



Taren Point Public School Annual Report



2016



3168

Introduction

The Annual Report for 2016 is provided to the community of Taren Point 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.

Narelle Betts Smith

Principal

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Message from the Principal

2016 has been a year of significant improvement for the Taren Point community. This year our students have shown outstanding growth in all areas. I am extremely proud of their commitment to learning, to supporting each other and to contributing to the community. Taren Point students have engaged in a diverse range of extra curricula experiences and have embraced challenges with diligence and enthusiasm.

A summary of our key achievements includes:

- Academic Naplan results show above state average growth in reading with 87% of year 5 students achieving above or equal to expected growth.
- Stage 3 students participated in Crime Scene Investigation of the Georges River, Ultimo Number Crunches and Premiers Spelling Bee.
- The senior dance group performed at the Sutherland Shire Music festival and one student performed a solo.
- Every class entered a class movie in the Film By The Sea festival
- The Talented artist group produced amazing art work at the Brush Strokes By The Bay.
- The SRC led several important community days including a very successful Easter Show.
- The artist in Residence program produced 10 incredible panels of local fauna and flora to display on buildings

The strong sense of community and partnerships in learning between parents, staff, students and the broader community ensured significant participation in all school initiatives and a joint commitment to ongoing improvements to a wonderful community school.

The active and supportive P and C has continued to support school initiatives and make significant financial contributions to school programs resulting in a new playground area, conditioning for the canteen and library, the purchase of Lego Robotics and new home for Years 2 to 4.

The administration building upgrade was completed providing much needed office space and entry at the front of the school a new safe accessible pathway for students.

Message from the school community

I have had the honour over the last 3 months to be your P & C President. I am passionate about our little school, not because I attended it a few years ago! But because I truly believe that our school is the best and as some of you know, if you stand next to me long enough I'm happy to tell you why!! However, all of us here tonight already know this, as you all chose this school for your beloved children making us all one team and a strong community. Our P & C at Taren Point Public School is a fantastic mix of Dads and Mums. I have heard many reasons as to why people won't join a P & C. But I want you all to know that ours is lovely, friendly and is open for you ALL to contribute to. The reason I tell you this is that when we hold fundraising events such as a Bunnings BBQ or we fund a Disco such as the recent one during Gratitude week we would like to invite all of you to also offer your suggestions as to what you would like to see within our school community and where you would like to see us invest. To give you an indication of what your P & C has spent fundraising moneys on this year, we have committed to covering the cost for one term of our French Teachers wage which is \$4,500. We also recently pledged \$4000 towards new homereaders – so us parents don't have to hear the same book time and time again – with a greater selection available next year. You may also have heard about some new Robotics being delivered and staff being trained to teach these in 2017. We have covered the \$4,800 cost of these Robotics with your volunteer hours and support. Robotics are essential learning tools for careers our children will be exposed to in their future. Our children will share 1 Robotics set between 2 or 3 students compared to large schools where there may be 2 robotics per 30 students. As you would all have seen this term we have new play equipment. This is all thanks to Shenee Wyld's fabulous application securing a generous grant from Ms Eleni Petinos. The overall cost of this new structure was a little more than our grant, as such the P & C contributed \$8,000 towards this great project. Which as we all know has been well used and enjoyed by all our children. My most memorable project this year was our 'Working Bee' where it was clearly evident what a wonderful community we are. You all have skills you can and did share... We had Police Officers, alongside Computer Technicians, Retail Assistants and Truck Drivers, Upholsterers, Bakers, Tilers and Plumbers all doing what they could to clean up our garden beds, gutters and paths around our grounds. It was a true community minded day. Of course Spring Fling, ran full force by Anyes and Shenee Wyld was a huge success and has given us a healthy bank balance to finish 2016 with. So moving forward into 2017 our objective is to provide soft fall for under the play equipment and assist Mrs Betts Smith in sourcing additional Active Learning and Sensory equipment to add to the playground.

Lastly, and most importantly on behalf of the P&C thanks again to Mrs Betts and her wonderful teaching staff who have ultimately made a difference to our children in 2016.

Mrs Lyndel Arthur

P & C President

School background

School vision statement

As a learning community we will inspire students to develop a passion for learning and actively strive for success in all endeavours. We are committed to ensuring all students become successful learners, confident and creative individuals.

This will be achieved by:

- Promoting and maintaining high standards and expectations across the learning community.
- Ensuring that students develop the 21st Century learning skills of critical thinking, communication, creativity, collaboration, problem solving and Information Communication Technology skills.
- Learning in an atmosphere which is caring, collaborative and respectful.
- Delivering a challenging and innovative curriculum that caters for the individual talents of all students
- Engaging as a learning community in continuous reflection and evaluation to ensure quality educational programs maximise learning outcomes for all students

Welcoming and supporting parent and community participation to share the responsibility for student learning and accomplishments.

