Caringbah Public School

Annual Report

2018

1508

Introduction

The Annual Report for 2018 is provided to the community of Caringbah 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.

The success of the school has been underpinned by the three strategic directions which have guided staff training and development to deliver the high quality learning programs widely seen in 2018. We look forward to working together into 2019 to prioritise student learning and achievement where individuals are catered for appropriately in a welcoming setting. Ongoing assessment and evaluation delivers the evidence and assists with designing our continual growth plans.

I am very pleased to present Caringbah Public School's Annual Report for 2018.

Susan Oliveri

Principal

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School background

School vision statement

Statement of purpose:

Caringbah Public School provides quality education in an innovative, inclusive and nurturing teaching and learning environment. A culture of high expectations and purposeful collaboration between the school, students and community ensures effective partnerships enhance the pursuit of excellence for all students.

School context

Caringbah Public School is situated in the Sutherland Shire, near the Royal National Park and the Hacking River. The school has large grassed playing fields, functional classrooms and modern facilities that include an extensive computer lab, classroom technology and robotics. There is a culture of high expectations and academic excellence across all learning areas and the literacy and numeracy programs are delivered through effective evidence–based teaching methods. The highly qualified and dedicated staff undertake ongoing professional learning, ensuring their capabilities are continually enhanced to ensure every student experiences high quality teaching.The specialist programs offered include the learning and support teachers supported by a strong Learning and Support Team. The extracurricular activities offered include choir, chess, dance, debating, sport, public speaking, Spanish language lessons and sustainability groups. Student wellbeing is promoted through positive, respectful relationships and well being programs including Mindfulness, Growth Mindset and Caringbah Kids and the promotion of the school values of Excellence, Respect,Responsibility, Care, Integrity.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. 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 staff at Caringbah Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of pursuing excellence. Time was dedicated at a series of staff meetings in Term 3 to thoroughly examine the school plan and determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provided an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. Many parents, community members and visitors comment positively upon the happy and positive playground behaviour of the students. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the ways students are relating to each other and, importantly, in the increased engagement in learning. There is also a decrease in reports of behaviour problems in the SENTRAL recordings. Students are discussing the values of the school on a regular basis and the implementation of wellbeing focus groups every week is helping to increase the sense of belonging students feel at our school. Fortnightly awareness of the values is common practice. A more focused approach to individual learning needs has been a component of our progress throughout the year through the Learning Support Team and with the assistance of the Learning Support Teachers and specialised small group instruction. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. Identified students have been monitored by the Learning Support Team. We have successfully provided for the strong participation and contribution of our Aboriginal community through specific cultural activities and excursions and the creation of a dedicated space to the original owners of this land.

Our major focus in the domain of Teaching has been on collaborative practice for staff members using the Performance and Development Plan. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. An instructional leadership program was supported all year for one day / week to support the growth and development of the K–6 staff in their understanding and implementation of best practice. The use of technology for learning, the importance of data analysis to inform decision–making, the growing of teaching practice

through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, our staff continue to develop evidence–based practice through their reflections and evaluations of their collective work.

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

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Engaging Empowering Learning

Purpose

To provide innovative, inclusive and nurturing learning programs and environments which engage and empower students, are informed by sound holistic wellbeing and learning information (data), and which ensure optimum conditions for student learning across the variety of curriculum areas.

Overall summary of progress

The Learning Support Team processes have been enhanced to provide guidance to classroom teachers for targeted students. This process allows us to monitor and plan student progress in literacy and numeracy assessment results. The Learning and Support Teachers (LaST) has provided specific and varied programs for targeted students to be used not only in the classroom but also by both volunteer tutors and peer tutors which has enabled us to achieve success in this strategic direction. This early identification and intervention provide stronger and more focused support to individual students where appropriate.

EAL/D students have been provided for using a similar structure as above.

Specialised instruction in small groups in stage 1 was a priority in 2018 using the reading recovery allocation still given to the school. The program for target students was literacy and numeracy interventions from a learning and support teacher where student numbers were less than 12 in each group. This allowed for instruction which was relevant and specific.

