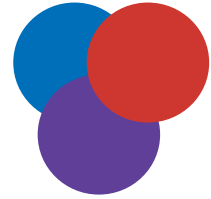


Burraneer Bay Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Burraneer Bay Public School as an account of the school's operations and achievements throughout the year.

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



Greg Fitzgerald
Principal

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Message from the Principal

As a community we are rightly proud of what our students have achieved both individually and collectively in 2015. Our students are very proud of their achievements and understand the value of striving for their personal best. They value the diverse range of opportunities that are made available to them. Our dedicated and caring staff is committed to providing quality learning experiences that are meaningful, relevant and cater for the needs of all students. Burraneer Bay Public School is very fortunate to have such a supportive and enthusiastic community who work closely with staff to enhance the learning experiences of the students.

As part of our annual self-assessment we identified the following key features of our achievements for Burraneer Bay Public School in 2015 and invite you to celebrate our success as we reflect on our future goals and look forward to all the possibilities that exist for 2016:

- The achievement of Year 3 and 5 students in the National Testing in 2015 was very good with a significantly large percentage of Year 3 students in the proficient bands for all strands of Literacy. 77% were in the proficient bands for writing. The growth shown by Year 5 students over the last two years has been excellent. The staff have maintained a consistent focus on improving literacy and numeracy outcomes for all students which has been supported by excellent classroom practice, a successful Reading for Success Program, a strong Learning and Support Team and regular teacher professional learning workshops.
- Participation throughout 2015 by all teachers in professional learning activities that focus on the Literacy and Numeracy Continuum has resulted in teachers becoming more confident in their ability to assess student performance.
- In 2015 staff members continued to deepen their understanding of the new English, Mathematics and Science Syllabuses. Staff members from within our school and across our learning community are leading and supporting the implementation process.
- Students have been awarded High Distinctions and Distinctions in the University of NSW Competitions. Students have been successful at gaining entry to Selective High School and in the Opportunity Class, and

there have been standout achievements by individuals and groups of students in specialized programs such as Public Speaking, Premiers Reading Challenge and Tournament of Minds.

- Extensive opportunities are provided to students in the arts. A quality dance program for over 200 students from years 2-6 and an extension dance group. Four choirs and a quality band programs for junior and senior students. Students performed at many school functions and at our creative arts camp, the Sutherland Shire Music Festival, and other external venues. The Extension Dance Group and 3 vocalists performed at the School Spectacular. The violin ensemble performed at the Festival of Instrumental Music.
- Outstanding achievements and levels of participation in a variety of sporting activities with many notable performances at Zone, Region and at NSW levels in Swimming, Cross Country, Athletics as well as students being selected at these levels in many team sports. Additional sporting opportunities provided to students by the NRL Development Squad and Sydney Swans. Successful introduction of a weekly gymnastics and fundamental movement program to K-2. Our school was awarded a Diamond Award for our high levels of daily physical activity by students and staff in the Premiers Sporting Challenge and Year 2 students participated in an intensive Learn to Swim Program.
- A key focus throughout 2015 has been staff investigating the effective use of iPads as a tool for learning. Our school continues to strive to have the latest in interactive technologies with the introduction of iPads across all grades now that Wi-Fi has been introduced across the entire site. A large percentage of students report that their knowledge and skills at using iPads has improved in 2015 as a result of these initiatives. Staff have investigated the use of iPad technology as a successful teaching tool and participated in collegial sharing sessions to develop effective teaching and learning programs.
- The implementation of the Performance and Development Framework has guided the ongoing development of all staff at an individual and collective level. All staff have identified individual, grade and school goals using milestones and the professional standards.
- With the support of the P&C Association our school was successful in being awarded funding for a vibrant multipurpose sports court, play area and walkway, using synthetic, durable all-weather surfaces as part of the NSW Government's Community Building Partnership Program.
- We have celebrated student achievement at pennant and values assemblies and implemented a successful Peer Support program for all students K-6 that reinforces the school values.
- A whole school focus on positive behaviour has allowed us to evaluate student well being and learning culture. We have revisited school practices to ensure the use of a consistent approach to build positive and respectful relationships.