School context

Taren Point Public School is a small school in the Sutherland Shire. The school is an inclusive, friendly school where relationships are valued. The school has 4 classes. A kindergarten class, one stage one class, one stage 2 class and one stage 3 class.

Taren Point is a multicultural school, 49% of students have a Language Background other than English from 13 different language backgrounds.

Taren Point Public School prioritises personalised learning for all students. Through quality teaching and explicit feedback to students Taren Point teachers aim to ensure all students achieve more than they think they can. Working as a team, all staff are committed to ensuring all children succeed and develop a strong sense of self and community.

Teachers at Taren Point engage in critical reflection to continually improve their practice. All staff are active participants in our school improvement programs.

The Parent and Citizens Association actively supports school initiatives through regular promotions, fundraising events and community occasions that benefit the whole school. At Taren Point we are proud to call ourselves a "Community School" and encourage genuine partnerships in learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

In the area of Learning our school focussed on the elements of curriculum and learning, wellbeing and learning culture. Through the Explicit Planning Project staff participated in professional learning on the new History syllabus and revised scope and sequences for the both the Science and HSIE syllabus to include outcomes for Geography and History.

Using the literacy and numeracy continuums to plan teaching programs and track student learning teachers have demonstrated their responsiveness in meeting the learning needs of the all students. Students not achieving expected growth are supported through planned intervention and support. The learning culture of the school has grown from delivering to sustaining and growing as the staff and students take responsibility for ongoing learning.

The implementation of Positive Behaviour for Learning and the employment of a school chaplain had significant impact of the well being of students. The school now has a strategic planned approach to support the cognitive, emotional, social and spiritual well being of students.

In the area of Teaching our school focused on the elements of data skills and use, collaborative practice and professional standards. All staff developed professional learning goals based on the standards and completed their Performance and Development plans based on self-identified professional learning. A culture of peer observations for improvement was developed and collaborative processes were further extended. Peer observations focussed on visible student feedback and there was a significant improvement in teacher use of feedback and the use of learning intentions and success criteria.

In the area of Leading the elements of focus were leadership and school planning and reporting. Through leadership growth the community has rated the school leadership as responsive and maintaining high expectations.

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

Successful learners actively engaged in future focused learning

Purpose

To provide all learners with a rich, innovative learning environment of high expectations, where all students are able to achieve personal learning goals.

We aim to develop to inspire and challenge students to build their capacity as creative and critical thinkers, who are adaptable self-motivated learners with a strong sense of self-worth and purpose.

Overall summary of progress

The target of 75% of year 5 students achieving greater than or equal to expected growth in Naplan was exceeded in reading with 87% of students achieving this target. In Numeracy 50 % of students achieved the targeted growth, however the cohort of 9 students makes some data unreliable as one student is 11% of the group.

100% students are tracked on PLAN software, to record growth in literacy and numeracy.

Collegial lesson observations focused on formative assessment and feedback to students and this will continue to be an ongoing focus as teachers deliver lessons to build the general skills 21st Century capabilities of students.

Positive Behaviour for learning has a significant impact on classroom behaviour and learning culture of the school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of year 3 and 5 students will achieve greater than or equal to expected growth in Naplan.	Naplan data analysed to evaluate growth	All teachers review results to plan for future learning goals
100% of students will achieve expected personal learning goals identified on the Literacy and Numeracy continuum.	PLAN data reviewed each term. All students K-6 were tracked on PLAN data with 100% of students achieving their personal goals. Students working towards grade expectation are supported by the Learning and support teacher and differentiated lesson planning.	
Lesson observations and feedback will have evidence of 21st Century general capabilities embedded in lessons.	Teacher Personal development plan, lessons observations and self assessments were well received by teachers. All staff valued the feedback by colleagues.	The QTSS funding supported teacher collaboration and observations.
<i>Tell Them From Me</i> surveys 2017 indicate improved responses toward learning.	The number of students indicating they are interested and motivated in their learning did not increase. The percentage of students feeling challenged and who feel confident in their skills in English and Maths increased from 30% to 45% and those feeling challenged and not confident fell from 27% to 13%. This indicates students feel more supported and the explicit teaching of skills in effective.	
<i>PBL surveys show student understanding of school behaviour expectations.</i>	100% of students surveyed were able to explain the school behaviour expectations in all areas of the school.	The PBL team and consultant interviewed students.

