

Riverwood Public School Annual Report



Riverwood
PUBLIC SCHOOL

2015



2015



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Introduction

The Annual Report for 2015 is provided to the community of Riverwood 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.

Robert Borg
Principal

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Message from the Principal

Throughout the year, Riverwood Public School has maintained high expectations of our staff and students, all working cooperatively to achieve the best possible educational outcomes for each individual student. Quality teaching and learning programs were implemented across all Key Learning Areas, ensuring development of the whole child.

Riverwood Public School prides itself on fostering a positive and caring learning environment where each child is recognised and supported for their individual learning needs. In 2015 our school built further on this strong student-centred foundation by developing effective student welfare programs.

Riverwood Public School values and celebrates its diverse and multicultural community. As a school community, we continue to promote tolerance and harmony. Our school works in close partnership with our parents and community members through decision-making processes and active involvement in a range of school activities. Thank you to our parents and community for their valuable input, feedback and support, and thank you to Payce Communities and Lantern Club Roselands for their generous support.

School background

School vision statement

At Riverwood Public School we value working in partnership with the community. As educators and life-long learners we believe in the equity and excellence of learning and achievement. We will be innovative in our pedagogy, provide a caring and stimulating learning environment and set high expectations to improve students' academic, social and personal capabilities.

We aim to produce confident, independent students who are resilient and are able to accept challenges and take risks. We value our students being socially responsible citizens who can collaborate and communicate effectively. We will inspire students to reach their full potential, through their capacity to be creative, analytical problem solvers.

Students will be given every opportunity to be successful life-long learners, to aspire to improve and expand their horizons.

School context

Riverwood Public School is a small school that provides quality education programs for 106 students from Preschool to Year Six. The school is in the Canterbury network of schools. The school values and celebrates a diverse student population with 85% of students from a language background other than English. The school currently has multi-stage classes K-6 and two Preschool groups. Staff at Riverwood Public School include the Principal, classroom teachers, specialist EaLD and LaST, Early Action for Success Instructional Leader literacy and numeracy, Reading Recovery, SLSO, administrative staff and a general assistant.

Quality teaching provides our students with relevant and engaging learning experiences with an emphasis on literacy and numeracy. Students and staff utilise modern technology through access to iPads and a dedicated computer lab. Learning opportunities for students are also available in a variety of extra-curricular areas, including a comprehensive environmental education program.

Our school is well-resourced and students have access to a fully functional kitchen, school vegetable garden with outdoor classroom, purpose built school hall and extensive grassed play areas.

We have an active Parents and Citizens committee and supportive parent community, and the school actively participates in community events and organisations.

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.

Our staff have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. We dedicated a series of Professional Learning meetings to thoroughly examine our school plan to determine elements of the School Excellence Framework that the plan most strongly addressed.

In the domain of learning our school wide focus was on the element of student well-being. This focus encourages our students to be positive and productive in our learning environment. Our Positive Behaviour for Learning focus, has been evident in the way students are working, relating to each other and to staff with an increased culture of trust and respect. We have offered a wide variety of extra-curricular experiences to engage students and provide new opportunities to expand their horizons.

In the domain of teaching, our efforts have primarily focused on teaching and learning in literacy and numeracy. As an Early Action for Success school, our Instructional Leader has built staff capacity in knowledge and practice, changing pedagogy and assessment. Staff are developing their own evidence base through their observations, reflections and evaluations.

In the domain of leading, we focused our efforts on school planning, implementation and reporting. This ensured that as a whole staff, we were able to articulate our school plan and the areas of responsibility we each have to enact the plan, and its direct relationship to the School Excellence Framework.

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

Student Learning and Engagement

Purpose

Every student is a successful learner. Students are engaged and supported in meaningful learning to be active, informed, critical and creative citizens.

