphy and Aunty Christine Carriage.

Each student will receive a pack which includes art materials and a printed booklet with three creative workshops in dance, poetry and visual arts that will be undertaken as part of regular studies at school or home, and facilitated by classroom teachers. Each program is written by a First Nations artist, drawing inspiration from conversations with local elders and integrating other key learning areas and cross curriculum outcomes.

Evaluation

With 25% Aboriginal student population, the leadership team, AEO's and staff at Guise Public school have developed an inclusive, culturally responsive curriculum that reflects the needs of all students. With a culture of high expectations for all students, staff continually strive to improve teaching and learning through a range whole-school targeted strategies with a focus on data driven explicit instruction.

We have a passionate, committed and engaged staff who believe that the success of all Aboriginal students is everyone's responsibility. The school involves parents and families and the Aboriginal community in the development of the school vision, ethos and whole-school approaches.

Further Recommendations

- Quicksmart Program.
- Establishment of Junior AECG.
- Establishment of a yarnning circle with consultation from students and community.
- Students to develop our school Acknowledgement and this is to be displayed in the front garden on stone.
- Continue the implementation of Koori Club.
- A male representative to be involved with male aspects of indigenous culture for example male dances or elders.
- Continue the support with Opportunity Hub.
- Professional learning for staff on the Eight Ways of Learning Training.
- Meet and greet for newly identified ATSI students at the beginning of Term One 2021.

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School Improvements

School improvements in 2020 have included:

Roller Shutters, Screen and Aluminium Doors

To ensure safety and security to the administration block we have installed roller shutters to four external and internal entry points and also replaced wooden doors with aluminium doors to the three external entry points. Cost for this project was \$52,191.



Garden Frontage

A garden was established at the front of the school near the gate with plants and mulch, adding to the aesthetic appeal of the school. Cost for gardens and plants \$6,500.



Security Cameras

To increase security and monitoring of school grounds, property and resources, security cameras and monitors have been installed throughout the school grounds. The project cost was \$37,336.



Flooring

Carpet tiles were laid for flooring in the administration front office area and linoleum to the strong room floor. Flooring combined cost was \$10,800.

Concrete

Concreting was laid under the shade sails and between the ball hoops in the area where grass would not grow. This has provided an alternative playground area for shooting ball at the ball hoops. Cost of concreting was \$24,812.



Playground Markings

Installation of playground markings that have transformed our outdoor spaces to spark curiosity for learning, creativity and fitness. The playground markings are made with a long lasting thermoplastic material that is safe and also nonslip. These markings have brightened up our school playground, revitalising the asphalt and concrete areas, making them more vibrant and colourful. Cost was \$13,900.



Mural D Block and C Block

\$7,000 has been budgeted to transform our walls of D and C Block with new murals. This project is currently being organised and planned.

Uniform Room Improvements

Various improvements have been made to our uniform room, in terms of storage containers and cupboards at a cost of \$2,970.

Art Room Renovations

The established Art Room which is utilised by staff for classroom art and also for lunch time Art Club has been refurbished with new cupboards \$8,294 and furniture \$700.



Koori Room Renovations

The Koori Room used for cultural perspective lessons and Koori Club has been refurbished with a new Interactive Whiteboard \$6,351 and furniture \$2,108.



Library/Exploratorium

A section in our library has been transformed into a flexible Exploratorium 'Maker Space', with the installation of cupboards \$2,660 and STEM table \$1,806. We have also updated the circulation desk, at a cost of \$4,285.



Evaluation

Feedback from staff, students and community on the ongoing school improvements has been extremely positive. Students are enjoying the extra games and activities that they can play in the playground. Classes are regularly booking the Exploratorium 'Maker Space' for Inquiry Based Learning units and design and make type lessons.

Further Recommendations

- Aluminium doors for all other areas in the school that still have wooden doors.

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