I look forward to working with you in 2016 as we continue together supporting our students as they become confident, resilient and successful 21st Century learners.

Greg Fitzgerald

Principal



School background

School vision statement

At Burraneer Bay Public School our vision is to engage the school community in developing confident, creative and successful 21st century learners who are respectful, resilient and who strive to achieve their personal best. Our school is committed to providing quality teaching and learning programs that cater for the needs of all students.

School context

Burraneer Bay Public School is a large school located in the Sutherland Shire. It has a welcoming and friendly community with a dedicated and caring staff. It has a reputation for excellence across a relevant and balanced curriculum. The school is committed to providing a caring and quality learning environment where all students are encouraged to strive for their personal best. The school has a strong emphasis on extra-curricular activities, especially in the performing arts and sport.

The school has a proud and supportive community. It is well supported by the Parents and Citizens Association, who contribute significant funding to many teaching and learning programs that operate within the school.

The Parents and Citizens Association also works together with the staff to ensure a safe and happy learning environment for all students. The school provides a caring environment that emphasizes a strong set of values that are integrated into all aspects of school life and the wider community. Positive welfare programs are a feature of the school with students, staff and community working together to promote strong, healthy relationships that are based on mutual respect.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework. The staff discussed the School Excellence Framework to inform, monitor and validate our journey of excellence. We used Professional Development sessions throughout the year to thoroughly examine the school plan and to identify the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made based on the expectations identified in the Framework.

In the domain of **Learning**, we have focussed on Learning Culture, Wellbeing and Curriculum and Learning. Respectful relationships are evident among students and staff, promoting student wellbeing and a positive learning environment. We have continued to build an inclusive and comprehensive Values Program which forms the basis of our school ethos. This supports the cognitive, emotional, social and physical wellbeing of all students. A collaborative approach to quality teaching and curriculum planning (incorporating the new syllabus) has allowed us to address student learning needs with more confidence.

In the domain of **Teaching** we have focussed on Collaborative Practice, Learning and Development and Professional Standards. Teachers have worked together to improve teaching and learning in their year groups and stages and for particular student groups. This year has seen a particular focus on improved teaching methods in literacy and numeracy. Professional learning activities have focussed on building teachers' understandings of effective teaching strategies in these areas. All staff has actively participated in Professional Development that has focussed on enhancing their understanding of the Professional Standards and establishing school, grade and personal goals. Improved teacher confidence is reflected by staff working beyond their classroom and contributing to broader school programs.

In the domain of **Leading** our priority has been on School Planning, Implementation and Reporting. Staff have been actively involved in the development and implementation of the school plan. They are committed to and can articulate the purpose of each strategic direction in the school plan. Clear processes, with accompanying milestones have directed our school activities towards effective implementation.

The new approach to school planning has made a huge difference to our school. All staff has been actively involved in the process and can take ownership of the strategic directions and accompanying milestones. It has improved communication and allowed for effective collaborative planning, feedback, evaluation and assessment.

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

Strategic Direction 1

Relevant, Engaging and Successful Learning

Purpose

Our school is committed to enhancing student outcomes, particularly in Literacy and Numeracy. In order to achieve their full potential as a learner, students will be engaged in meaningful and relevant learning experiences. Students will participate in programs that are differentiated and engaging to ensure they feel success and develop as lifelong learners.

Overall summary of progress

All teachers have participated in professional learning sessions on the Literacy and Numeracy Continuums. They have completed PLAN training and are confidently assessing student performance and placing them on the relevant clusters. These initiatives have had a positive impact on student learning.

Effective use of Technology – iPads - as a Tool for Learning has been a key focus throughout 2015. Staff have investigated the use of iPad technology as a successful teaching tool. Staff have participated in collegial sharing sessions to improve App awareness and to develop effective teaching and learning programs.

