

Leeton High School

Annual Report



2016



8156

Introduction

The Annual Report for 2016 is provided to the community of Leeton High 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.

Andrew Morschel

Relieving Principal, 2016

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Message from the Principal

After the tragic events of 2015, it was apparent that we were going to reclaim our school this year. This active desire to change and be to the agents of that change and to move forward in a positive direction has been reflected in both student wellbeing and academic performance. This year we had half of the number of suspensions as per the previous two years, simply because we actively chose to create a more positive culture and environment.

We no longer accept mediocre student effort at Leeton High School and, unfortunately, this has meant that not all students who completed Year 12 earned the award of a Higher School Certificate. This was accompanied by a statistically high attrition rate for students in the However, there can be no beauty without discomfort. If we are going to take our role as secondary educators seriously, and be taken seriously as a market competitor by the wider community, then we had to draw the line in the sand. Recent experience has shown that our kids are only too willing to respond to anything that we challenge them to do and to achieve more than they may expect of themselves and that casual observers may expect of them. For instance, our Year 10 students knew that we were serious and it is a pleasure to report that no N-Determinations were awarded in any subject for the first time in some years.

Our school needs you to join with us as we continue to strive for success. Together, we need to stop being so humble. We need to challenge those who wish to run us down. We need to be united and strong to dismantle community opinion, real or imagined, that our proud school is some education 'default setting'.

I would like to wish our incoming Principal for 2017, Mrs Meagan Crelley all the best in the role, believing that she shares the ambition and aspiration that we have collectively rediscovered in 2016 – *ipso facto*, to be the number one high school in town.

Message from the school community

The P&C provides a platform for parents and citizens of the community to contribute to the school and enrich the school environment in any way they can. It provides an opportunity to discuss ideas, concerns and find out what is happening. It is a great place to meet others involved in the school, and to develop relationships that last beyond the school gate.

The P&C consists of a small dedicated group of members. Some form the committee whilst others support during various P&C activities. All contributors are valued. I would like to extend an invitation to anyone who would like to join us in 2017.

This year's activities have included the IGA docket collection, catering at special events such as MADD & Shine & running the popular LHS Fest. In addition, the P&C run the very successful canteen used by staff, students and visitors. The success of the canteen is due to the dedicated staff and student helpers. To them thank you.

The funds raised by the P&C have been used in many ways including;

- Supporting students competing at National level
- The purchase sporting equipment including of goalie kits for hockey, netball uniforms and swimming caps
- Travel costs for captains to attend the School Leader's Day
- Purchase of the Accelerator learner program
- Upgrade to the MPC sound system
- Author visit Kristy Murray
- New desks and chairs for rooms 1 & 2
- Hats for every Year 7 student
- Purchase of a drinks van
- Support for next year's production of Legally Blonde Junior
- And contributing to tonight's awards.

This represents a contribution to the school of over \$23,000 this year.

Finally I would like to offer a very sincere thank you to everyone who contributes to the success of Leeton High School. These include the executive, teachers, staff, students, parents and members of the community. We should all be justifiably proud of the school and any part we play in its success. We have an incredible school evidenced by the outstanding number of awards presented at this year's Presentation Night. Leeton High has some very talented students who have been supported and encouraged by a dedicated and caring staff.

Jo Pianca

P&C President 2016

School background

School vision statement

Vision:

Leeton High School will inspire, engage and challenge all students to succeed.

Mission:

Educating young people for active and responsible citizenship.

School context

Leeton High School is a well-resourced comprehensive high school (470 students with 15% being Aboriginal students). The school is set in attractive grounds and has excellent facilities. It is characterised by a broad curriculum focusing on developing 21st Century teaching and learning; a strong learning and support team and an experienced and committed staff. Leeton High School prides itself on providing excellent academic, sporting and cultural experiences for all students. The school enjoys outstanding community support.