Students have demonstrated expected growth across DEC literacy and numeracy continuums relevant to expected time frames. Our NAPLAN results indicate excellent achievement of growth particularly in 3–5.

All teachers engaged in Professional Learning related to comprehension –Focus on Reading as well as formative assessment strategies, spelling and grammar.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of the school planning cycle, there will be an increase in the proportion of students demonstrating active engagement with their learning and increased levels of achievement in literacy and numeracy as measured through the use of Tell Them From Me and other data such as PAT test results, NAPLAN results, in school program results and class data.	Staff professional learning in use of PAT tests and associated data for programming. Support staff timetabled for extra assistance in literacy and numeracy sessions K–2 using K–2 and 3–6 Learning and support staff. Staff professional learning and team meeting times.	TTFM survey results in 2018 have shown high levels of engagement from students in their learning in the classroom setting. School based data such as PAT tests results have also indicated a significant increase in student achievement in spelling and reading comprehension levels.
There is a collective responsibility for success and learning shared by the parents and students as measured by attendance at community forums eg parent pop ins, parent information sessions and P&C events and increased completion of Tell Them From Me Surveys and other feedback measures such as parent online surveys and paper feedback forms.	Afternoon teas provided at parent pop in events and hen required at P&C meetings. Hospitality provided at school events eg working bees, open morning.	There has been much positive interest in the school and involvement from community as evidenced through high attendance levels at parent information sessions, P&C events and parent pop in coffee and chat afternoons.
There will be an increased	Staff professional learning	Our 2018 NAPLAN results indicated an increase in

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
proportion of students in the top two NAPLAN bands for reading, spelling and numeracy in years 3 and 5..	in analysing NAPLAN results and programming for learning as a result of these. Attendance at relevant professional learning sessions.	the percentage of students in the top two bands of NAPLAN across both year 3 and 5. The increase has been substantial with 58% of students reaching the top two bands in NAPLAN, with our target being to have 49% achieve this.

Next Steps

Investigate alternate programs to cater for lower achieving Stage 1 students in 2019.

Continue to monitor students through the Learning Support Team and ensure that appropriate differentiations are made for all requiring adjustments

Continue with professional learning in literacy and numeracy, specifically spelling and writing and professional learning around mathematics problem solving. / maths engagement and scope.

Continue with Spelling Conventions program in 2019 for stage 2 and 3, with a trial of Smart Spelling in stage 1. This is being conducted with a view to implementing this program school wide in 2020.

Engage in data collection and tracking systems to better plan for student growth and achievement

Strategic Direction 2

Exemplary Explicit Teaching

Purpose

To provide an innovative, inclusive and nurturing learning environment through exemplary explicit teaching and programs underpinned by high expectations, evidenced based pedagogy and dynamic practices, providing continuous improvements for all students across the full range of abilities.

Overall summary of progress

The Instructional leadership program has been utilised by all staff this year with two assistant principals being off class one day / week together to run the program. The program has involved observations, demonstration lessons and feedback sessions, coupled with targeted professional learning over a 3 week cycle. The focus for the IL program in 2018 has been literacy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the proportion of teachers demonstrating active engagement with their own professional learning as members of their stage teams in relation to day to day teaching practice, effective pedagogy and the teaching standards.	Funding was used to support beginning teachers in their accreditation process. Casual relief supported the mentoring of beginning teachers. All staff participated in the PDP process with their supervisor with class cover being sought to support this beneficial process.	All teachers participated in the Performance and Development Framework program to align goals to their professional learning experiences. PDP meetings were with supervisors mid and end of year. Two teachers were also supported in the accreditation journey.
A shared responsibility for success and learning in the area of STEM, involving critical and creative thinking skills, from all of the teaching staff. Teacher reflections / focus groups will show a shared responsibility for success	Teacher relief time to attend professional learning sessions working towards the SDD presentation in Term 3 at Bankstown sports club. Staff attendance at this event.	All staff engaged with professional learning in STEM related activities and programs through the Minds Wide Open whole school PL as well as professional learning as a community of schools term 3 staff development day. All stage teams are managing the requirements of the Science and technology syllabus well.
Increased confidence in the instructional leadership program as a result of feedback received and reflections undertaken when involved in the program and feedback on the program as a whole.	N/A	Staff are engaged with the IL program and reflections indicate support and enjoyment of the demonstration lessons and find the feedback beneficial and relevant. The focus has been specific and targeted where staff are needing the support most.

