

Muswellbrook South Public School

Annual Report



2016



"Building Solid Foundations for Life"

3876

Introduction

The Annual Report for 2016 is provided to the community of **Muswellbrook South 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.

Jonathan Russell

Principal

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Message from the Principal

It is a privilege and an honour to have been appointed in the role as Principal of Muswellbrook South Public School. I would like to acknowledge the outstanding leadership of Mrs Karen Rayner prior to my appointment in Term 3. Mrs Rayner's dedication and work ethic to the school has been a real asset and her legacy to education has certainly left a positive mark with the students and teachers at Muswellbrook South. A huge thank-you for your service to our school and the Department of Education.

The teachers, support and office staff are certainly the backbone of our school and continue to strive for excellence with our students. Our staff regularly are upskilled in Professional Learning, mandatory training and work with mentors or Assistant Principal's to gain a better knowledge in the classroom.

In 2016, the Early Action for Success reform enabled a pleasing number of students in Kindergarten to Year Two to make significant gains in literacy and numeracy. Our staff benefitted from professional learning in utilising PLAN data, teacher mentoring and classroom teaching support. In more exciting news, the Early Action for Success reform will continue into phase 2 during 2017 with an additional Instructional Leader appointed to Muswellbrook South.

The Warrae Wannu Prior to School Program continued to target Indigenous and disadvantaged preschool aged children who did not access any form of early education prior to starting kindergarten. This highly successful program was able to improve the learning and social outcomes of the young students prior to entering Kindergarten. The program also works closely with several external agencies to help support our students and families.

The Positive Behaviour for Learning Program continues to be embedded in our school wide processes for student welfare and quality learning within all settings. Our core values of being a "Safe, Respectful and Responsible" learner continues to oversee our whole school framework.

Our innovative and enthusiastic P&C committee continue to support and fundraise for the benefit of our students throughout the school. During 2016, the committee worked tirelessly to raise funds for a Special Education gym set. This goal was well supported and will be completed during 2017.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff and parents and provides a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

The school is committed to giving every student, every opportunity within a culture of growth and performance. Our aim is to provide quality education for students in an inclusive, engaging and supportive learning environment.

The school is dedicated to working as a community to support students and their families and to provide opportunities to maximise achievement for all and build capacity for success and lifelong learning.

School context

Muswellbrook South Public School is situated in the township of Muswellbrook within the southern sector of the town. We have 528 pupils attending, with 32.19% being Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

Muswellbrook South strives to be recognised as a school that sets the standard in education and professional excellence. We continue to build the skills and knowledge of our teachers. The Early Action for Success program has enabled professional development for staff in literacy and numeracy and a rigorous accountability of data collection and analysis.

There is a strong focus on providing a range of innovative programs to support student learning and improvement, technology in learning, personalised learning and transition programs.

Being part of the 'Local Schools Local Decisions' program has provided opportunities for increased decision making at the school level based on specific school needs and priorities. This has enhanced the school's learning environment and the professional practice of teaching staff.

Positive Behaviours for Learning school values of being 'a safe, respectful and responsible learner' are embedded in programs, practices and relationships.

Our Prior to School program, Warrae Wannu, is a unique feature of the school and has been recognised for its achievements in contributing to the school readiness of Aboriginal and targeted students, as well as actively encouraging parents to become involved in their child's education.

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

Self-motivated lifelong learners, with the skills and knowledge for future success and wellbeing.

Purpose

Consistent with the goals of the Melbourne Declaration Muswellbrook South Public School is committed to building creative, critical thinkers and self-directed, life-long learners who are active and informed contributors to society. It believes that student wellbeing is central to success and as such operates within a framework of equity and success.