Next Steps

In 2017 Positive Behaviour for Learning will be revisited as 2 new staff will and new enrolments will require training. The

full program will continue to be implemented and communicated to the community. As learning and behaviour expectations in all areas of the school are validated, signage will be designed and installed around the school.

Sharing of formative assessment strategies and evidence of learning intentions and success criteria will be essential early 2017 to build teacher capabilities and students taking responsibility for their learning. A continued focus on embedding formative assessment in numeracy will be essential for new staff.

Strategic Direction 2

Quality education in a culture of collaboration and reflective performance and development.

Purpose

To engage all staff and students in reflective and responsive practices that lead to improved learning outcomes for students and teachers.

Teachers will seek relevant and explicit performance feedback to build their professional capabilities and the collective capacity of the school

Overall summary of progress

All staff were successful in meeting their professional development goals. Colleagues observed each others lessons and gave critical feedback to improve teaching standards. The performance and development policy has been fully implemented and staff are able to set clearly defined goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of students achieve significant positive Naplan numeracy growth is between year 3 and year 5.	The target of 85% of students achieving expected growth in numeracy from years 3 to 5 was not met. 50% of students achieved this target, however the cohort of 9 students is not reliable with one student having high level support needs in a mainstream class with two more with individual learning plans.	
All staff meet their professional learning goals and track their participation in compliance and professional learning goals as set out in the Performance and Development framework.	100% of teacher participated in the performance and development process. All staff meet compliance training in mandatory policies.	

Next Steps

2016 witnessed the full implementation of the Performance and Development Framework for teaching staff. All teaching staff participated in two lesson observations with feedback. In 2017, additional departmental support guidelines will allow non-teaching staff to participate in the complete performance and development framework. The collection of artifacts of evidence continues to be an area where the school and staff are working towards. Authentic evidence should be collected in 2017 as teachers complete their regular duties. Scaffolds and support material for staff to collect and annotate evidence should be encouraged. As pre-2004 teachers move into mandatory accreditation, the transition arrangements will be a focus for 2017 as staff prepare for their Working with Children Check and membership with the Board of Studies, Teaching and Educational Standards NSW (BOSTES). With the change of school leadership in 2017, additional demands on the one permanent member of staff is significant. The Three temporary class teachers will need to work collaboratively to ensure consistency of expectations.

Strategic Direction 3

Strengthen community engagement and partnerships.

Purpose

To grow our school and strengthen partnerships. We strive to ensure that meaningful partnerships in learning are valued by teachers, parents and carers.

We aim to build genuine productive relationships with the local community and business sector to support quality teaching in an environment that is well resourced, welcoming and fully equipped to cater for the demands of the 21st Century.

Overall summary of progress

The number of positive partnerships with community and local business increased significantly with sponsorship for outdoor learning spaces and Science and Technology initiatives contributing \$8000. The planning of the major fundraising event, the Spring Fete, was co-planned between staff and parents, building strong relationships and a shared vision for the school.

The School Chaplain adds another dimension to the well-being programs, 2 days each week. The Chaplain supports stage 3 class lessons and provides vital social and emotional learning opportunities in the playground.

Weekly visits to Goodhew Gardens aged care facility were regarded as highly valued by both the school and the staff and families of the residents Goodhew Gardens. Goodhew Gardens scheduled several incursions for the students to share with the residents. This included a magic show, a farm animal visit and the Taren Point dance groups. The positive impact Taren Point students have had was reported in the local media.

The Tell Them From Me "Partners in Learning" survey indicated 48% of respondents were involved in school committees, that 88% had attended at least two parent meeting throughout the year and 79% of parents had met with their child's class teacher more than two or three times.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% parents and /or carers participate student progress interviews end of Term one.	100% of parents either attended face to face interviews or contacted teachers by phone during term one to discuss their child's' progress at school	
Increased local community and businesses actively support innovative programs	\$12 000 of donations from the local business community supported school initiatives and donations. The Artist in Residence program sponsored by Shire Bank continued in 2016 to complete 10 panels of student art work to feature around the school.	
Community use of school facilities is increased and funds are allocated to school improvement project	School facilities were used by after school music group, a playgroup and French language classes. The groups were only charged minimal costs or not at all to allow fair and equitable access to classes by the whole community.	
Increase in school enrolments for kindergarten over next 3 years.	Enrolments increased throughout the year. Enrolments for kindergarten 2017 remained constant.	
Positive 2017 Tell Them From Me survey.		

Next Steps

In 2017, relationships with local pre-school and day care centres should be strengthened. An enrolment prospectus and video should be developed to promote the school in the local area. Engaging parents in dialogue about learning will continue to be a focus and to communicate high educational aspirations to parents.