Overall summary of progress

Student learning and well-being have been key focus areas and we have achieved significant progress in these areas, increasing student engagement, developing a positive learning attitude and developing student confidence. Positive Behaviour for Learning has seen a school wide consistent approach adopted. We have offered a wide variety of new experiences for our students, which has allowed them to connect with other students and to expand their horizons.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
All students K-6 to increase their engagement and confidence in their learning	Learning attitude Attendance management including letters to parents twice a term and regular newsletter articles promoting the importance. New school award system better recognises student achievement. Learning and Support delivery revised and Individual learning plans created for targeted students. Opportunities for students to build confidence in their abilities.	English language proficiency and Low level adjust disability funds
80% of students to progress at the expected rate along the Literacy and Numeracy continuums	Learning attitude All students are showing growth on continuums. Literacy and Numeracy continuums are the basis of targeted, differentiated teaching. Plotting Literacy and Numeracy (PLAN) data is used as, of and for assessment.	As above
Positive Behaviour for Learning to be a school wide focus which underpins student well-being and to increase our school evaluation tool score in PBL	Student well-being Positive Behaviour for Learning (PBL) re-established, including focus rewards and intentional teaching. Reward days to celebrate school-wide success. Launch of Crunch and Sip to energise our minds and bodies.	
To provide a range of extra-curricular activities for all students and increase the number of activities students are participating in	Extra-curricular experiences Environmental education through Seed Harvest Spoon. Students presented at the Youth Eco Summit. Excursions and incursions throughout the year. Primary Schools Sports Association (PSSA) Newcomeball team, sports clinics and Sporting Schools funding. Performing Arts including the school choir performing at the Combined Public Schools Music Festival and attendance at East Hills Choral Festival A suite of transition activities with Sir Joseph Banks High School.	Socio-economic funding

Next steps

- Attendance policy and procedures documented to embed importance of regular attendance.
- Homework structure and expectations to be consistent across all grades, to promote increased student independence and home-school partnership.
- Introduction of a Home Reading Scheme K-6 to reinforce reading at home and reading with parents.
- Reconfiguration of existing and new iPads as learning, investigation and media tools.
- Explore opportunities to link students with Hannans Road Public School
- Continue to provide a wide range of extra-curricular experiences to engage all students.

Strategic Direction 2

Staff Learning

Purpose

Building teacher and leader capacity through targeted professional learning, which provides opportunities for ongoing learning, changing pedagogy, formative and summative assessment to meet all students' needs.

Overall summary of progress

Quality teaching and assessment have been key drivers for staff learning this year. As an Early Action for Success school our focus has been on staff professional learning in the areas of literacy and numeracy, creating a sustainable school culture where staff facilitate and encourage students to be curious, creative, productive learners. Much time has been spent working with the Instructional Leader, aligning practice with pedagogy and student progress. K-2 teachers have developed their knowledge and confidence around teaching literacy and numeracy, which has had a significant impact on student learning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
All teachers will demonstrate improved skills in differentiating the curriculum and meeting the learning needs of all students	Quality teaching As an Early Action for Success (EAFS) school, we appointed an Instructional Leader, Literacy and Numeracy, at the beginning of 2015. Professional learning focused on 21 st Century learners, quality literature and developing quality literacy sessions. Began school based and cluster school teacher observations. Preschool Quality Improvement Plans. Teacher goal setting and Performance Development Plans.	School Professional learning funds EAFS funds
Policy, procedures and practices for quality formative assessment are embedded in all classrooms	Quality assessment Instructional leader professional learning for teachers to design formative assessment which is ongoing and which drives next steps for student learning and teaching.	EAFS funds
All staff engage in professional learning opportunities and apply their performance development plan to improve their teaching practice	Professional learning All staff completed mandatory training. Early Action for Success cluster across schools. Community of schools began. Early childhood conferences for Preschool staff. Taking Off With Numeracy for 3-6 staff. Aboriginal professional learning to build knowledge.	School Professional learning funds

Next steps

- Early Action for Success Instructional leader to continue building teacher capacity in Literacy and Numeracy continuum knowledge and understanding and application to quality teaching.
- Continue to build our culture as an Early Action for Success school, through PLAN assessment, across schools observations and collaborative planning.
- Best Start professional learning for new Kindergarten staff.
- Teaching Early Numeracy for K-2 staff.
- Strategies learned in Taking Off With Numeracy to form the basis of Numeracy programs 3-6.
- Training new Reading Recovery teacher.
- Staff working towards accreditation at proficient teacher level.

Strategic Direction 3

Community Partnerships

Purpose

Building and sustaining positive and productive educational and business partnerships with our community.
Promotion of our school.