The effective teaching of Working Mathematically strategies was a whole school focus in 2015. Staff attended a series of professional development sessions led by our school executive and staff members from our learning community.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$
Increase the percentage of students in Bands 5 & 6 in Year 3 and Bands 7 & 8 in Year 5 in NAPLAN	<p>The percentage of Year 3 students in the top two bands increased in 2015 in all strands of Literacy. The percentage of Year 5 students in the top two bands increased in 2015 in Reading, Writing and Numeracy.</p> <p>Student attainment data indicates 100% of students in Year 3 are at or above National Minimum Standard in Writing, Spelling, Grammar & Punctuation and Numeracy. 99% are at or above National Minimum Standard in Reading. 100% of students in Year 5 are at or above National Minimum Standard in Spelling, Grammar & Punctuation and Numeracy. 99% are at or above National Minimum Standard in Reading and Writing.</p>	NA

Achievement and growth in Literacy and Numeracy K-6 will be measured and monitored by PLAN registration and moving expected number of clusters on the Literacy and Numeracy Continuums	Staff have improved their understanding of the Literacy and Numeracy Continuums. Staff have assessed student performance and placed them on the relevant clusters using PLAN software.	NA
Quality teaching and learning using innovative teaching strategies in Literacy and Numeracy.	Building capacity and sharing best practice has seen the explicit teaching of Working Mathematically strategies across K-6.	NA
Effective use of Technology- iPads-as a Tool for Learning	iPads have been purchased for all grades to allow equitable access for all students. Staff have revisited and updated the technology Scope and Sequence to include iPad technology.	\$37 318.78 (Source P&C) iPads and laptops \$18904.30 (Source P&C) Expansion of wireless network

Next steps

Ensure the successful implementation of the new History, Geography and Science Curriculum.
Cooperative planning of a balanced Reading Program using effective Comprehension Strategies.

Strategic Direction 2

Building and Developing Capacity

Purpose

By further developing our quality teaching practices we facilitate the learning of our students. Focused professional learning and development is essential for every staff member. All staff will be engaged in ongoing, relevant and evidence –informed learning and practice at an individual and collective level. Our teachers will build their leadership capacity, demonstrate curriculum innovation and develop quality teaching practices, such as feedback and reflection that inspire learning and cater for students’ needs.

Overall summary of progress

In 2015 staff members continued to deepen their understanding of the new English, Mathematics and Science Syllabuses. Staff members from within our school and across our learning community are leading and supporting the implementation process.

The implementation of the Performance Development Framework has guided the ongoing development of all staff at an individual and collective level. All staff have identified individual, grade and school goals using milestones and the professional standards.

All staff are engaged in the strategic planning process and are monitoring and evaluating the implementation of milestones.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$
NAPLAN growth is at or above state level.	NAPLAN growth for Year 5 students is at or above state level in Spelling and Writing and significantly higher for Grammar and Punctuation and Numeracy Value Added score data 2014-2015 indicates that the amount of growth being achieved by students from Year 3 to Year 5 indicates Burraneer Bay Public School is Sustaining and Growing.	NA
100 % of staff setting and achieving professional goals using the Performance Development Framework	By the end of 2015 all staff have a performance and development plan that included school, grade and individual goals using milestones. Staff members are developing an understanding of how to develop and implement their own plans. All staff seeking accreditation at Proficient level have successfully completed requirements.	NA
100 % of staff participating in formal observations of teaching practices and opportunities for feedback	By the end of 2015 all staff participated in formal observations of teaching practices and opportunities for feedback. All staff actively seek feedback and mentoring as an important part of their ongoing professional growth.	NA

Next steps

Develop staff understanding of what constitutes quality evidence and how to use evidence to identify excellent teaching and learning.

Develop a deeper understanding of effective personalised learning and support as it applies to all students, with a focus on those with disability and additional learning needs

Strategic Direction 3

Confident and Resilient Individuals

Purpose

Students need to feel valued. By fostering positive partnerships we will promote strong and healthy relationships based on mutual respect. We will align student, staff and community goals to provide students with a variety of experiences and opportunities that enhance student well being and promote best practice.

Students need to experience success and to develop confidence in their abilities. By building positive relationships, we will provide learning experiences that enable all students to become confident and resilient individuals.

Overall summary of progress

Throughout 2015, we have promoted current school programs that enhance our school values. We have celebrated student achievement at pennant and values assemblies and implemented a successful Peer Support program for all students K-6 that reinforces the school values.

A whole school focus on positive behaviour has allowed us to evaluate student well being and learning culture. We have revisited school practices to ensure the use of a consistent approach to build positive and respectful relationships.