A high turnover of staff and temporary engagements means a renewed emphasis on communication is vital. Targets of 100% of parents at beginning of year information evening and Term one interviews are essential to maintain open communication.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Student progress is reported to parents and individual ILP is evaluated	\$977 • Aboriginal background loading (\$900.00)
English language proficiency	English language proficiency staff allocation and flexible component provided 2 days per week support for students identified by class teachers. Small group organisation meant targeted support for Year 1 and 2 literacy and numeracy and Year 3/4 literacy. All students in these very small groups demonstrated significant growth against the EAL/d Scales and tracked on PLAN	\$11000 • English language proficiency (\$0.00)
Low level adjustment for disability	ILP reviewed and student progress tracked on PLAN. Reporting to parents. Review meetings with parents and carers	\$10371
Quality Teaching, Successful Students (QTSS)	Evidence of Professional learning and achievements	
Socio-economic background	This funding added to the number of teachers allocation and enabled the employment of a teacher to complete a 5 day week, ensuring all classes had a full time teacher.	\$4239
Targeted student support for refugees and new arrivals	The New Arrival Funding enabled support to students enrolling without English language. At the end of the year, 4 students received one to one support and small group support. At the end of year progress reports were sent home to parents and student progress tracked on PLAN software.	0.2 allocation of New Arrival funding

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	41	35	36	46
Girls	41	43	42	41

Enrolments have slowly grown throughout the year with students moving to the area and choosing Taren Point as their preferred school. Local preschools and day care centres highly recommend our school as an excellent school with caring staff and a friendly community.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.5	96	94.3	94.4
1	96.6	93.4	92.2	96
2	97.6	94	92.9	96.3
3	95.2	94	87	93.4
4	97.4	93.5	92	91.4
5	95.7	96.4	89.7	93
6	96	93.3	95.8	92.7
All Years	96.6	94.4	92	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

School attendance is closely monitored by the Principal. Parents applying for extended leave for family holidays were advised to plan vacations during school holidays in the future.

Students with poor attendance rates were referred to the Principal to contact parents and where possible support through well-being programs was provided to students. An increase in counsellor time in 2017 will assist in supporting students diagnosed with anxiety and mental health issues that impact on their attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0.03

*Full Time Equivalent

At this point in time there are no Aboriginal staff employed at the school.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

In 2016, one teacher submitted evidence to maintain accreditation at Proficient and there are two teachers working towards gaining Board of Studies, Teaching and Educational standards (BoSTES) accreditation. Staff Development days in 2016 were aligned with school plan with a strong focus on Staff well-being and connecting with colleagues in Community of Schools to establish a broader network of support and mentoring. Formative assessment strategies were shared and visible learning intentions and success criteria of lessons were the focus on most lesson observations.

The integration of technology continued as a major focus. Teachers attended professional learning on the Google Suite of classroom applications. Stage 2 and Stage 3 classes were able to share Google Docs files with students and colleagues. Initial changes were made to school administration to store shared files with all staff to support collaborative planning.

Staff led professional learning using iPads in the classroom resulting in all classes K-6 regularly using iPads to support learning for all students. iPads were especially effective when implementing individual learning plans.

All staff attended 6 hours of Visual literacy and film professional learning resulting in every teacher making a film with their class and submitting to the "Film By The Sea" festival.

Two teachers attended the Positive Behaviour for Learning course and led the whole school implementation of the program.

All staff partnered with the community to hold very successful Spring Fair in October to raise funds for a new robotics program and to purchase new furniture to enable more flexible learning in the classrooms. Two teachers attended a robotics Professional learning at MaCiT. They then led professional learning for all teachers in term 4. This was highly successful with all class being able to use and program the robots during term 4. A review of the Science and Maths scope and sequence mean robotics is now part of every teachers program. Further Professional learning in 2017 will be required for new staff.

Financial information (for schools using both OASIS and SAP/SALM)

Income	\$
Balance brought forward	144 195.00
Global funds	106 914.00
Tied funds	159 348.00
School & community sources	72 679.00
Interest	2 874.00
Trust receipts	7 943.00
Canteen	0.00
Total income	493 953.00
Expenditure	
Teaching & learning	
Key learning areas	4 691.00
Excursions	19 037.00
Extracurricular dissections	31 398.00
Library	1 242.00
Training & development	995.00
Tied funds	151 459.00
Short term relief	13 722.00
Administration & office	36 747.00
School-operated canteen	0.00
Utilities	21 648.00
Maintenance	35 356.00
Trust accounts	7 232.00
Capital programs	0.00
Total expenditure	323 527.00
Balance carried forward	170 426.00