Overall summary of progress

The building and sustaining of partnerships within our community has been a positive and rewarding experience. Staff collaborated within our Early Action for Success cluster and with the guidance of the instructional leader, engaged in personal learning journeys, which has had a significant impact on student learning. We have reduced the formality of several school events and celebrated a wider variety of occasions. This has led to a significant increase in parent attendance at school and community events and parents and the wider community are speaking positively about our school and our students. We continue to promote our school, including creating promotional material and upgrading our physical environment, taking pride in our school appearance.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
All staff actively engaging in community of schools and Early Action for Success professional learning	Educational links As an Early Action for Success cluster, we have shared regular professional learning and undertook school based and across school teacher observations. Developed a Community of Schools with Hannans Road Public School and Narwee Public School.	EAFS funds
Increased sense of community spirit, engagement and satisfaction, shown by parent participation at school and community events	Parent learning Scheduled school events such as: Meet the teacher, Education Week afternoon, Vegie Garden Harvests, Campsie Police and Greater Western Sydney (GWS) Giants Community Breakfast, all of which were highly successful, built positive relationships and increased parent participation.	Socio-economic funding
The school's profile in the local area has improved and our school student enrolments K-6 have increased	Community profile and school promotion Developed strong links with key groups in our community such as: Payce Constructions, Lantern Club, Riverwood Community Centre, Campsie Police, GWS Giants, raising our school profile in the local area. Students performed at many community events, proudly representing our school. The appearance of our school is changing, being upgraded and modernised. Student learning areas, including the library and preschool are more appealing and better resourced. Student enrolments are increasing steadily.	Socio-economic funding

Next steps

- Hannans Road Public School links to be stronger.
- Plan professional learning opportunities within Community of Schools.
- Regular opportunities for parents to attend events to build on successes, but move to offering parent learning workshops.
- Participate and perform in community events again.
- School appearance will focus on upgrading classrooms and playground areas, upgrading buildings and gardens and our street appeal, to be an attractive, well-resourced school.

Key initiatives and other school focus areas

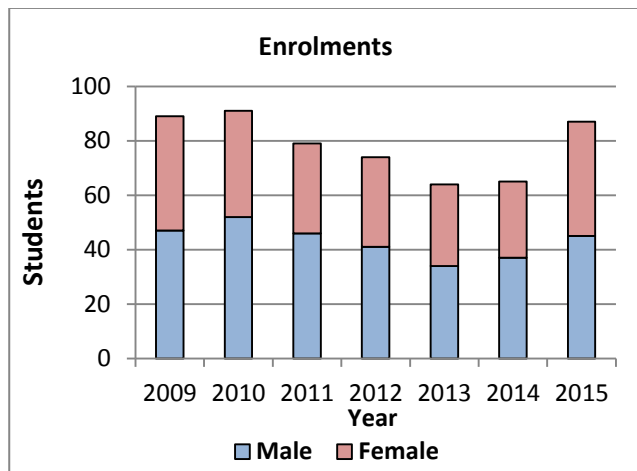
Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	All students have a Personalised Learning Plan, are developing a positive learning attitude and are progressing along the Literacy and Numeracy continuums. Established links with the local Aboriginal Education Consultative Group (AECG). Professional learning of staff on Aboriginal education has been a priority. All staff participated in Acknowledgement of Country Professional Learning.	\$2757
English language proficiency funding	Additional English as an Alternate Language or Dialect (EaLD) time for students through the employment of a teacher. A successful delivery of in-class and small group support allowed students to access intensive, targeted support.	\$6776
Targeted students support for refugees and new arrivals	Additional School Learning Support Officer (SLSO) time for students requiring additional support.	\$901
Socio-economic funding	Additional SLSO time purchased to support students K-6 throughout the year. Additional funding to support Teacher Professional Learning, building staff capacity. Upgrading resources and facilities in classrooms for the students. Student and parent financial support to access all areas of the curriculum, such as; uniforms, PSSA buses, Mathematics K-6 subscription, excursions. Reduction in face to face teaching time for the Principal.	\$65390
Low level adjustment for disability funding	SLSO engaged to support identified students requiring additional support in classrooms. SLSO support is invaluable support for students.	\$13012
Support for beginning teachers	Appointment of Beginning Teacher half way through Term Two and Targeted Graduate in Term Three. Induction program for all new staff Additional RFF, mentoring support and additional professional learning. Cluster Beginning Teacher meetings.	\$26254 (for 12 months from start date)
Other school focus areas	Impact achieved this year	Resources (annual)
Early Action for Success	Developed high quality literacy and numeracy sessions that engage all students. Children developed high level skills in literacy and numeracy which enabled them to become lifelong learners.	\$8243