Next Steps

Continuation of the IL program into 2019 with the focus shifting to explicit direct instruction in relation to phonics and writing and numeracy as well. The focus will be on Explicit Direct Instruction in the teaching of literacy and numeracy.

Strategic Direction 3

Effective Educational Leading

Purpose

To provide an innovative, inclusive and nurturing learning environment driven by effective educational leadership that is responsive to community consultation, monitors a range of data indicators and is committed to the pursuit of excellence, resulting in all students fulfilling their potential.

Overall summary of progress

Our school plan forms the basis of all we do at Caringbah PS. Staff have been engaged in year 1 of the new plan and were motivated and commited to meeting the yearly goals through the milestone process. Staff monitored and reviewed the milestones throughout 2018. School data was used to inform future directions through the use of surveys, interviews and focus groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the proportion of students demonstrating active engagement with their own learning and their school as a community, achieving to their personal best and being responsible for their behaviour at all times as evidenced through a decrease in the recording of negative incidents on SENTRAL and in increase in students achieving the level certificates.	Funds used to purchase appropriate card for the merit certificate system to align it thoroughly with the school values and themes. Awards, values cards.	The certificate system was modified and adopted very well by all. Percentage of students reaching silver and gold certificates has been pleasing, with numbers of students attaining values cards has also been as expected. Engagement with the school has been monitored through the TTFM results and excellent attendance rates.
Increase in support for the school through the evidence of positive, respectful relationships within the community as evidenced from face to face feedback, social media reports as well as Tell Them From Me survey data and an increase in the intake of in area enrolments.	Hospitality at community events.	There was an increase throughout the year in numbers of students enrolled and there was excellent community feedback as gained through the social media channels of Facebook and Twitter. TTFM survey data was in the main positive.
Executive staff will have an increased confidence in their ability to support and guide their stage teams in terms of goal setting and future planning.	Casual relief for performance meetings with staff.	PDP review meetings held with each team member PDP meeting with the Principal

Next Steps

Continuation in 2019 of the rebrand / refresh process

 Continued use of social media including Facebook, Twitter and Instagram

Revise the school behaviour management system with staff, parent and student consultation – move towards a level system for term 2 2019, in addition to the positive system of awards and recogition. PBL style.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2000	Through professional learning and engagement with curriculum content, staff were made aware of Aboriginal perspectives and built their understanding of culture and cross curricula links. SLSO support was offered to indigenous students as required and resources were purchased. Students attended the Deadly Kids awards ceremony as well as the One Mob day at Endeavour Sports HS.
Low level adjustment for disability	$83600 (includes 0.6 LasT)	All students requiring learning adjustments and learning support are catered for with class programs and other whole school strategies. Students referred to the Learning Support Team were tracked through SENTRAL and support offered to them using these funds via teacher and SLSO time. School strategies: Use of SLSO time for Kindergarten LAP program in terms 3–4 Small group literacy and numeracy instruction making stage 1 classes smaller Social skills support programs
Quality Teaching, Successful Students (QTSS)	$40000	These funds were used to support the instructional leader program where 2 exemplary Assistant Principals were off class one day / week each engaging in demonstration lessons, observations and feedback sessions with K–2 and 3–6 classes. All staff were involved in this targeted program.
Socio–economic background	$13000	Curriculum provision was enhanced through the use of the funding to enable access for all to the variety of programs. Students were also supported in class through additional school learning support officers throughout the year. School assistance was offered to specific students.
Targeted student support for refugees and new arrivals	$5000	Funding was utilised one day / week to support new arrivals into our school through specialised instruction from support staff.