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 relation to LEARNING, there is an understanding from staff that student engagement and learning are related and the school continues to seek to affirm this. Staff have undertaken professional learning to unpack the Literacy Continuum and have made inroads into understanding the importance of this tool to determine where to next in the teaching and learning cycle. Staff are committed to improving their skills and abilities to cater for all student learning needs and are appreciative of the Australian Professional Standards for Teachers in guiding practice. Two executive members were involved in a Middle Executive program and have focussed on the development of student Writing proficiency in response to assessment data findings in 2016. Presentations have been made to staff to upskill knowledge of writing strategies to improve the learning outcomes of our students. Literacy and Numeracy programs were implemented to support students through Mathletics, QuickSmart and Accelerated Reader.

Our major focus in the domain of TEACHING, has been through a sustained professional learning focus to build the capacity of staff. Strong links between the Australian Professional Standards and professional learning opportunities are evident and ever evolving. Early career teachers have been supported through a Beginning Teachers mentoring program to build capacity. Teachers have many opportunities to share best practice in Literacy and Numeracy across the school during professional learning times.

In the domain of LEADING, teachers have been supported to engage with the Higher levels of accreditation and as stated before a Middle Executive project led by two Head Teachers has come to fruition toward the end of the year. Staff have many opportunities to share their expertise in the field of Literacy and Numeracy through professional learning forums. Students have been availed of many opportunities to take on leadership roles through the Student Representative Council, Year 12 fundraising projects and Year group opportunities and school initiatives. The Peer Support program has also provided an avenue to further the leadership opportunities for our students.

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

Teaching and Learning

Purpose

Teaching and learning is seen as 'core business' for our school. We aim to provide best practice through the development of 21st Century skills, effective use of technology and a strong whole school welfare and support focus to both engage and challenge all our students.

Overall summary of progress

During 2016, progress was made in several areas of this strategic Direction. Literacy and Numeracy programs such as QuickSmart, Mathletics and Accelerated Reader were reviewed and deemed to be successful. Student Learning Support Officers were engaged to add further support and accessibility to these crucial programs. Inroads in utilising the Literacy Continuum as a key teaching and learning tool were made and plans are afoot to further expand on staff understanding and skill to utilise this excellent tool for change. The Middle Executive Program also allowed for a writing focus to be delivered to teaching staff via professional learning forums. Plans are ahead targeted in 2017 to further this direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Premier's Priorities: <ul style="list-style-type: none">• an increase of 8% increase of all students in the top two performance bands of all NAPLAN Assessments• 30% increase of indigenous students represented in proficiency bands in all NAPLAN Assessments	Professional learning forums have developed an understanding of assessment proficiency in accordance with SMART data. The understanding was used as a basis for a focus on writing and how to improve student outcomes in this area. Teacher understanding and confidence is developing in the teaching and learning domain. SMART data for Year 9 2016 showed that Aboriginal students achieved 51.3 average scaled growth in Numeracy as opposed to 42.2 shown by NSW Aboriginal public school students and 42.7 average scaled points by all Aboriginal students in NSW across all schools.	\$90,000
Overall improvements in national testing results including NAPLAN, VALID and HSC.	54.5% Year 9 students have achieved or surpassed expected growth in reading in NAPLAN. Leeton High School achieved more BAND 6s than usual in 2016. 6 Band 6s and 35 Band 5s were achieved across a variety of different subjects by 18 students.	\$90,000
Welfare data indicates reduced negative incidents and increased positive incidents.	Negative behaviours reduced significantly in 2016 as recorded by SENTRAL which is an excellent outcome for all stakeholders. Streamlined monitoring processes for absenteeism assisted attendance and engagement.	\$8,600
Attendance data indicates improved attendance across the school.	Attendance still continues to be an issue with lower than state averages being recorded for 7–12. With the purchase of SENTRAL and zealous use in documenting and communicating to parents attendance issues, progress is expected in 2017 now that this program is well utilised.	\$8,600
Wellbeing support programs, such as Mind Matters running across the school.	Implementation has been delayed with Wellbeing programs such as MindMatters. 2017 will allow for the use of the Tell Them From Me surveys as a platform for wellbeing data to be gathered for action. Year groups have participated in Wellbeing days to inform and support students and to enhance resilience.	\$1,500

Next Steps

Teaching and Learning will be driven by an explicit focus on proficiency in accordance with current NAPLAN data and links to the Literacy Continuum. A rigorous professional learning program will ensure that this school priority is at the forefront of school practice and that teachers continue to build their knowledge and skills to deliver on key departmental benchmarks. The implementation of SENTRAL continues to evolve into a more useful tool for gathering relevant information which will continue to be exceptionally useful for gathering wellbeing and attendance data. The 2017 Tell Them From Me surveys will provide the platform for the school to move forward on a strategic and structured wellbeing focus.