Overall summary of progress

At the end of 2016, the school revised and condensed its projects within Strategic Direction 1. This enabled the school to focus on specific areas to allow for students to be self motivated life long learners. The three projects were Student Learning Goals, Early Action for Success and Student Wellbeing. There has been extensive professional learning and review practices to enable each project area to flourish. The project teams meet regularly to discuss their milestones to ensure our successful goals have been adhered too.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
70% of Year 5 students will achieve expected growth in NAPLAN testing.	We achieved 63.5% of students reaching expected grade cluster markers in Reading and Spelling. Professional development has been undertaken by staff to improve their understanding. Anecdotal evidence suggests that staff are better informed and more confident in using data to inform teaching direction.	Casual Relief for TENS Training from School Funds – School Professional Learning \$3842.94 Lit/Num Resources Total \$25861.55
80% of K–6 students will be working at the expected grade cluster markers on the literacy and numeracy continuums. This will include K–2 requirements under the Early Action for Success (EAfS) program.	68% of students reached expected grade cluster markers. Professional development has been undertaken by all staff around reading and numeracy. Staff entered data every five weeks to inform assessment and teaching.	Casual Relief for PLAN and L3 PLAN funds \$37,452.12
Students set explicit learning goals and identify the specific strategies required to achieve them. Students will develop the skills to move from teacher assisted goal setting to independent goal setting. This will be measured by the level of independence and quality of the goals set.	Students do use assessment and reporting processes to set goals but with teacher direction. More professional learning in relation to setting smart goals and conferencing/feedback with students. The school is committed to set explicit procedures for effective implementation. Our Student Support Policy underpins every aspect of behaviour, student wellbeing and social and emotional literacy. We need a more consistent whole school approach toward the implementation of this document.	Socio-economic background \$5000.00 PBL Resources \$1917.60

Next Steps

Each strategic direction is moving forward with their project teams. The Early Action for Success reform is establishing stronger professional learning for staff in writing and numeracy. A stronger emphasis will be around learning goals and having students independently set explicit and achievable markers for their learning. Staff will continue to provide evidence of assessment to enable consistency across all year groups.

Strategic Direction 2

Strengthened capacity of leaders and staff to ensure quality learning for all.

Purpose

To develop pedagogical knowledge, quality teaching practices and curriculum knowledge.

'Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens'. (Melbourne Declaration)

Overall summary of progress

At the end of 2016, the school revised and condensed its projects within Strategic Direction 2. This enabled the school to focus on staff professional learning and key initiatives. The three projects were Attendance, Aboriginal Education and Community. There has been extensive professional learning and review practices to enable each project area to flourish. The project teams meet regularly to discuss their milestones to ensure our successful goals have been adhered too.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The learning environment recognises the learners as the core participants, encourages their active engagement and develops in them an understanding of their own activity as learners. This will be measured by snapshots of learning over time including learning journals and video clips.	During the year professional training was provided during staff meetings and staff development days to upskill staff in the pedagogy of quality teaching. The quality teaching framework was revised with each learning domain linked to classroom practice. Feedback from these sessions indicated that the staff wanted to pursue QTR in 2017. Executive were sent to PD at Newcastle University and returned with a deeper knowledge of the implementation of QTR. Mentoring opportunities (QTSS) provided ES1 staff to participate in peer observations based on the QT framework during Sem 1 and 2. This facilitated professional dialogue and future classroom planning and the organisation of rich teaching and learning tasks. Each executive observed their stage teachers and provided feedback using the QT model. Some staff used this feedback to form part of their evidence for accreditation and PDF.	From Professional Learning Funds Teacher Course Costs \$9399.96 (includes QTR course \$514.48 so take that off) equals \$8885.48
Processes and practices are designed to deepen the understanding of the curriculum and refine instruction to improve student learning. This will be evidenced through classroom observations, walk throughs and lesson studies. Staff use the Literacy and Numeracy Continuums to accurately monitor student progress using PLAN data.	Staff professional development completed for History and Geography – published programs have been purchased for History and Geography, reviewed Science using Primary Connections, missing a Year 1 unit. Understanding of Numeracy continuum. L3 upskilling and introduction completed for ES1 and S1. Effective delivery of Choose Maths support across the school. Lane Clark professional development given however, not being utilised as effectively as could be. Require a scope and sequence for Mathematics and Spelling.	Casual Relief for Teacher PL \$19,052.08
Staff use the AITSL Classroom Practice Continuum and the Australian Professional Teaching Standards to reflect on their own practice and set personal goals. The quality of these goals will be evidenced by the Performance	Numbers in teachers achieving accreditation at Proficient have increased with support from Don Gardiner and TAA review panel. Increase in learning culture and increase in lesson observations and teacher feedback to inform and improve teacher best practice. Two executive staff trained in TAA process and joined the TAA review	Casual cost for Don Gardiner Total \$3787.50 Term 1 \$757.50, Term 2 \$505, Term 3 \$1010, Term 4 \$1010) From Professional Learning Funds

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
and Development Framework. This will also be evident through classroom observations, walk throughs and lesson studies.	panel. Commitment to establish a quality system internally to meet twice a term in school time to assess accreditation submissions.	Term 1 \$252.50, Term 2 \$252.50 from Beginning Teacher Funds

Next Steps

During 2017, Strategic Direction 2 will underpin many of our professional learning afternoons and staff development days. The main focus will be around Quality Teaching Rounds. A substantial amount of resources have been allocated to enable the program to succeed and staff to be up-skilled in the Quality Teaching Framework. The school will continue to have a close affiliation with the Choose Maths project and staff will undertake professional learning in Math Building Blocks. Our school will endeavour to establish its own accreditation team to lead teachers through the accreditation process and utilise proficient teachers knowledge to assist in the process.