Student information

Student enrolment profile

	Enrolments			
Students	**2015**	**2016**	**2017**	**2018**
Boys	153	137	150	142
Girls	138	121	118	110

Student attendance profile

School				
Year	**2015**	**2016**	**2017**	**2018**
K	96.2	96.7	96.3	95.4
1	95	95.5	96.5	94.9
2	95.8	96.3	95	94
3	96.3	95.9	95.9	95.9
4	95.8	94.5	94	93.3
5	96	94.9	93.6	95.5
6	94.5	92.3	93.1	93.1
All Years	95.6	95.2	94.9	94.5
State DoE				
Year	**2015**	**2016**	**2017**	**2018**
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Non attendance at school is monitored through the use of our SENTRAL recording system for attendance. Students with attendance concerns are referred to the Assistant Principal and Learning support team, and possibly the Home school liaison officer as required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.38
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.42

*Full Time Equivalent

There are no Aboriginal staff members at Caringbah PS

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Staff engaged in professional learning throughout 2018 to reflect on the school plan.

The areas of professional learning for staff focused on formative assessment strategies to be used across all learning areas as well as Focus on Reading comprehension strategies.

In the area of leadership and staff learning, performance and development plans were carefully maintained and staff also attended learning opportunities around growth coaching. Administrative procedures were examined and training was also completed in working towards evaluating the school against the School Excellence Framework, as well as evaluating programs using a logic model as we move through the first year and into the second year of the school plan.

In the area of school culture, staff were encouraged to be mindful of their own wellbeing as essential in developing a positive staff culture to enhance the overall positive culture throughout the school. Regular events and days were held with a staff wellbeing focus as well as that for the students.

Two teachers worked on their accreditation in 2018 with the support of two assistant principals.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	126,074
Revenue	2,739,814
Appropriation	2,495,225
Sale of Goods and Services	11,477
Grants and Contributions	230,437
Gain and Loss	0
Other Revenue	100
Investment Income	2,576
Expenses	-2,454,442
Recurrent Expenses	-2,454,442
Employee Related	-2,103,648
Operating Expenses	-350,794
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	285,371
Balance Carried Forward	411,445

The Senior Office Manager and the Principal work together to ensure the budget for the school is accurate and funds are expended according to the needs of the school in light of the School Plan 2018–2020.

Funds are expected to be used for staff professional learning, resourcing and accomodating leave and illness.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 **Actual** ($)
Base Total	1,854,458
Base Per Capita	51,823
Base Location	0
Other Base	1,802,635
Equity Total	113,601
Equity Aboriginal	2,016
Equity Socio economic	13,066
Equity Language	14,908
Equity Disability	83,611
Targeted Total	230,867
Other Total	200,147
Grand Total	2,399,073

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

# School performance

NAPLAN

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In all areas of literacy for Year 3, the greatest percentage of our students were in the top two bands. This was a fantastic achievement for our school. as seen in the graphs and tables below.

Percentage in bands:
Year 3 Grammar & Punctuation
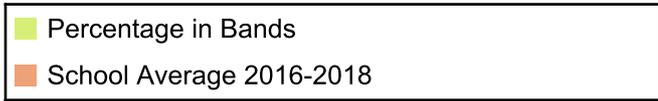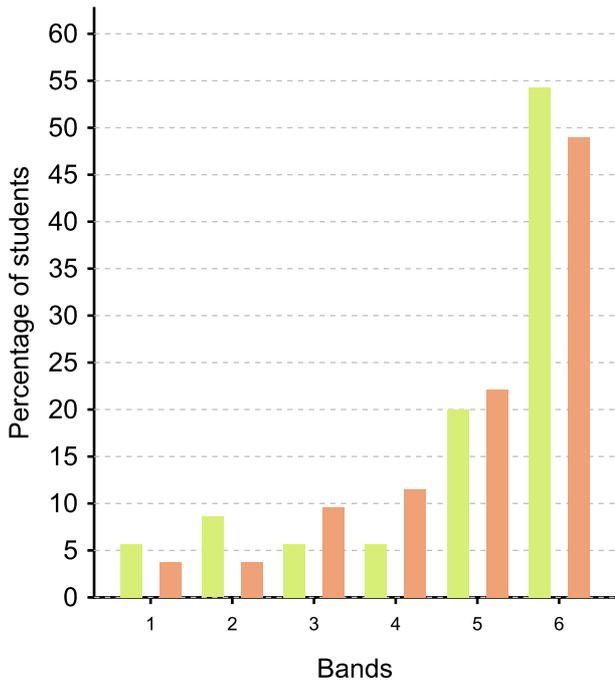
Band	1	2	3	4	5	6
Percentage of students	5.7	8.6	5.7	5.7	20.0	54.3
School avg 2016-2018	3.8	3.8	9.6	11.5	22.1	49