Strategic Direction 2

Leadership and Professional Practice

Purpose

Increasing the skills and capabilities of staff unlocks potential to improve outcomes for all students. We aim to improve leadership and professional practice by facilitating staff to progress through the accreditation process by actively participating in professional development to ensure best practice. Programs are developed for all students to increase their leadership capacity and expand their post-school opportunities.

Overall summary of progress

Through the delivery of ongoing professional learning, teachers continue to build their capacity to provide quality evidence based teaching and learning experiences for students. The Performance and Development process has ensured that all teachers are well schooled in the Australian Professional Standards for Teachers and continue to strive for continuous improvement. Beginning teachers are supported through a mentoring program delivered by a member of the Executive to ensure development and enrichment as professional practitioners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff validating Australian Professional Standards for Teachers	Teachers are provided with ongoing professional learning opportunities reflective of the Australian Professional Standards for Teachers.	\$39,730.52
Staff accessing professional development opportunities as evident in TPL tracking and mentoring records	The Head Teacher, Teaching and Learning monitored professional development undertaken at school and in external environments. Teacher Identified professional learning was endorsed via the Board of Studies.	\$39,730.52
Increased number of students taking on leadership roles	Students embraced opportunities to be a productive member of the school community through the Student Representative Council. Year 7 and 11 students enthusiastically embraced the Peer Support program.	\$2,000

Next Steps

Professional learning opportunities continued to be the cornerstone of teacher development at Leeton High School. Understanding that professional learning is essential for improvement, a variety of learning opportunities were sourced for and by staff to support improvement. A professional learning plan specifically targeted to the Premier's Priorities and Stronger HSC Standards will be implemented with a 2017 focus on Literacy, especially in the domain of writing.



Strategic Direction 3

School and Community

Purpose

Further strengthening of links with parents and the community will ensure all students are engaged in their education via improved communication and dissemination of information, working cohesively to improve our school image and the monitoring of attendance. We also endeavour to further engage Aboriginal students to improve educational outcomes and transition to post-school options.

Overall summary of progress

Community links with the wider school community were bolstered by the outstanding success of the WIN program for students preferring to leave school at the end of Year 10. This program enabled rich connections between school and business houses to grow and we hope to open this opportunity to more students. The Careers Expo was another outstanding event which attracted huge amounts of exhibitors and students from across the Riverina. This event certainly lifted the profile of the school and plans are underway for 2017. The BroSpeak and SistaSpeak initiatives for Aboriginal students was well received by the community and was well attended by the students involved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved attendance overall and Aboriginal students specifically. Improved monitoring of attendance	The introduction of BroSpeak and SistaSpeak program has made encouraging inroads into improving the attendance of Aboriginal students.	\$3,951.34
Improved participation and involvement in School Welfare and Leadership programs	Students continue to embrace leadership opportunities within the school via the Student Representative Council. This student body is highly attractive to students and is well patronised with interest. Peer Support also serves as an avenue for our young leaders and successfully builds a nurturing environment within the school.	\$2,000
Greater parental involvement in explaining absences more promptly	The implementation of SENTRAL has allowed for a prompt message service alerting parents to absences. The response from parents has been outstanding with 85% of parents responding to absence SMS within 15 minutes of the alert.	\$8,600
More positive feedback received by the school for the activities and initiatives, evident in Facebook 'likes' and feedback.	Facebook has continued to be an excellent means of communication with the community with 2,800 community members liking the site to date.	0
Increased participation of outside agencies to provide post-school options to students as reflected in School to Work survey.	The WIN program has provided an excellent link with local community businesses who provide an avenue for students who do not wish to continue with senior study. The program has been that successful that the school is planning to increase the offer to more Year 10 students.	\$15,700