Mandatory and optional reporting requirements

Student information

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

Student enrolment profile



Gender	2009	2010	2011	2012	2013	2014	2015
Male	47	52	46	41	34	37	45
Female	42	39	33	33	30	28	42

Student attendance profile

Year		2010	2011	2012	2013	2014	2015
School	K	94.2	95.9	87.5	98.4	93.5	89.3
	1	95.1	92.9	87.6	90.5	96.6	90.4
	2	94.3	94.8	91.5	92.0	94.4	94.6
	3	95.0	92.9	90.9	94.2	91.7	94.9
	4	92.9	93.8	91.5	83.6	94.8	96.1
	5	95.5	91.1	87.7	95.2	91.4	94.8
	6	94.7	94.0	90.8	88.3	91.2	84.5
	Total	94.5	93.6	89.5	92.2	93.7	92.1
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Rolls are constantly monitored with class teachers seeking absence notes and contacting parents if students have an unexplained absence.

Constant monitoring of students who are repeatedly late also occurs. Attendance letters for unexplained absences are sent home each term and reports to the Home School Liaison Officer made at least once a term.

Regular articles in the school's newsletter remind parents of the importance of punctuality and attendance at school.

Workforce information

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

Workforce composition

Position	Number
Principal	1 F/T
Deputy Principal(s)	
Assistant Principal(s)	
Head Teacher(s)	
Classroom Teacher(s)	5 F/T
Teacher of Reading Recovery	1 P/T
Learning and Support Teacher(s)	1 P/T
Teacher Librarian	
Teacher of EaLD	1 P/T
School Counsellor	2 P/T
School Administrative & Support Staff	2 F/T, 3 P/T
Other positions	
Total	8 F/T, 8 P/T

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

At the time of writing this report Riverwood Public School has no indigenous staff members working in 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	60%

Professional learning and teacher accreditation

Professional learning is a priority and all staff have accessed to planned, targeted professional learning. See Strategic Direction 2 for further information.

In 2016 a number of staff members will be working towards their accreditation at Proficient teacher level.

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	235619.00
Global funds	112801.90
Tied funds	181453.43
School & community sources	28757.97
Interest	6118.31
Trust receipts	29221.01
Canteen	0.00
Total income	593971.62
Expenditure	
Teaching & learning	
Key learning areas	4025.00
Excursions	1149.73
Extracurricular dissections	23933.33
Library	58.07
Training & development	4405.02
Tied funds	156862.45
Casual relief teachers	38380.75
Administration & office	26005.69
School-operated canteen	0.00
Utilities	30649.78
Maintenance	26813.61
Trust accounts	21965.56
Capital programs	0.00
Total expenditure	334248.99
Balance carried forward	259722.63

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.

NAPLAN – Year 3 Literacy

- 9 Year 3 students completed the NAPLAN assessment.
- 100% of students achieved at or above National Minimum Standard.
- All students scored in the top three bands for Spelling, with no students in Band 1, 2 or 3.
- Trend data across reading, writing, spelling and grammar and punctuation indicated upward growth of between 54 to 110 points from 2014.