Band	1	2	3	4	5	6
Percentage of students	0.0	5.7	8.6	8.6	28.6	48.6
School avg 2016-2018	1	6.7	10.5	14.3	29.5	38.1

Percentage in bands:
Year 3 Spelling
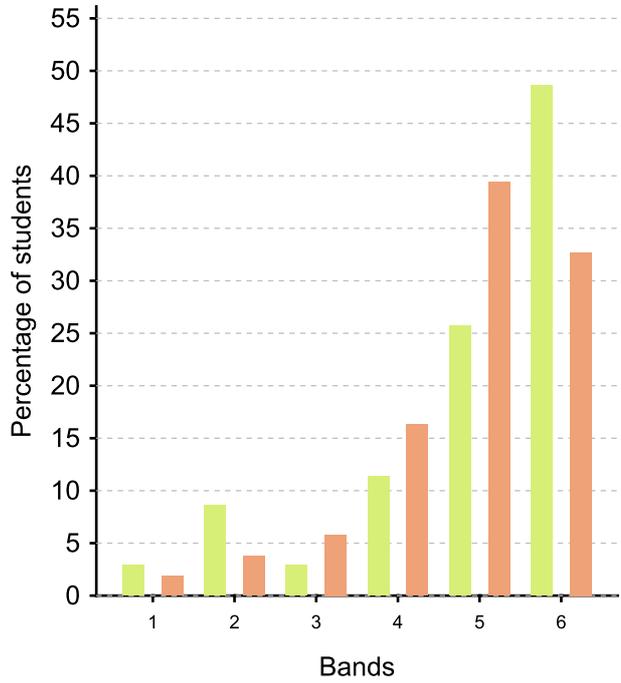
Band	1	2	3	4	5	6
Percentage of students	2.9	8.6	2.9	11.4	25.7	48.6
School avg 2016-2018	1.9	3.8	5.8	16.3	39.4	32.7

Percentage in bands:
Year 3 Reading
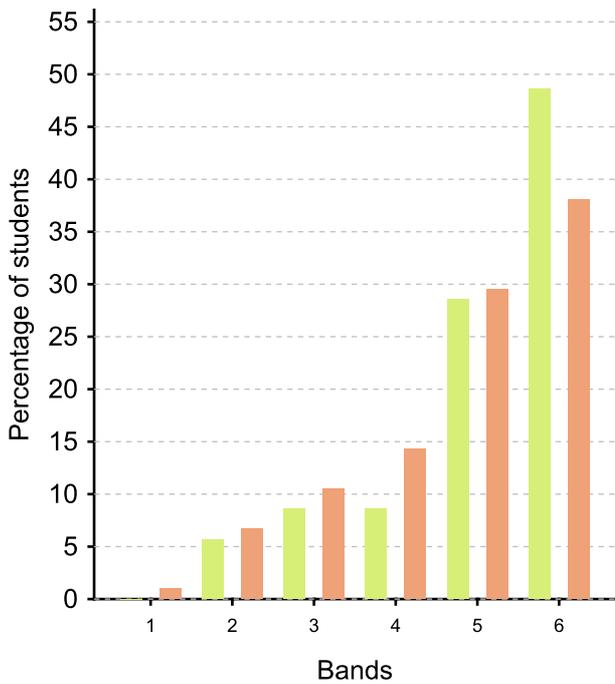
Percentage in bands:
Year 3 Writing