Strategic Direction 3

Strong school– community partnerships committed to enhance student

Purpose

Partnerships between students, parents, carers, families and the broader community bring mutual benefits and maximise student engagement and achievement.

Partnerships engender support for the development and wellbeing of young people and families. (Melbourne Declaration)

To that purpose Muswellbrook South is committed to building and maintaining partnerships and common goals with parents, families and the broader community, in order to enhance student learning and wellbeing.

Overall summary of progress

At the end of 2016, the school revised and condensed its projects within Strategic Direction 3. This enabled the school to focus on specific areas to allow for students to be self motivated life long learners. The three projects were Student Learning Goals, Early Action for Success and Student Wellbeing. There has been extensive professional learning and review practices to enable each project area to flourish. The project teams meet regularly to discuss their milestones to ensure our successful goals have been adhered too.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in student attendance by 5%.	Harvest of data was at times tracking at 90% however this was not achieved consistently on a weekly basis. Weekly newsletter attendance tips for all parents and on the school Facebook page occurred during the year. There was Semester 1 attendance awards at whole school assemblies.	AP off Class (calculated at \$336.24 per day)\$68,929.20 to monitor attendance
The role of the Community Liaison Officer and the Aboriginal Education officer builds increased connection between the school, the students and families, as well as the broader community. This will be evidenced through improved attendance at PLP, IEP, BMP meetings.	Our Community Liaison Officer has been extremely effective with regular communication being delivered to our families through Facebook and the School App. Yarn-ups occurred at the end of 2016. There were up to 12 people in attendance with various community members and health services presenting. Consultation and information sharing from school members attending AECG meetings has increased through the Aboriginal team. There has been improved links with local AECG and improved staff attendance at AECG meetings. Staff education on Aboriginal pedagogy included 8 Ways of Learning presentations by staff members. Wakagetti provided weekly cultural activities across the whole school. This occurred every Thursday and Friday. Aboriginal dance group was very successful. NAIDOC was a successful celebration of Aboriginal culture with many external Aboriginal groups and the local high school involved. PAL literacy continues to assist families at Warrae Wanni with students transitioning well into Kindergarten.	CLO– Socio Economic Funds \$14,145.49 Community Consultation Funds \$7,913.54 Wakagetti \$19,150 Equity Aboriginal Background NAIDOC Day \$3224.01
The school is recognised as proactive and responsive by the community as a result of its effective engagement and	The school provides many off-site programs for at risk students at Youthies and the local PCYC. This has enabled students to engage well with local services. Speech therapists attended twice weekly	Speech Therapist – \$8370.90 Speech SAOs/Aides

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
partnership in achieving the school's strategic direction and practices to achieve its educational priorities. School satisfaction surveys indicate that the school is creating positive connections with parents, the community and external agencies.	for Kindergarten and Year 1 students. Kinder transition information sessions enabled families to engage with external agency providers. Godolphin and Coles sponsored our breakfast club program with many volunteers helping with our students. Woolworths sponsored the Concert BBQ and the Power FM breakfast show was a highlight for our community.	– \$11,973.67 Breakfast Club – \$2397.13 Food/supplies component – \$4718.57

Next Steps

Attendance will continue to be a priority during 2017 with all Assistant Principals monitoring stage progress. A newly appointed HSLO has been allocated our school and will spend each Monday monitoring and discussing students with our Assistant Principals. An attendance chart will be placed in the front office for the whole school community to view. The Aboriginal team continues to evaluate and plan for better educational outcomes for our Aboriginal students. Plans are already underway for NAIDOC Week 2017. The Community Liaison Officer has increased their role during 2017 and continues to be an asset to the school with regular updates of the Facebook page and the School App. The CLO and AEO will continue to have regular communication with parents and families. Our community agencies will again grow during 2017 with continued communication and sponsorship a priority.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	EALD Teacher employed one day per week EALD course	\$4868.30
Low level adjustment for disability	4 SLSO's on Kinder classes for 5 weeks SLSO position employed throughout mainstream classes	\$70035.67
Quality Teaching, Successful Students (QTSS)	Teacher one day per week for Executive Release to observe classroom teachers and team teach	\$19348.00
Socio-economic background	Additional SAS Staff SLSO's	\$50629.96 \$355346.01
Support for beginning teachers	Teacher Relief Resources Additional resources	\$14306.11 \$1242.91 \$32668.84
Early Action for Success	3 Interventionists working for EAfS General expenses and resources EAfS Courses	\$209919.83 • Early Action for Success (\$1 345.46)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	203	229	281	267
Girls	186	207	237	239