Next Steps

The school will continue to build on its use of SENTRAL as a prompt and simple communication means with parents to ensure information is shared in current time. We will continue to offer programs to support our Aboriginal students to connect with their culture using community expertise to engender core values and skills for success. Our School to Work pathways program will grow to meet the needs of all students in our care. 2017 will provide more opportunities to create confident and capable work ready young people.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>QuickSmart used as a program to support Aboriginal students in Literacy and Numeracy.</p> <p>Personalised Learning Plans have been created and/or updated.</p> <p>BroSpeak and SistaSpeak has been implemented.</p> <p>Students represented at the Proud and Deadly Awards.</p>	\$18,000
English language proficiency	English as An Additional Language students have been supported by extra one on one teaching time during specific English programs.	\$3,400
Low level adjustment for disability	<p>Additional Student Learning Support Officers have been employed to support targetted students and class cohorts.</p> <p>Alternate courses were also sourced via Distance Education to support the learning needs of students.</p>	\$180,000
Socio-economic background	<p>The school leased a bus to ensure that students had access to all available academic, sporting and cultural opportunities.</p> <p>A student Welfare and Assistance funding source was created to support students to access relevant materials for equity at school.</p>	\$155,000
Support for beginning teachers	Beginning teachers were supported with a mentoring program to ensure a rich introduction to the teaching profession. Beginning Teachers were availed of considerable opportunities to engage with professional learning for support.	\$36,308
Creating Learning Spaces/ Alternative Classroom Project	Leeton High School completed its Dance Studio to further provide opportunities for students to pursue the creative and performing arts. Plans were discussed regarding the establishment of an Alternate Classroom Project, but no further developments evolved in this area.	\$20,000



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	223	228	220	207
Girls	211	227	251	236

Enrolment numbers have declined from the previous year.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.6	91.4	87.7	90.7
8	87	85.7	88.7	84.5
9	85.7	81	82.9	87.1
10	84.8	77.2	75	80.9
11	77	79.6	74.7	72.5
12	88.5	84.9	78.8	80.3
All Years	85.5	83.7	81.8	82.9
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The overall attendance rate has improved from 2015 by 1.3%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	20	11
Employment	2.3	6	53
TAFE entry	0	9	18
University Entry	0	0	13
Other	0	0	0
Unknown	0	0	5

The 2016 cohort university candidature were offered places in nursing and physiotherapy. Vibrant local industries continued to attract many leavers into the workforce.

Year 12 students undertaking vocational or trade training

In 2016, 21.15% percent of students undertook vocational or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

41 students received the award of the Higher School Certificate in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	25.3
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	9.78
Other Positions	5.5

*Full Time Equivalent

The teaching staff at Leeton High School comprised of both experienced and early career teachers. Working alongside teachers were the dedicated administration staff, student learning support officers, an Aboriginal education assistant, an Aboriginal boys mentor and general assistants. Leeton High School has three staff members identifying as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	98
Postgraduate degree	2

Professional learning and teacher accreditation

A considerable amount of professional learning opportunities were delivered to staff by the Head Teacher, Teaching and Learning who sought information from staff about their professional learning needs in conjunction with the Performance and Development process. Staff participated in an Assessment for Learning workshop and in Literacy Continuum sessions delivered by another school. Staff were also availed of an internally developed Middle Executive program with a focus on Writing to sustain improvement in Literacy. Three teachers were in their second year as beginning teachers and were provided with mentor support from the school executive.

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

Financial information

This summary financial information covers funds for operating costs to 31 December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	832 952.31
Global funds	477 931.62
Tied funds	624 590.63
School & community sources	172 900.47
Interest	19 774.61
Trust receipts	39 870.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	50 184.52
Extracurricular dissections	51 685.19
Library	0.00
Training & development	0.00
Tied funds	638 925.15
Short term relief	77 997.50
Administration & office	95 458.17
School-operated canteen	0.00
Utilities	98 320.89
Maintenance	50 776.77
Trust accounts	62 306.73
Capital programs	28 679.30
Total expenditure	0.00
Balance carried forward	0.00

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.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	0.00
Global funds	0.00
Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	0.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	0.00
Extracurricular dissections	0.00
Library	0.00
Training & development	0.00
Tied funds	0.00
Short term relief	0.00
Administration & office	0.00
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

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.