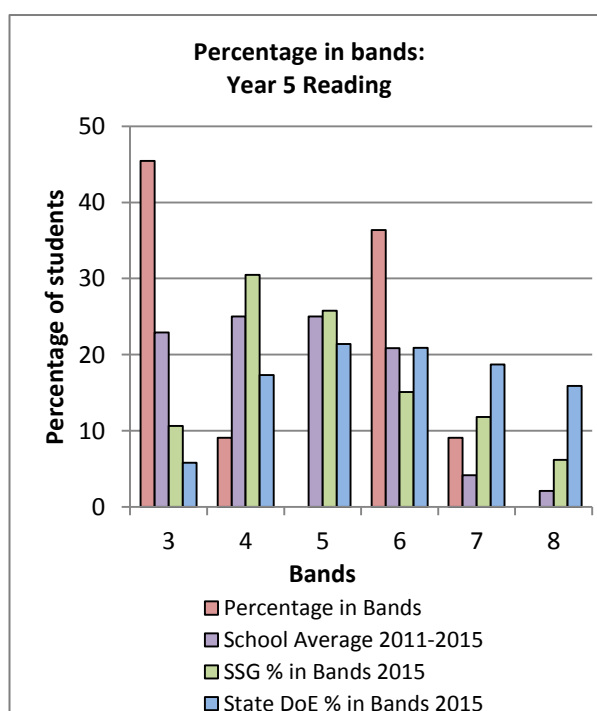
NAPLAN – Year 3 Numeracy

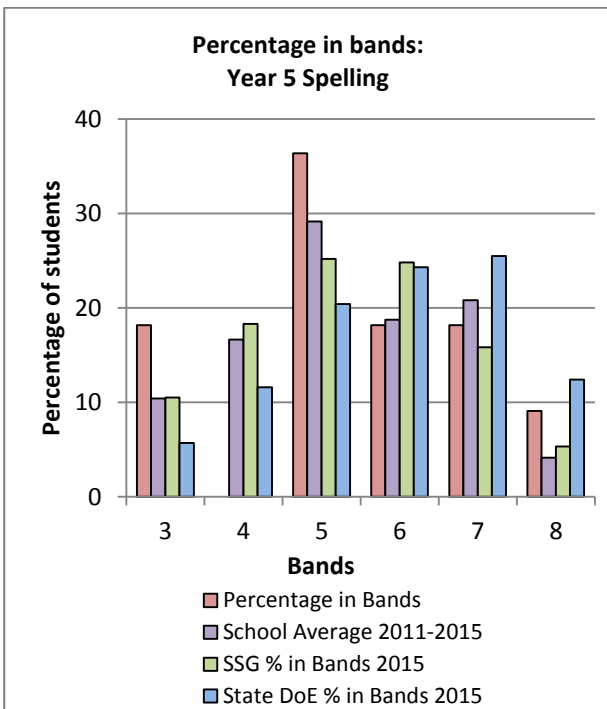
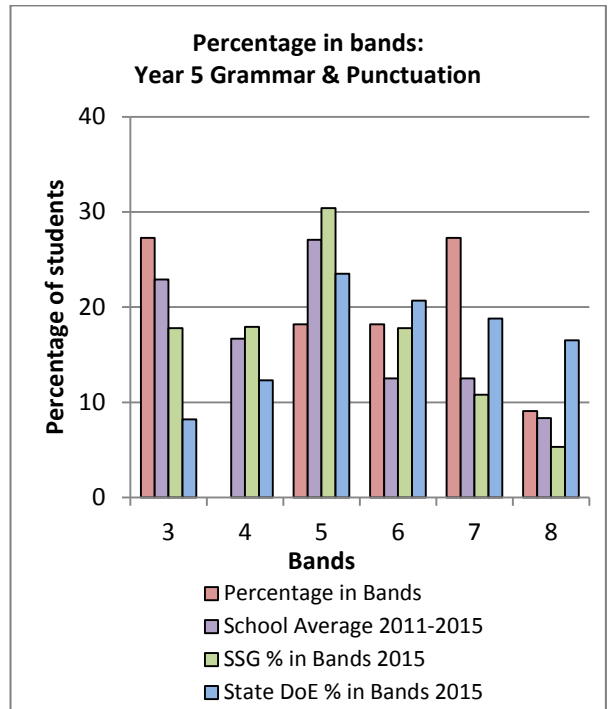
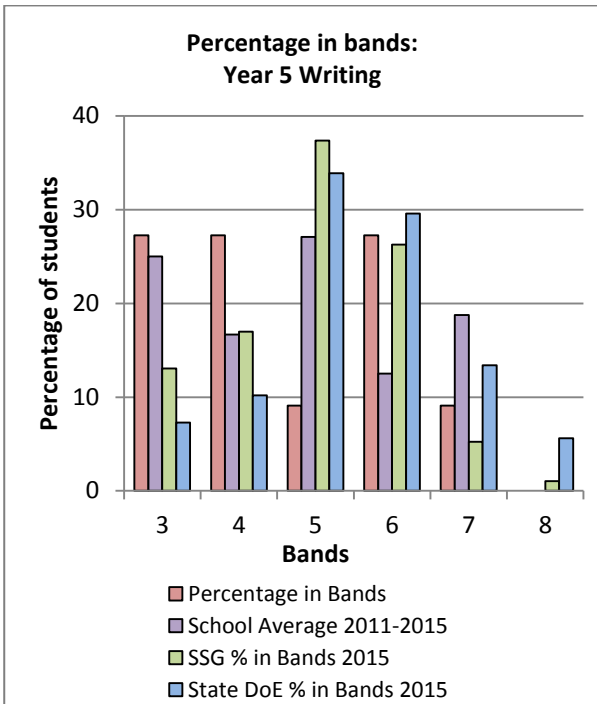
- 9 Year 3 students completed the NAPLAN assessment.
- Trend data indicated an upward growth from 308.2 in 2014 to 360.2 in 2015.