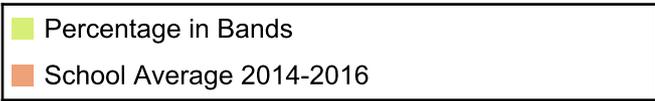
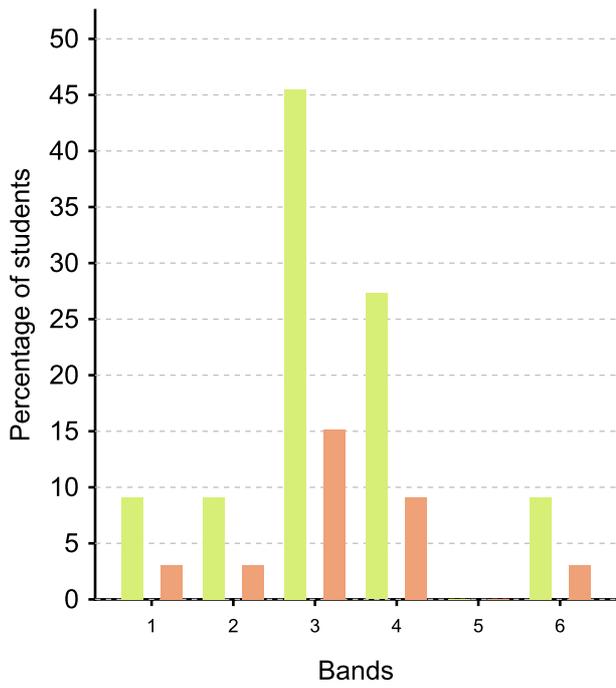
The information provided in the financial summary includes reporting from 1 November 2015 to 12 October 2016.

	2016 Actual (\$)
Opening Balance	0
Revenue	175 027
(2a) Appropriation	170 424
(2b) Sale of Goods and Services	2 911
(2c) Grants and Contributions	1 586
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	105
Expenses	-95 208
Recurrent Expenses	-95 208
(3a) Employee Related	-70 821
(3b) Operating Expenses	-24 387
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	79 819
Balance Carried Forward	79 819

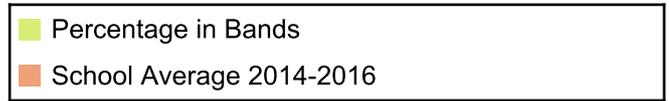
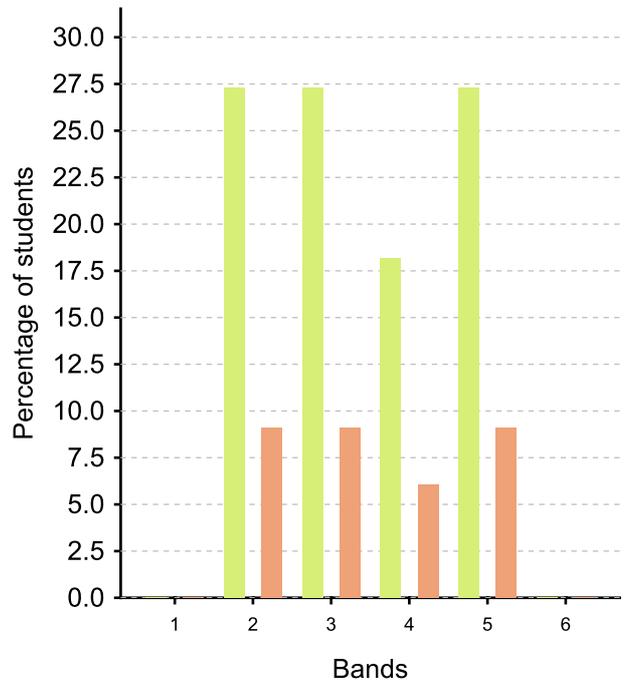
	2016 Actual (\$)
Base Total	693 342
Base Per Capita	4 224
Base Location	0
Other Base	689 117
Equity Total	57 348
Equity Aboriginal	977
Equity Socio economic	4 239
Equity Language	11 154
Equity Disability	40 977
Targeted Total	108 210
Other Total	5 630
Grand Total	864 531