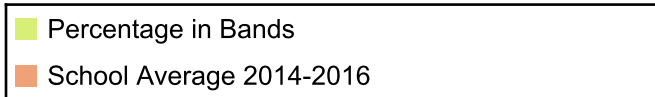
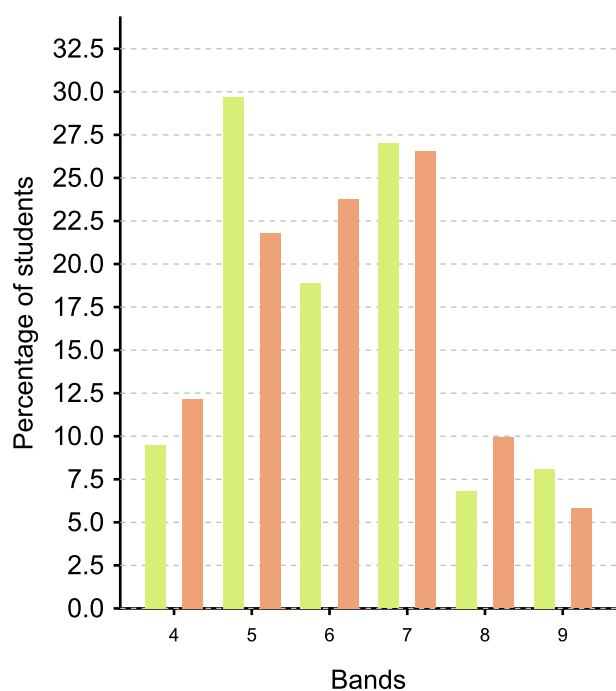
School performance

NAPLAN

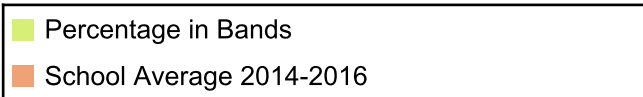
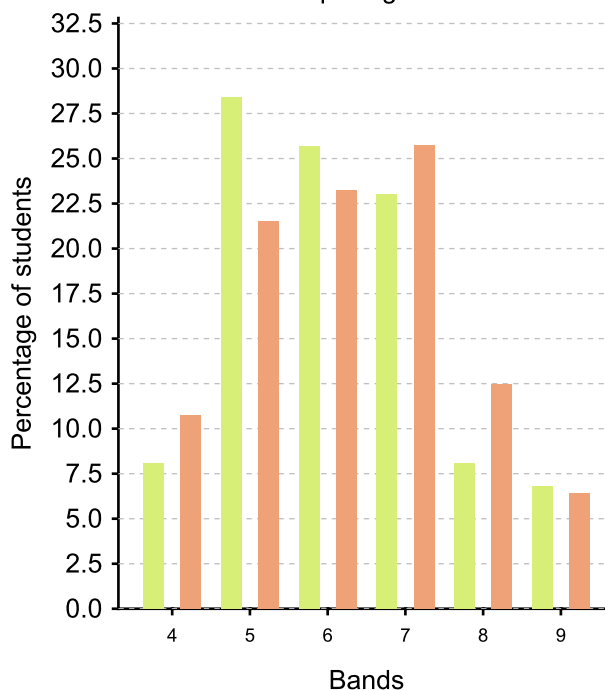
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The My School website provides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

Year 7 Reading results continue to be above state Department of Education students and all students average scaled growth scores. In Year 9 Reading, students have out performed State Department of Education average scaled growth by 0.7 with 54.5 of students at or expected growth. Year 9 Grammar and Punctuation results show significant growth with 28.9 average scaled growth compared to state Department of Education schools and all school with growth of 21.1. and 22.1 respectively.