Band	3	4	5	6	7	8
Percentage of students	0.0	3.7	3.7	59.3	22.2	11.1
School avg 2016-2018	0	6.7	11.5	39.4	22.1	20.2
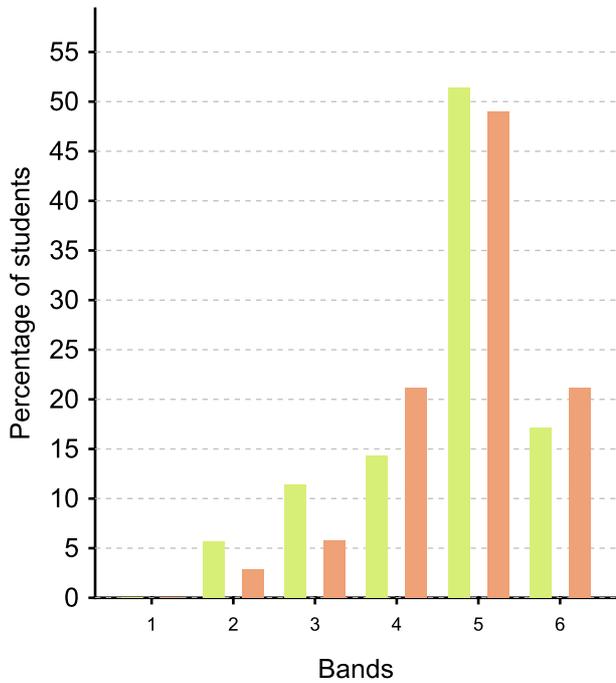
- ■ Percentage in Bands
- ■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	5.7	11.4	14.3	51.4	17.1
School avg 2016-2018	0	2.9	5.8	21.2	49	21.2

Percentage in bands:
Year 5 Reading
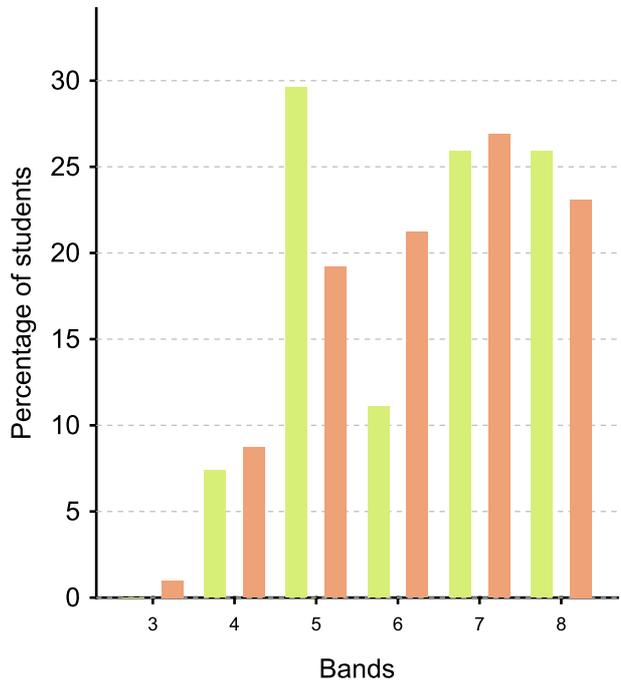
- ■ Percentage in Bands
- ■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	7.4	29.6	11.1	25.9	25.9
School avg 2016-2018	1	8.7	19.2	21.2	26.9	23.1