Over the past four years the school has had steady growth with our numbers holding at around 500 students. The school has a strong reputation for literacy and numeracy programs and caters well for a diverse range of students with additional support needs. The two public schools in Muswellbrook are enforcing the zoning regulations and enrolment numbers for 2017 continue to build.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93	91.8	89.9	91.1
1	91.8	92.1	89.7	90.2
2	92.5	90.9	90	89.8
3	91	92.6	89.2	88.1
4	90.9	89.4	88.9	84.9
5	89.4	90.6	86.3	89.7
6	92.6	89.6	87.8	88.4
All Years	91.7	91.2	89	88.9
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

Management of non-attendance

Muswellbrook South Public School has an Assistant Principal assigned to the monitoring of attendance. The Assistant Principal has established many incentives for students including 100% weekly attendance raffle draws and awards for 100% attendance. The Assistant

Principal works closely with the district Home School Liaison Officer to monitor and pursue regular cases of absenteeism. Attendance is a key project area within Strategic Direction 3 of our three year school plan.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	19.89
Teacher of Reading Recovery	1.03
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	7.96
Other Positions	0.7

*Full Time Equivalent

Muswellbrook South Public School has 89 teaching, support and administration staff. It is quite a diverse staff with some experienced teachers mixed with many early career teachers. This enables our staff to share knowledge and ideas to benefit our students. There are two teaching and three support staff that identify as being of Aboriginal descent and this has certainly contributed to the successful Aboriginal programs that are embedded at our school.

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	8

Professional learning and teacher accreditation

Professional Learning

All staff completed mandatory Professional Learning (PL) in CardioPulmonary Resuscitation (CPR), Child Protection, Code of Conduct, Asthma and Diabetes awareness and training and Anaphylaxis training and

e-Learning.

All staff participated in PL in the Choose Maths program. Our coordinator of Choose Maths has delivered termly professional learning around the mathematics syllabus and observed lessons within the classroom with continued feedback. Kindergarten staff continue to be trained in L3 and Stage 1 staff commenced their training in L3 Stage One. All staff received training in the input and analysis of PLAN data, as well as training in the understanding and use of the literacy and numeracy continuums. Most of the professional learning throughout 2016 has been linked to the 2015–2017 School Plan and the Early Action for Success reforms.

Teacher Accreditation

In 2016 there were 7 staff members who achieved accreditation at the Proficient Level. A number of others, including 8 beginning teachers are working towards the Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient Level. Approximately 22 teachers are maintaining accreditation.

All beginning teachers at our school are supported by a mentor. The school provides professional development opportunities to assist beginning teachers to complete their accreditation. These staff were further supported by a regional mentor who visited the school at least twice a term.

The school has an Assistant Principal who is part of the local schools Teacher Accreditation Authority (TAA) team. The school is also establishing its own accreditation team to support staff through the process.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 152 287.67
Global funds	383 157.78
Tied funds	1 722 723.10
School & community sources	92 143.86
Interest	26 760.27
Trust receipts	9 231.40
Canteen	0.00
Total income	3 386 304.08
Expenditure	
Teaching & learning	
Key learning areas	8 836.25
Excursions	50 999.79
Extracurricular dissections	79 155.80
Library	1 656.16
Training & development	3 842.94
Tied funds	1 718 990.92
Short term relief	82 184.08
Administration & office	78 314.16
School-operated canteen	0.00
Utilities	70 790.16
Maintenance	43 256.13
Trust accounts	8 662.66
Capital programs	83 185.00
Total expenditure	2 229 874.05
Balance carried forward	1 156 430.03

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.