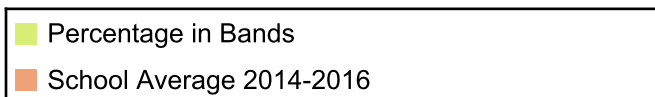
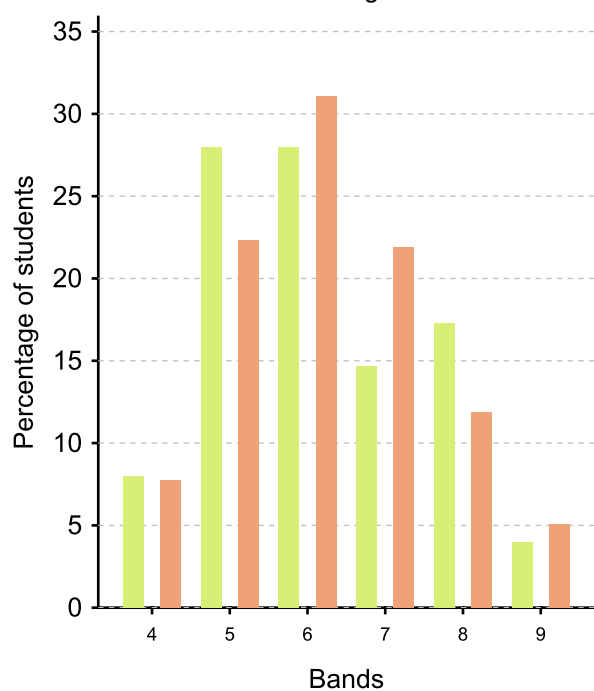
Percentage in bands:
Year 7 Grammar & Punctuation



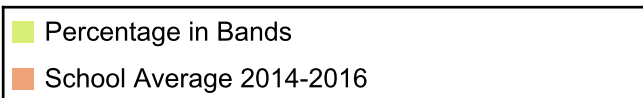
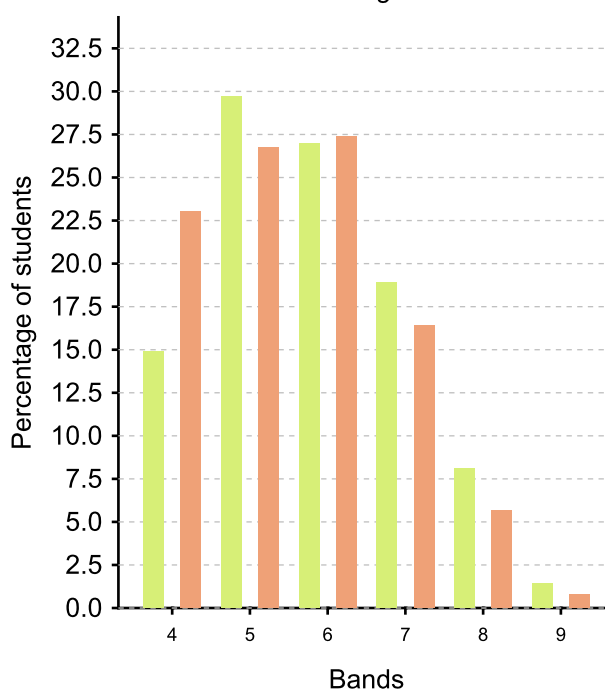
Percentage in bands:
Year 7 Spelling



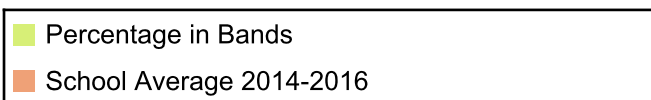
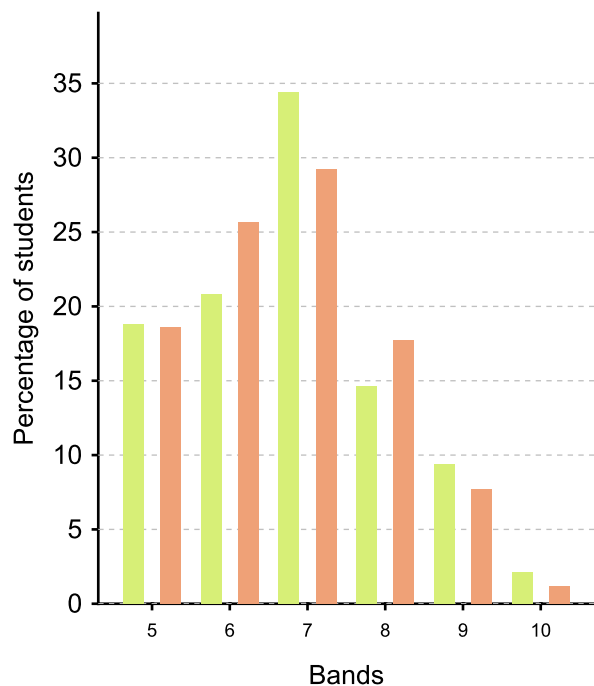
Percentage in bands:
Year 7 Reading