School performance

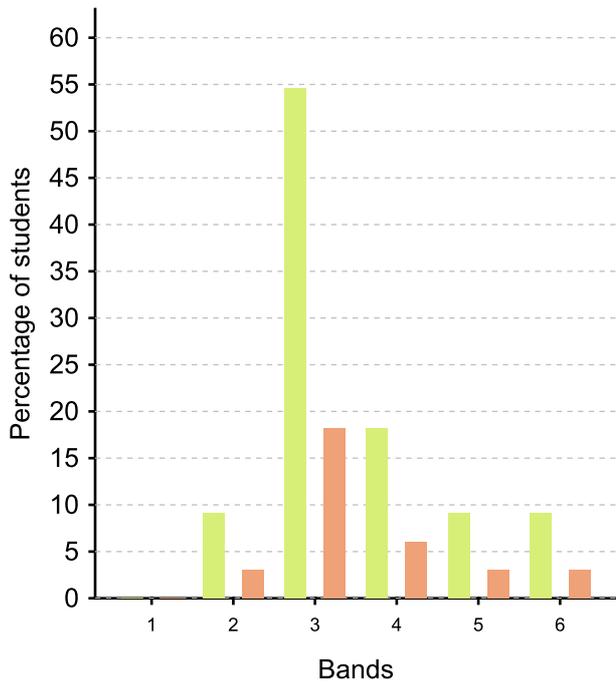
Percentage in bands:
Year 3 Grammar & Punctuation