Percentage in bands:
Year 5 Grammar & Punctuation
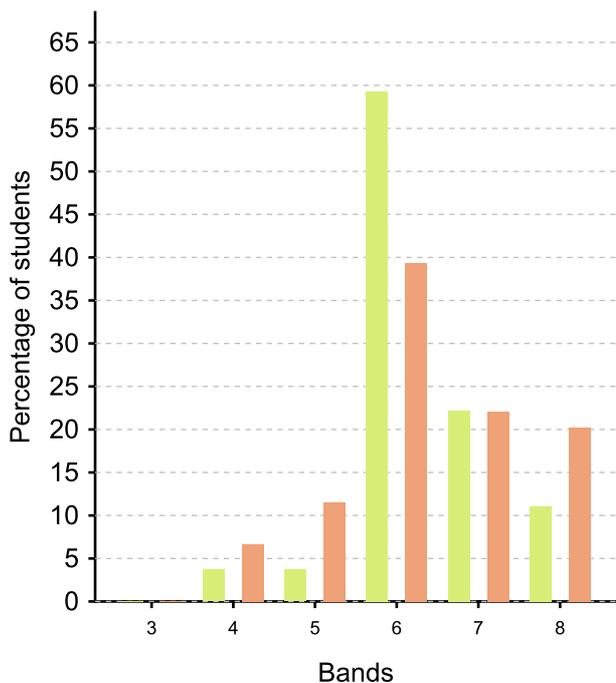

- ■ Percentage in Bands
- ■ School Average 2016-2018

Percentage in bands:
Year 5 Spelling

Legend:
- Percentage in Bands
- School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	7.4	14.8	48.1	18.5	11.1
School avg 2016-2018	1	2.9	13.5	41.3	27.9	13.5

Percentage in bands:
Year 5 Writing

Legend:
- Percentage in Bands
- School Average 2016-2018
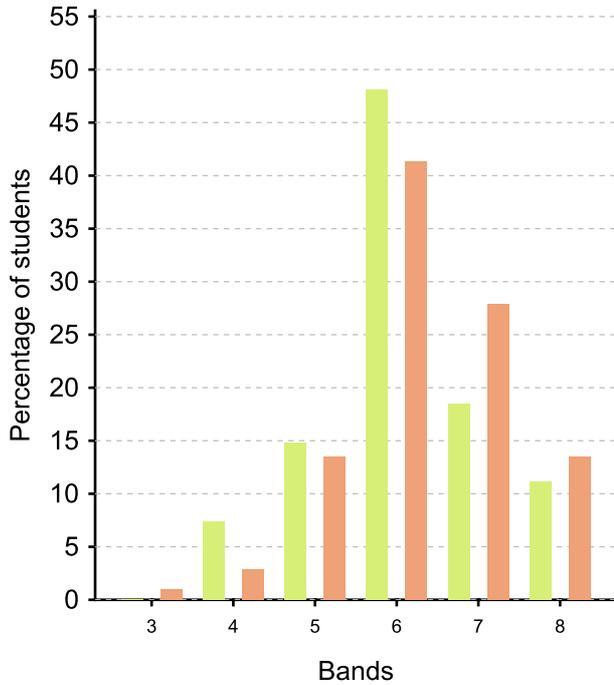
Band	3	4	5	6	7	8
Percentage of students	3.7	3.7	40.7	25.9	14.8	11.1
School avg 2016-2018	1.9	2.9	41.3	30.8	18.3	4.8

In Year 3, our greatest percentage of students were in Band 5 for numeracy 48.6, with the school average between 2016–18 being 31.4. In Year 5, we had 44.4% of students in Band 6. This indicates that future work is required to push these middle band students higher into the top two bands.

Percentage in bands:
Year 3 Numeracy

Legend:
- Percentage in Bands
- School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	2.9	11.4	17.1	48.6	20.0
School avg 2016-2018	1.9	2.9	14.3	26.7	31.4	22.9