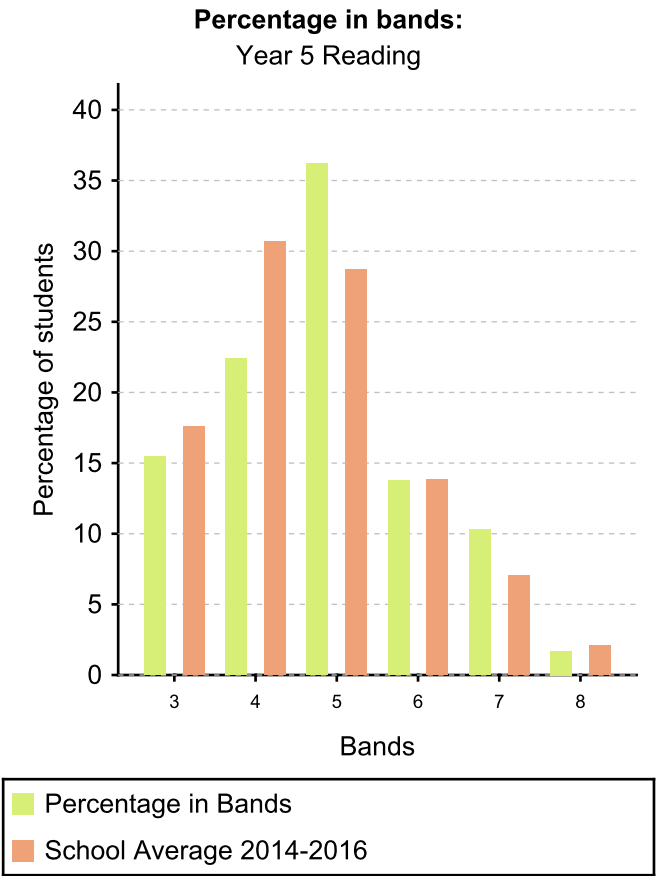
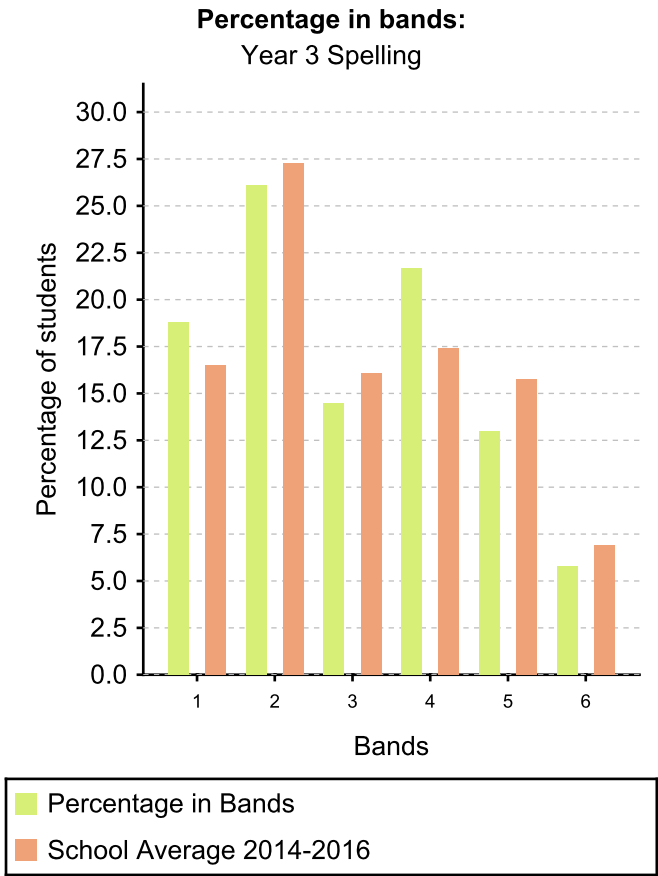
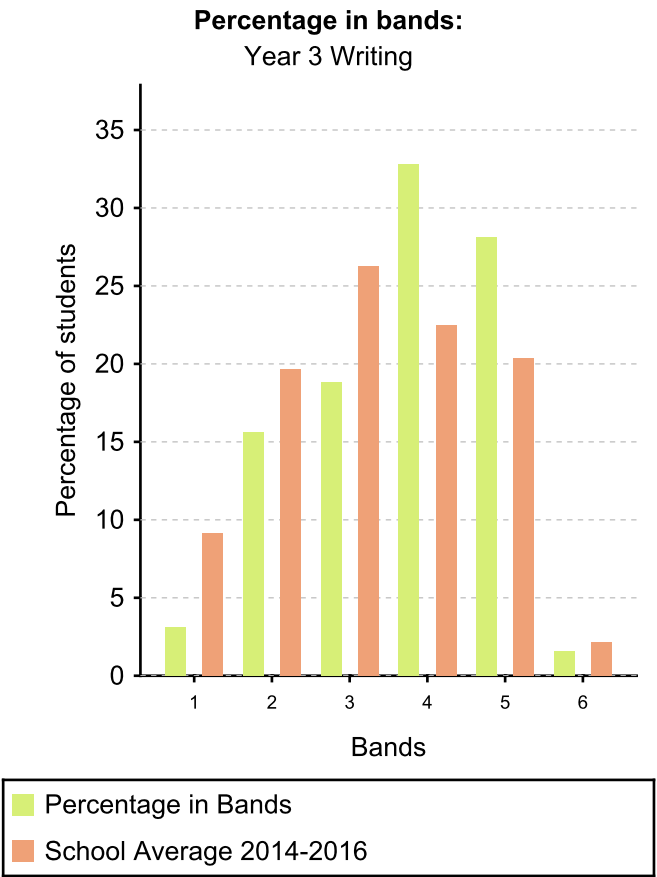
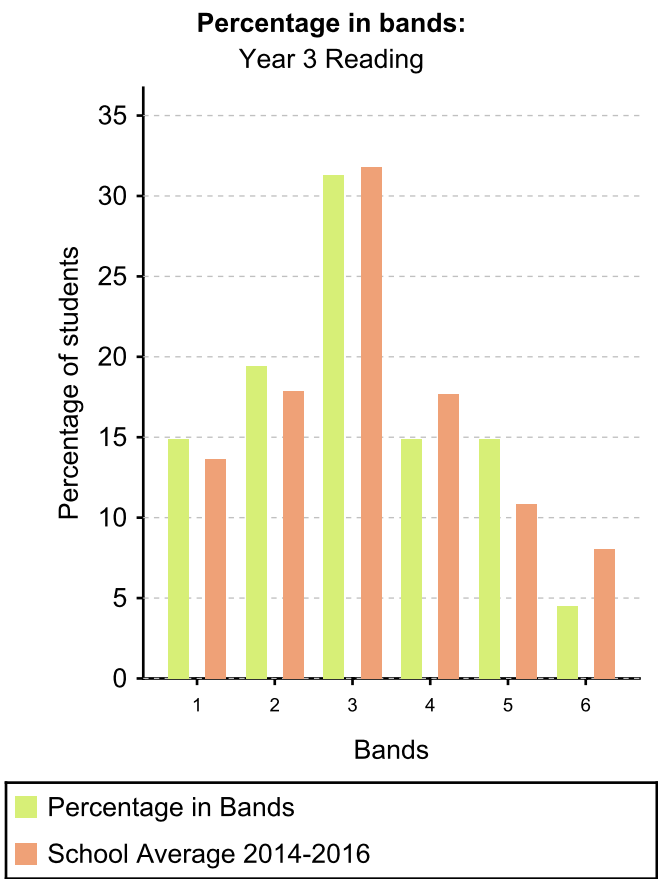
School performance