Support Staff have provided experiences for select groups of children that promote positive well being.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$
A high percentage of students who demonstrate resilience and positive behaviour.	Throughout 2015 we have continued to promote our Values. 98% of students display positive behaviours and their efforts are recognised using our Merit System, White Ribbon Awards, Values Awards and Pennants.	NA
100% of staff consistently implementing a whole school approach to wellbeing that has clearly defined behavioural expectations and promotes Respectful Relationships	School Values , School Rules and Behaviours We Value are displayed in all classrooms and the school hall .Peer Support, Peer Mediation and Buddy Program reinforce No Bullying and Respectful Relationships.	NA
A high percentage of students successfully setting achievable goals.	All staff provide students with the scaffolds they need to set achievable goals. Over 80% of students report that they have set goals in 2015.	NA

Next steps

Well Being Committee formed to ensure staff use a coordinated approach to build confident and resilient individuals.

Investigate strategies to increase the meaningful participation of parents in educational programs to share responsibility for student learning and wellbeing through building parent capacity to support learning at home through ongoing communication.

Develop a deeper understanding of effective personalised learning plans to enable teachers to develop teaching activities that incorporate reasonable adjustments and differentiated strategies to support the learning needs of each individual student in partnership with teachers, parents and the learning support team

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Funding calculation was based on 4 Aboriginal students.</p>	<p>Support provided weekly to students to assist them in forming and strengthening friendships through participation in lunchtime group activities.</p> <p>All K-6 students developed improved cultural understanding through participation in activities with Indigenous Australians and their Elders as part of NAIDOC activities.</p>	<p>\$1 830</p> <p>\$6600 (Sponsorship from Highland Property Agents)</p>
<p>English language proficiency funding</p>	<p>In 2015 an EAL/D teacher was employed one day per week to develop individualized programs that were specifically adapted to the needs of the students. The aim was to increase the EAL/D students' English Language proficiency. Students were either withdrawn into small groups or the teacher worked in the classroom to support their needs..</p>	<p>\$18 877</p>
<p>Socio-economic funding</p>	<p>Student given access to programs and resources that families could otherwise not afford.</p> <p>Developed and sustained a positive and inclusive school culture.</p> <p>Financial support given to families in need so that no student was excluded from excursions or resources due to financial difficulties.</p> <p>Increased the level of students' participation and engagement in learning.</p>	<p>\$12 864</p>
<p>Low level adjustment for disability funding</p>	<p>All students requiring adjustments and learning support are catered for within class and other whole school support programs.</p> <p>Increased access to School Learning Support</p> <p>Additional SLSO time allocated to support identified students in the playground.</p> <p>Employed seven School learning Support Officers to help support students with additional learning needs.</p>	<p>\$16224 (SLSO)</p> <p>\$11760 (Reading for Success – SLSO)</p> <p>\$8,853.40 (Additional provided by P&C to employ additional LaST support)</p>
<p>Support for beginning teachers</p>	<p>Release and support provided for a BT (2nd year) and a BT (1st year)</p> <p>Mentors assigned to each BT. Approximately 58% of allocated funds have been used to allow both teachers the opportunity to reflect on their goals and the strategies they can apply to achieve them in relation to their Performance and Development Plan. The remaining funds will continue to be used in 2016 to continue to support both beginning teachers.</p> <p>Additional release from face to face teaching was timetabled for early career teachers.</p>	<p>\$17 147</p>

Student information

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

Student enrolment profile

In 2015 the school had 27 classes. The total enrolment fluctuates between 677 and 688 students.

Gender	2011	2012	2013	2014	2015
Male	334	331	339	357	347
Female	351	348	338	331	332

Student attendance profile

Class rolls are marked electronically and daily. Attendance is monitored regularly for patterns of student partial or non-attendance consistent with school and Department of Education policy. Parents can advise the school of the reason for a child's absence by an sms messaging system or via an app. The Principal is informed if a pattern of non-attendance develops and parents are contacted. The Home School Liaison Officer (HSLO) monitors the class rolls regularly.