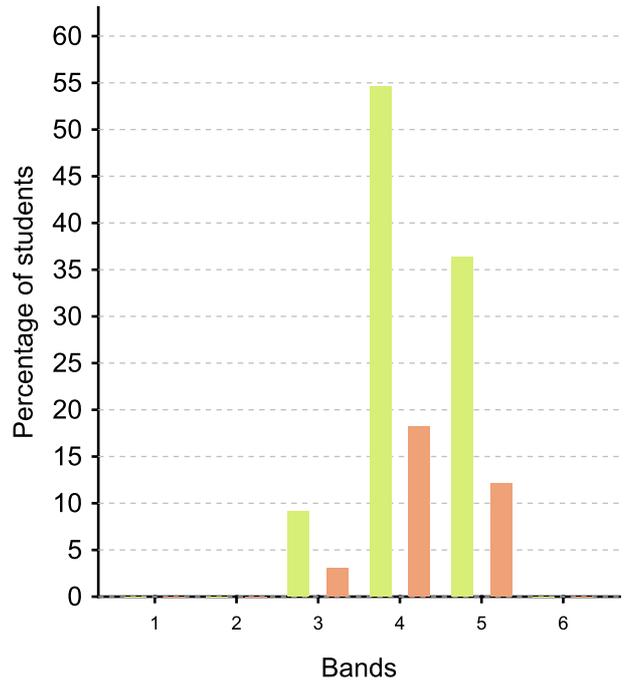
Percentage in bands:
Year 3 Spelling



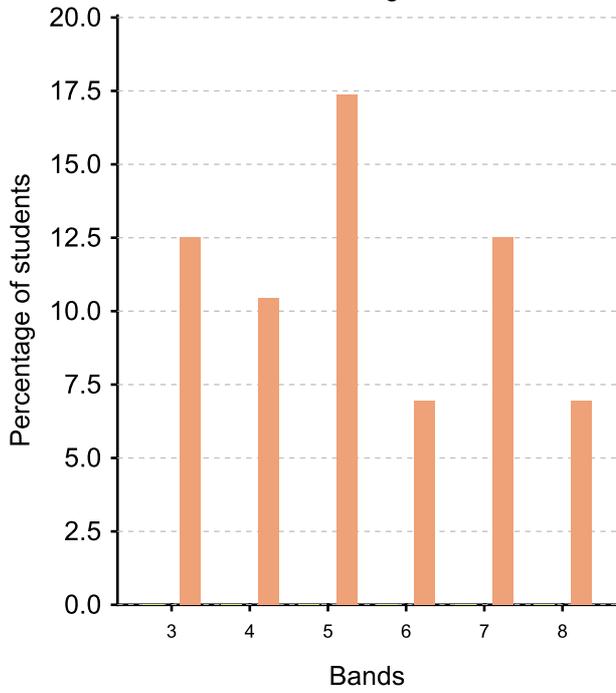
Percentage in bands:
Year 3 Reading



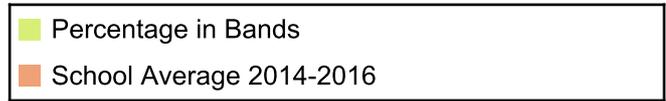
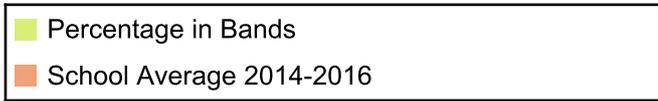
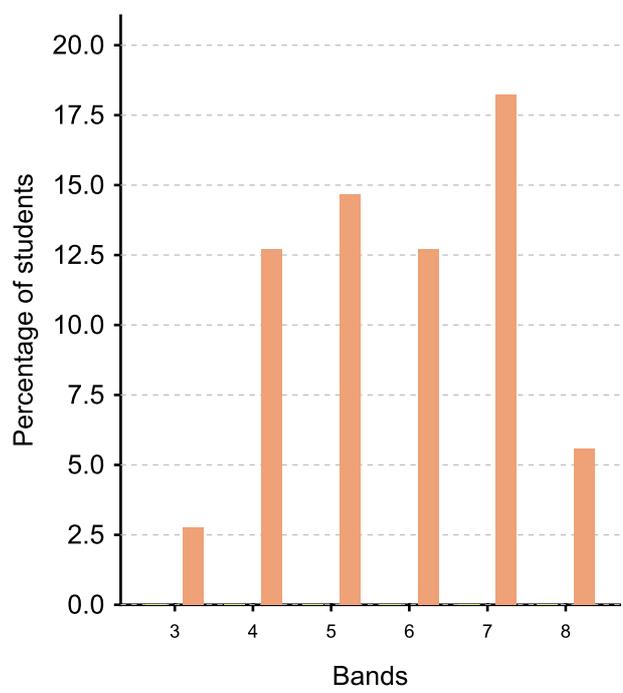
Percentage in bands:
Year 3 Writing



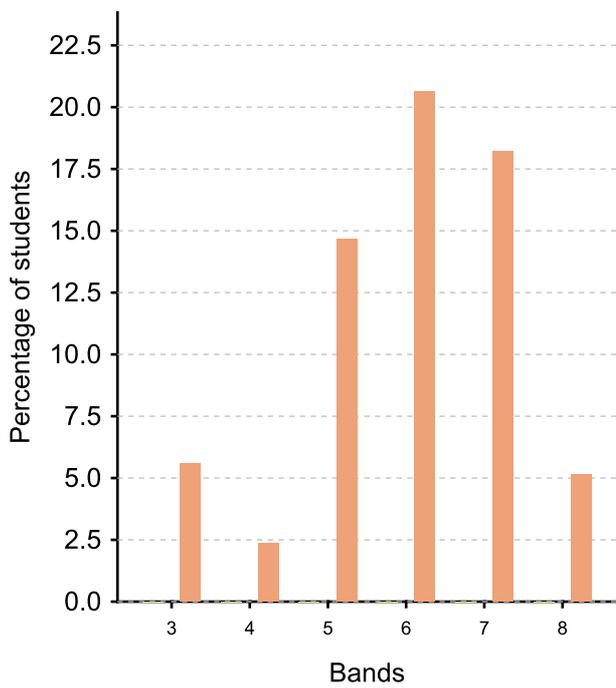
Percentage in bands:
Year 5 Reading



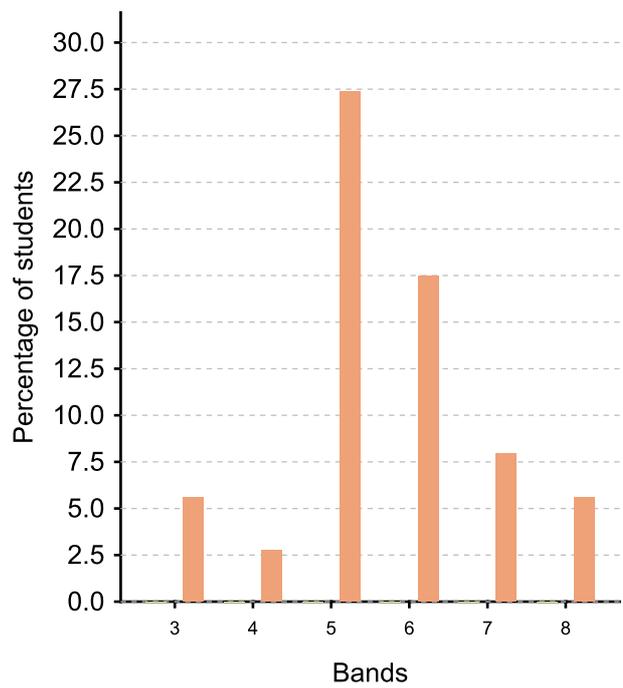
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