NAPLAN

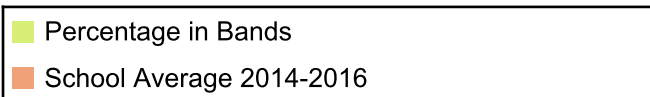
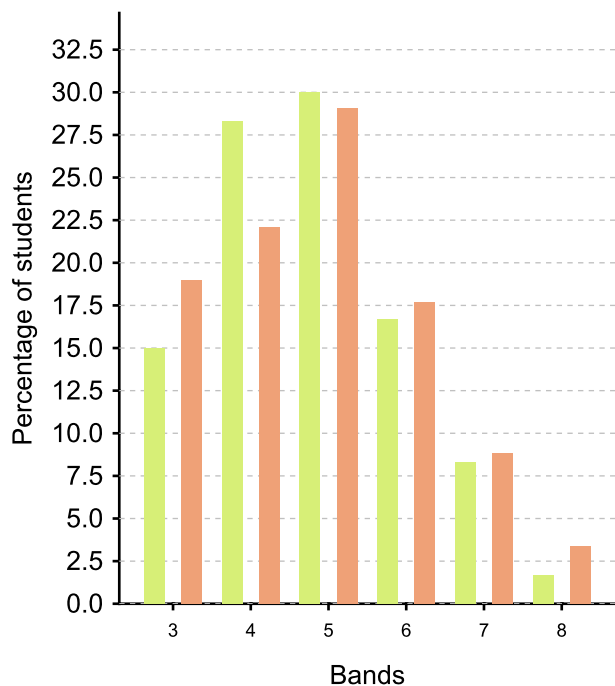
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our Year 3 literacy results regularly show that approximately 50% of our students are continually in the middles bands of NAPLAN. Our staff have identified a strong need to increase the number of