Year	2010	2011	2012	2013	2014	2015	
School	K	96.2	97.2	96.1	96.3	96.6	96.2
	1	95.3	96.5	95.1	95.7	95.4	95.1
	2	96.4	95.4	96.5	95.7	96.3	95.6
	3	94.9	95.9	94.8	95.6	95.3	96.1
	4	95.9	94.4	95.7	94.5	96.3	95.2
	5	94.8	94.6	95.2	95.6	94.9	95.8
	6	95.4	94.3	95.7	94.7	95.1	94.3
	Total	95.6	95.5	95.6	95.4	95.7	95.5

Workforce information

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

Workforce composition

Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher	22
Teacher RFF	1,218
Part-time Teacher	1.1
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
School Counsellor	0.4
School Administrative & Support Staff	4,262
Total	37,580

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

In 2015 there was one Indigenous teacher employed at the school.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

The teaching staff at Burraneer Bay Public School participated in a number of professional learning activities designed to build the capability of staff to help them achieve their personal and professional goals. In addition, the staff has been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

Burraneer Bay Public School had one permanent and two temporary teachers work towards Board of Studies Teaching and Education standards (BoSTES) accreditation. There are six teachers who are maintaining their accreditation at Proficient level.

Professional learning opportunities were provided to all staff through a range of initiatives, including weekly whole-staff professional learning meetings and school development days. Staff members also attended workshops, professional learning network meetings and conferences outside school hours. A total of \$29604 was spent on professional learning. This amounted to an average expenditure of \$900 per teacher.

Professional learning programs supported both individual goals and the 2015 school priorities. Staff members also participated in regional professional learning courses to develop their skills in implementing the Australian Curriculum, Anaphylaxis Face to face Training, Building Resilience, Effectiveness of iPads as a learning tool, Science Scope and Sequence, Reporting to Parents, Implementing the History Syllabus, Wellbeing Framework, Working Mathematically, Guided Reading, Emergency Care, CPR, Running records and Child Protection.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as

permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	146775.60
Global funds	411432.18
Tied funds	274328.18
School & community sources	641929.53
Interest	6827.29
Trust receipts	62456.60
Canteen	0.00
Total income	1543749.78
Expenditure	
Teaching & learning	
Key learning areas	55379.83
Excursions	202785.41
Extracurricular dissections	254373.33
Library	4506.24
Training & development	11113.19
Tied funds	192617.35
Casual relief teachers	169602.47
Administration & office	182496.56
School-operated canteen	0.00
Utilities	63076.89
Maintenance	47114.45
Trust accounts	69546.04
Capital programs	0.00
Total expenditure	1252611.76
Balance carried forward	291138.02

School performance

NAPLAN

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

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

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

All staff strongly agree and all parents either strongly agree (85%) or agree that the school has a strong

commitment to the students. 97% of students state that their teachers encourage them to learn. 96% of students are proud to be part of Burraneer Bay Public School and feel that it is a good place for them to learn.

All staff strongly agrees and all parents either strongly agree (70%) or agree that the school is a friendly school that is tolerant and accepting of all students. 75% of students strongly agree and 22% agree that they usually have friends who they can play with at school.

While all staff agrees and 60% of parents agree that the school has effective welfare programs, there are a significant number of parents who are not aware of the programs. 96% of students feel that the teachers at our school look after and care for them. Additionally, 93% of students state that teachers often praise and reward students who are successful. 70% of students report that they really enjoy Peer Support activities,

All staff and 77% of parents strongly agree that the school teaches and promotes positive values. 96% of students state they know all the school values and school rules and 94% state that the school values and school rules make our school a safer place.

What most parents and staff felt the school was doing particularly well included the strong emphasis placed on values education, the abundance of opportunities across many areas offered to students such as extra-curricular activities, public speaking, creative arts and sporting opportunities.

Parental feedback from P&C meetings, general discussions and other forums was extremely favourable for the increased efforts to provide various communication methods within the school.

Policy requirements

Aboriginal education

Aboriginal Education played an important role at Burraneer Bay Public School in 2015. Our school community recognises, celebrates, explores and embeds Aboriginal histories, cultures and perspectives throughout a wide range of Learning Areas and programs. Three staff have undertaken professional learning on developing Personalised Learning Plans for Aboriginal and Torres Strait Islander students and engaging with Aboriginal Communities.