Due to the small cohort of students who sat NAPLAN, graphs are not available to view.

NAPLAN – Year 5 Literacy

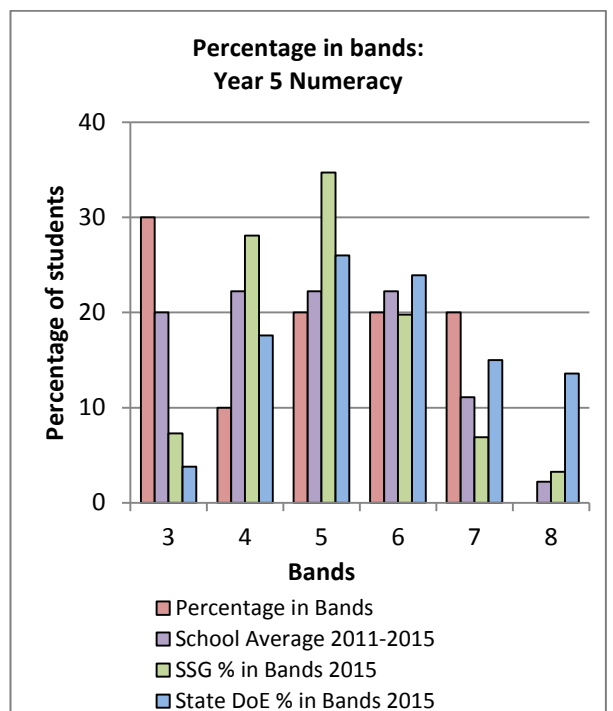
- 11 Year 5 students completed the NAPLAN assessment.
- Trend data for grammar and punctuation indicated an upward growth from 442.2 in 2014 to 483.4 in 2015.
- More than 36% of students scored in the top three bands across reading, writing, spelling and grammar and punctuation.
- Trend data for reading, writing and spelling indicated slight decreases from 2014 to 2015, however there has been an overall increase over the last 5 years.





NAPLAN – Year 5 Numeracy

- 11 Year 5 students completed the NAPLAN assessment.
- Trend data remained steady from 2014.
- The school's average mark of 447.8 was just below the similar school group average of 456.1.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2015 we surveyed our students, parents and staff about school management. Their responses are presented below.

- 100% of parents agreed that the school cares about the students and the discipline is fair.
- 83% of parents agreed that the school makes changes to improve its programs and student performance.
- 80% of parents almost always agreed that the staff at the school are valued and supported.
- 77% of students agreed that the school is well organised.
- 90% of students agreed that the school communicated effectively with students and parents.
- All teachers agreed that professional development is planned, systematic and effective.
- All teachers agreed that the allocation of money and resources are managed effectively.

Policy requirements

Aboriginal education

Staff at Riverwood are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students, supporting them to achieve in all aspects of their education.

Teachers have undertaken professional learning and attend Aboriginal Education Consultative Group (AECG) meetings to build relationships and connections with our Aboriginal community.

We provide opportunities for all learners to deepen their knowledge and understanding of the Aboriginal culture and language by programming using The Australian Curriculum, cross-curriculum area 'The Aboriginal and Torres Strait Islander histories and cultures' which addresses the concepts of Country and Place, People, Culture and Identity.

Personalised Learning Plans are developed and implemented for Aboriginal students through collaborative decision making processes with staff, parents and students.

The school recognises and participates in significant events including National Sorry Day and NAIDOC Week. We introduced bush tucker plants into our garden and are participating in Yarning Circles.

Multicultural Education and Anti-racism

Riverwood Public School has maintained a focus on Multicultural Education across all areas of the curriculum, by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

The EaLD teacher works collaboratively with all classroom teachers to ensure class programs address the needs of these students. Strategies and activities are developed to ensure students can participate in class programs and feel a sense of achievement. As a member of the Learning Support Team, the EaLD teacher is able to monitor the progress of any EaLD student who may need intensive assistance with their learning.