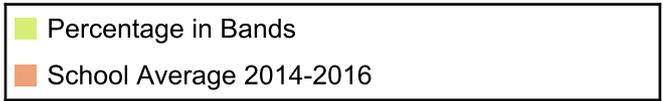
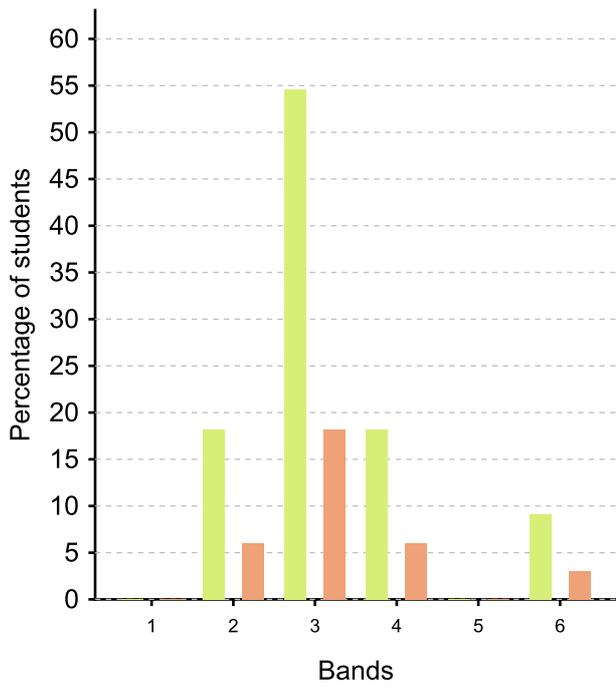


Percentage in bands:
Year 5 Writing

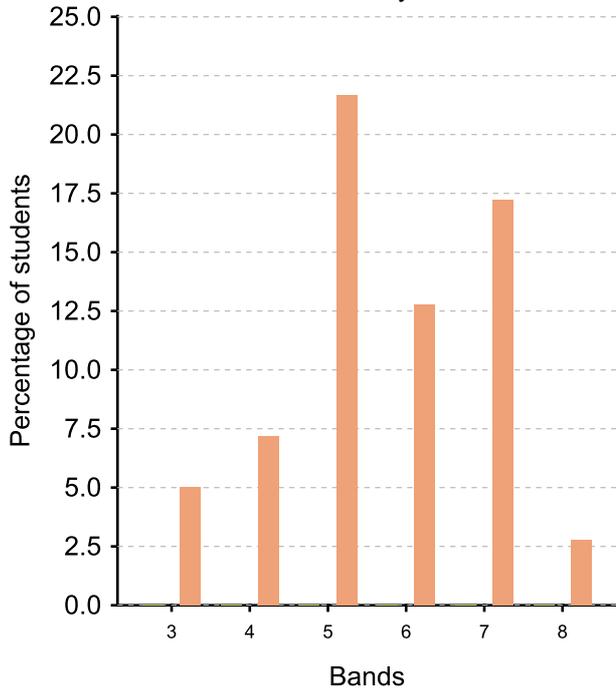


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Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert 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.

Student responses:

- Students feel accepted and valued by their peers and by others at their school. 91% of girls and 80% of boys in this school had a high sense of belonging. The NSW Govt norm for these years is 81 of girls and 81% of boys had a high sense of belonging.
- Students try hard to succeed in their learning. 90% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%. 100% of the girls and 85% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.
- Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
- Students rated effective classroom learning time 8.3 out of 10. The NSW Govt norm for these years is 7.9

Staff Responses: The team of 4 class teacher, one teaching Principal and one part-time support teacher work very closely and are extremely supportive of each other.

- All staff members including School Administration staff respond respectfully to each other. 100% of staff feel valued and supported.

Parent/Carer responses: Parent/Carer responses are on a ten-point scale converted from Likert-format questions. A score of 0 indicated strong disagreement; 10 indicated strong agreement and 5 is a neutral position.

- I feel welcome when I visit the school. 8.5/10
- My child feels safe going to and from school. 8.4/10
- I can easily speak with my child's teachers. 8.5/10
- I am well informed about my child's progress in school subjects. 6.6/10
- Teachers show an interest in my child' learning 8.2/10

Policy requirements

Aboriginal education

In 2016 Naidoc week celebrations included an incursion by Fred Reid, providing the students with an opportunity to hear traditional stories first hand. All students were able to examine hunting, cooking and clothing artifacts. They listened to music and were shown how to make fire using traditional methods. A Year 2 student was presented a Deadly Award for commitment to learning and achieving. Library resources are organised to assist teachers readily locate resources to include Aboriginal perspectives and content across the subjects.

Multicultural and anti-racism education

Taren Point Public School is a highly inclusive school with 42% of students having a background other than English. The school's multicultural community was celebrated on Harmony day, when a multicultural herb garden was planted. All students learn French as part of the community's commitment to a global education. The school Positive Behaviour for learning program explicitly teaches respect. The school has a designated Anti-Racism officer to ensure teachers and students are supported if racism occurs.