Burraneer Bay Public School begins all assemblies, staff meetings and formal proceedings with an "Acknowledgement of Country" recognising the Dharawal People who are the traditional custodians of the land upon which our school stands. The Aboriginal Flag is proudly displayed both in the playground and in our School Hall and students and

staff sing the English and Dharawal version of our National Anthem at our weekly assemblies. Our school specifically addressed Aboriginal and Australian History and the perspectives of current Aboriginal Australia through the recognition and acknowledgement of 'Sorry Day'.

In 2015, Burraneer Bay Public School celebrated NAIDOC Week with a whole school incursion. Students participated in a range of activities with Indigenous Australians and their Elders. All students participated in a smoking ceremony, music and dance performances and workshops, weaponry and artefacts presentations, boomerang throwing and created a whole school Visual Art Mural to commemorate the day. This mural symbolises the coming together of two cultures and features the handprint of every student in our school. It is proudly hung in the centre of the stage in our School Hall as a symbol of our rich, diverse and inclusive culture at our school.

Our school continues to be committed to building knowledge, understanding, respect and relationships with Aboriginal and Torres Strait Islander Peoples. Year 1 students had the opportunity to work with a local elder in Term 1. Aunty Deanna was invited into our classrooms to teach the students about Aboriginal language, culture and history. Students explored artefacts used by Indigenous Australians to hunt and gather for food, The Dreaming and how they protected their children from the elements. Students collaboratively created a piece of art work with Aunty Deanna which features student's work overlaid with Aboriginal Symbolism painted depicting elders and community. This piece of art is hung in the office entry to welcome all visitors to our school in a culturally inclusive manner.

All students from Kindergarten to Year 6 are actively involved in a range of programs designed to educate them about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

We strive to create opportunities for students to engage in the rich cultures, histories and perspectives of Indigenous Australians. At the forefront of these learning opportunities is the goal of leading our students to a path of Recognition and Reconciliation.

Our school is committed to improving the educational outcomes of Aboriginal students at our school in literacy, numeracy and all Learning Areas through the collaboration with students, families and educators to build and develop on Personalised Learning Programs

Multicultural Education and Anti-racism

Burraneer Bay Public School ensures that all students have access to inclusive teaching and learning experiences. These experiences allow students to successfully take part in a rapidly changing world where cross cultural understanding and intercultural communication skills are essential. We achieve this by promoting diversity as a positive learning experience, incorporating multi-cultural perspectives across all learning domains and incorporating multicultural, anti-racism and human rights perspectives into school policies and practices.

In 2015 there were 75 families in which a language other than English was spoken at home, with ten families speaking Greek, five speaking Croatian, five speaking Cantonese, five speaking German and four speaking Italian. We also had representation from Cantonese, Czech, Danish, Finnish, French, Hungarian, Japanese, Macedonian, Malaysian, Mandarin, Maori, Portuguese, Russian, Serbian, Spanish, Swedish, Thai and Vietnamese families. The number of students supported through the Languages Other than English Program in was 22.

By providing support to students who live in homes where a language other than English is spoken, our Languages Other Than English Program (LOTE) aims to improve the educational competencies of students thus enabling them to develop confidence and competence, these being the necessary tools for successful participation in our school and the Australian society. By providing the students with learning experiences that include explicit teaching of the language and cultural understandings the EAL/D Program can help them to become effective communicators of Standard Australian English.

An EAL/D teacher was employed one day per week to develop individualized programs that are specifically adapted to the needs of the students. These programs are developed in close consultation with classroom teachers and the content is often related directly to units of work that are being done in class. The main emphasis of the program is on Oral Interaction, Reading and Responding and Writing. The lessons are delivered both individually and in small groups.

The whole school community celebrated Harmony Day to promote cohesion and inclusion in our community and to help promote an inclusive and culturally diverse society. Students and staff celebrated Harmony Day through focused lessons and discussion around diversity, anti-bullying, anti racism and acceptance. Each class designed a poster to reflect the theme of 'Harmony Day Every Day'. These posters were shared with the community at school assemblies and displayed in the hall.