To address the anti-racism component of education, we have trained a member of staff this year as the Anti-Racism Contact Officer.

Other school programs

Preschool

Riverwood Public School includes a one unit Preschool in its grounds. It has two groups over the week, with 20 children in each group. There are two trained educators working with the children.

Our preschool is guided by the National Quality Standards and the Early Years Learning Framework. We continually reflect and work with families on elements of the Quality Improvement Plan, to ensure continual improvement and best practice.

The Preschool is a warm and welcoming place where diversity enriches the program. We work towards all children being motivated, enthusiastic, curious and independent learners.

We work in partnership with families, who come from diverse backgrounds. They contribute to the planning and program and all are valued and enrich the lives of the children.

Our outdoor environment teaches the children about sustainability and they are actively involved in recycling, composting, worm farming, maintaining the garden and appreciating all the living things that live here. An aboriginal perspective is in place, with the '8 Ways of Learning' being taught.

Achievements in Sport

Riverwood Public School students participated in the Premier's Sporting Challenge and our school was awarded a Diamond Level Certificate for the students' achievements.

After a long period of absence, we entered a Newcombeball team in the Georges River PSSA competition. The engagement, team spirit and social opportunities this provided our students was immeasurable. Our Cross Country and Athletics Carnivals were successful and a large number of students represented our school at District level.

In Terms Three and Four we received a funding grant from the Australian Government Sporting Schools initiative. In Term Three all students participated in a professional gymnastics program and in Term Four, students K to 6 participated in a Football program run by Sydney Football Club.

In Term Three Students participated in an AFL Auskick program run by the Sydney Swans and in Term Four, students in Years 2 to 6 participated in an intensive swimming program, gaining essential life skills and confidence in and around the water.

During the second half of the year we renewed our focus on being active and promoting the importance of healthy living. Students participated in weekly fitness and sporting activities in school. We also initiated the Crunch and Sip program, which promotes healthy eating.

Achievements in the Performing Arts

Riverwood Public school has shared their talents in Creative and Performing Arts this year with the wider community. Our whole school choir performed at special events and also entertained those in attendance during Presentation Day, with their sign language version of Fireflies. Each performance by the students was warmly received by those in attendance.

We joined the Combined Public Schools Music Festival and our choir performed in the mass choir with many local schools. Preschool performed at several events and our senior students attended Battle of the Arts, where they participated against other schools. We also entered our Cow in The Dairy Association's Picasso Cow make-over competition.

Community involvement

Riverwood Public School has been very active in the wider community this year, taking part in numerous events both in and out of school time. In partnership with Payce and Riverwood Community Centre, we

hosted Cinema Under The Stars. All students took part in White Ribbon day activities at school and the staff marched in the Campsie-Lakemba White Ribbon Day march.

Students got to experience and learn about their community through events such as; Breakfast with the GWS Giants and Campsie Police, and listening to Veterans of War during Education Week. Students raised money for Loud Shirt Day, for children with hearing impairments and donated goods to the Exodus Foundation.

High School Transition Programs

Riverwood Public School has collaboratively worked with Sir Joseph Banks High School throughout the year, promoting a positive culture of learning, communication and effective partnerships between students and staff. Stage Three students were involved in a variety of transition events.

Our Year Six girls attended The Girls Big Day In, a day of energy, laughter and pride to embrace being a girl, listening to guest speakers and participating in activities and a talent show.

The stage 3 boys joined The Mateship, Masculinity and Mentoring (MMM) program, playing soccer each fortnight. We enlisted the help of some Year Nine boys to help us construct our bird garden.

Stage Two students participated in the Great Bake Off, competing against primary school students from other local schools. Congratulations to our finalists.

We thank Sir Joseph Banks High School for the opportunities and support they have provided for our students.

Environmental education and sustainability

2015 has been another busy and successful year in Riverwood Public School's garden, with all students participating in the Seed Harvest Spoon program every Wednesday. The children have learned how to maintain a garden correctly and what plants grow best under what conditions. Students planted, cared for and harvested seasonal fruit and vegetables in the garden.

A local school visited our garden and utilised our kitchen for cooking fresh produce. Students cooked homemade pumpkin soup with pumpkins from the school garden and were visited by a local chef who taught them how to make pizza using the fresh produce from the garden. Senior students built a bird attracting garden and presented at the Youth Eco Summit with Seed, Harvest, Spoon about making schools sustainable into the future.