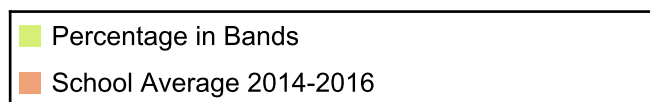
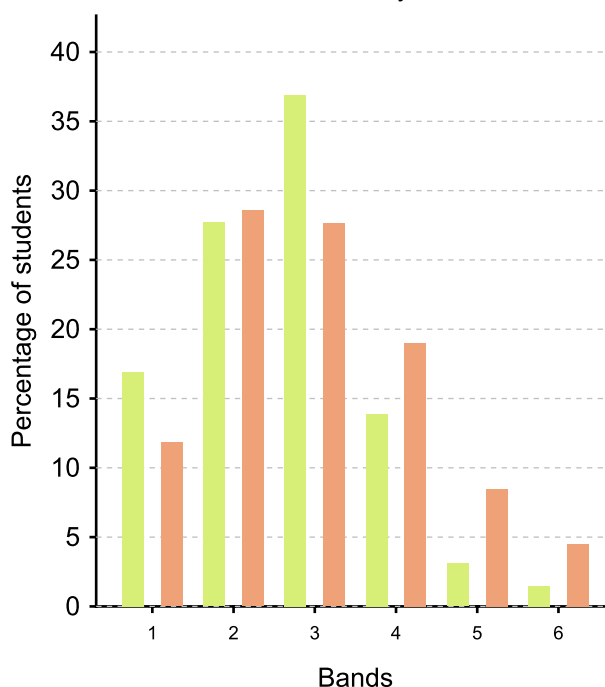
students into the top 2 bands with extensive professional learning in reading and writing. 63.5% of our Year 5 students were greater than or equal to expected growth in reading and spelling.



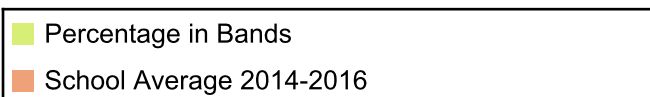
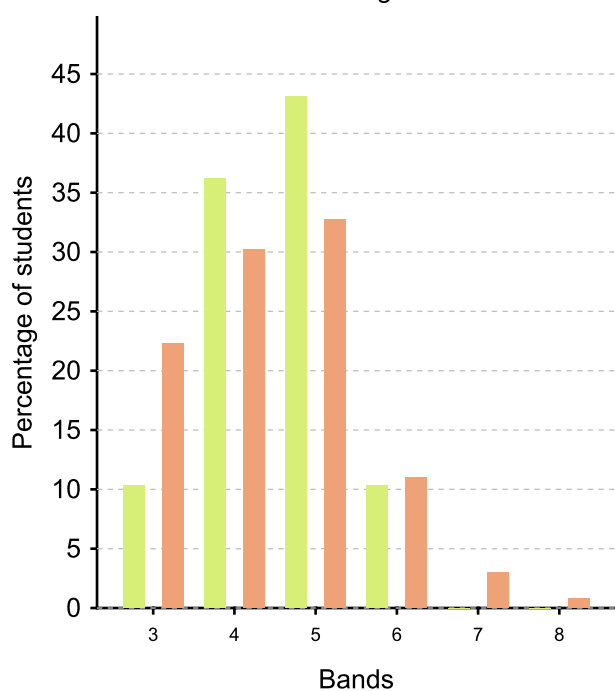
Percentage in bands:
Year 5 Spelling