Percentage in bands:
Year 5 Numeracy

Legend:
- Percentage in Bands
- School Average 2016-2018
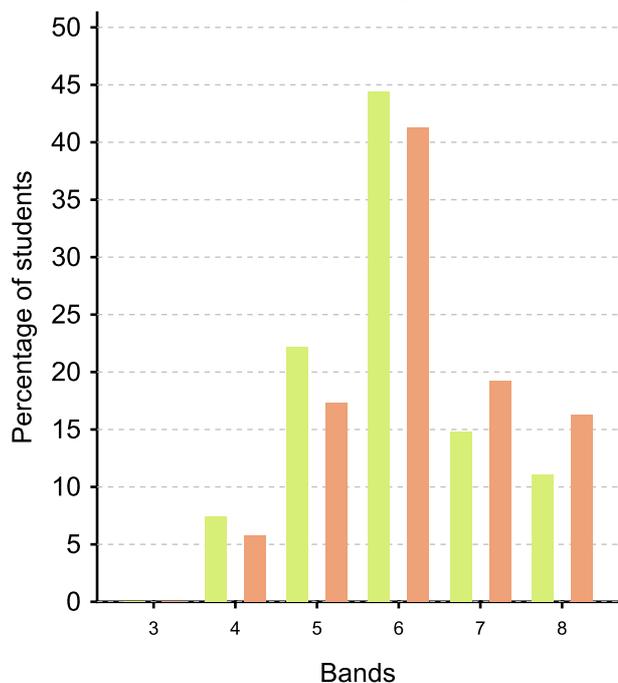
Band	3	4	5	6	7	8
Percentage of students	0.0	7.4	22.2	44.4	14.8	11.1
School avg 2016-2018	0	5.8	17.3	41.3	19.2	16.3

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.

As can be seen, we have met the Premier's priority in terms of increasing the numbers of students in the top two bands of NAPLAN. We are working on maintaining this growth into 2019.

Parent/caregiver, student, teacher satisfaction

At Caringbah PS in 2018, student feedback was sought through the Tell them from Me surveys.

84% of students at Caringbah PS had a high sense of belonging with 87% of students reporting that they do not get in trouble for disruptive or inappropriate behaviour.

74% of students indicated that they were interested and motivated at school. Students feel they have someone at school who consistently provided encouragement and can be turned to for advice (7.9).

Students at Caringbah PS indicated that concepts were taught well (8.3) and that school staff emphasise academic skills and hold high expectations for all students to succeed (9.1).

Parent satisfaction with Caringbah PS has been evident in the high levels of attendance at school events (open days, grandparents day, Christmas events), P&C and other school events.

Teachers at Caringbah PS indicated that collaboration among staff was common practice and that learning problems of particular students were discussed with other teachers. (9.0). The learning culture was strong (8.8) with the progress of individual students being monitored closely, with feedback given regularly. Student assessments help teachers at Caringbah PS inform practice (8.5) and teaching strategies encourage students to work toward achieving personal learning goals (8.9). Staff strongly felt that Caringbah PS was an inclusive school (9.2).

Policy requirements

Aboriginal education

Aboriginal culture and heritage were celebrated and respected throughout all class programs. The National Anthem is sung at all school assemblies and formal functions with the Dharawal verse being clear and strong. Aboriginal heritage was explored and appreciated in curriculum including geography, history and English, as well as through visual arts.

At our school, a Year 2 student was awarded a Deadly Kids doing well award and this was celebrated via the newsletter and school Facebook page. Her teacher and assistant principal attended the awards ceremony.

The school has adopted a local Aboriginal elder to be our community friend. Mr Colin Hardy OAM regularly attends functions at our school and sings I am Australian for us. we also sing this song to finish every special event, following Colin's recording. We participate in One Mob day activities with other local schools. In 2018, two students attended the One Mob celebration at the end of the year at Endeavour Sports High school.

Multicultural and anti-racism education

We celebrated Harmony Day at Caringbah in 2018 where our diversity was celebrated. Students engaged in class based activities to bring awareness of the differences we may have with the theme of 'everyone belongs'. We had parents and carers of students come to the school and share with classes about their cultural background. We learnt about many different backgrounds and students shared in an assembly to the whole school of the culture. We participated in the Multicultural public speaking competition as well as engaged in Spanish language lessons with a specialist teacher. We support anti racism practices with the important role of the anti racism officer in the school and the encouragement of acceptance of difference through the values system.