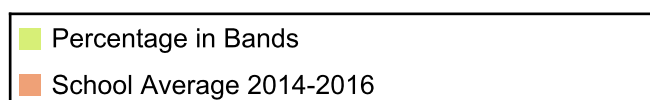
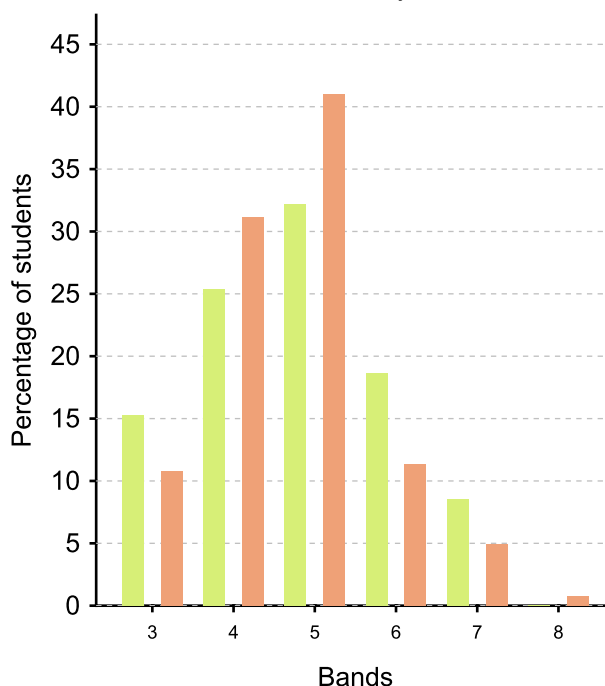
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Our Year 3 numeracy results show that approximately a third of our students were in the top 3 bands in the data, measurement and space and geometry strand and the trend data shows that our Year 5 girls have performed the best in numeracy over the past five years. In an effort to increase our numeracy results in Year 3 and 5, specific numeracy programs will be implemented throughout the school.

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

The school participated in the Tell Them from Me surveys during 2016. There were many positive outcomes.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 96% of students in this school valued School Outcomes. The NSW Government norm for these years is 96%. 100% of the girls and 88% of the boys in this school valued School Outcomes. The NSW Government norm for girls is 97% and for boys is 94%.

The following scores out of 10 were applied to the parent survey in regard to parents feeling welcome at Muswellbrook South Public School. Parents Feel Welcome = 7.6; I feel welcome when I visit the school. = 7.7; I can easily speak with my child's teachers = 8.5; I am well informed about school activities = 8.2; Teachers listen to concerns I have = 7.8; Written information from the school is in clear, plain language = 7.9; The school's administrative staff are helpful when I have a question or problem = 8.2

The key strengths of Muswellbrook South Public School from the staff survey showed that staff support, teamwork and the support of students were popular elements. Challenges that arose from the staff surveys were behaviour management and internal communication. These will be priorities during 2017.

Policy requirements

Aboriginal education

Muswellbrook South received Aboriginal background funding in 2016. Our plan included:

- One AEW (Aboriginal Education Worker) to monitor student wellbeing, attendance, student learning and support families and one Aboriginal SLSO to support student learning.
- The Wakagetti Group was employed twice a week, across the school, to improve the learning outcomes for all students through the education of Aboriginal history and culture.
- NAIDOC Day celebration took the format of workshops for students in art, didgeridoo playing, storytelling and traditional games. These were conducted by local Aboriginal people. A highlight of the day was the dance performance by Wakagetti with the high school students.
- Aboriginal funds were also used to employ a teacher to support Aboriginal students in Literacy and Numeracy. This support has contributed to improved student engagement and learning. Funds were also used to support students to access excursions and cultural shows.
- Funds were further used to employ an Aboriginal SASS member one day a week in the office to provide further support for Aboriginal parents needing help with administrative and other school

matters.

- Year 5 and 6 students participated in the Ochre program focusing on identity and career aspirations. School leaders in year 6 represented the school and the Aboriginal community at cultural events such as Sorry Day and flag raising events.

During 2016, funding from Aboriginal background was combined to employ a tutor for 35 weeks. Targeted Aboriginal students in Year 4 and Year 6 benefited from additional support in literacy and numeracy through this program, which provided one on one or small group in-class support. Students benefitted from help with breaking down tasks, completing work on time and the additional encouragement and motivation provided by the tutor.

Multicultural and anti-racism education

Students participated in a number of multicultural education programs in Human Society and Its Environment, Personal Development and Literacy helping to develop the skills of tolerance and acceptance and how to build and maintain respectful relationships within the community. Harmony day was celebrated in Term 1 with class activities and a special assembly where students from other cultures were acknowledged. Some students, dressed in their national costumes, gave descriptions of traditional cultural activities, food and religion. All students across the school were asked to wear something orange on the day. Much value is placed on these days as a means of creating an awareness and appreciation of our multicultural society. Students learn how different cultures and religions contribute to the Australian identity and the need for compassion, tolerance and respect.

One staff member is currently trained as an Anti-Racist Contact Officer. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment. Student participation in school and community Anzac Day Services and Remembrance Day Services supported the development of a historical and ethical perspective of world events.