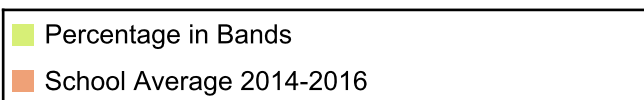
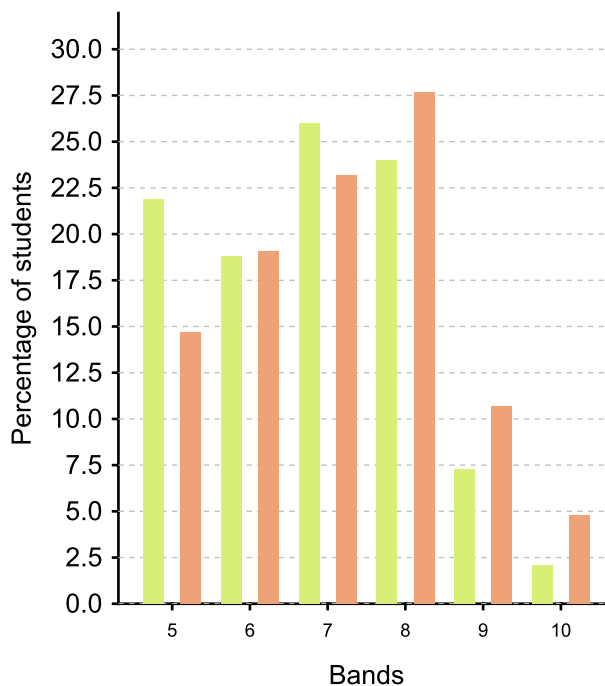
Percentage in bands:
Year 7 Writing



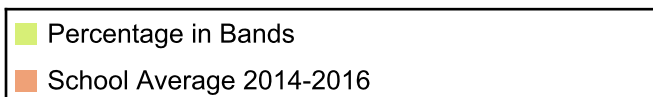
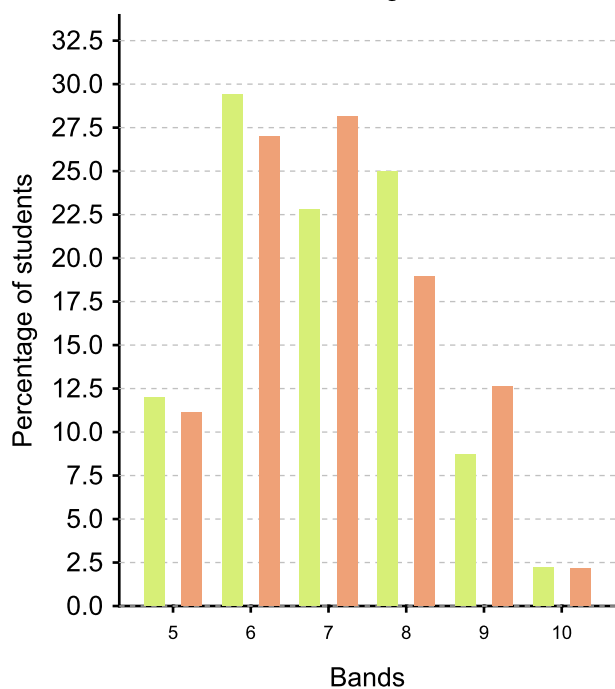
Percentage in bands:
Year 9 Grammar & Punctuation



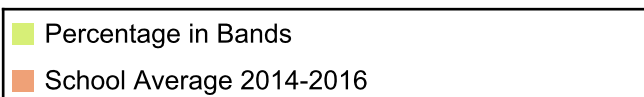
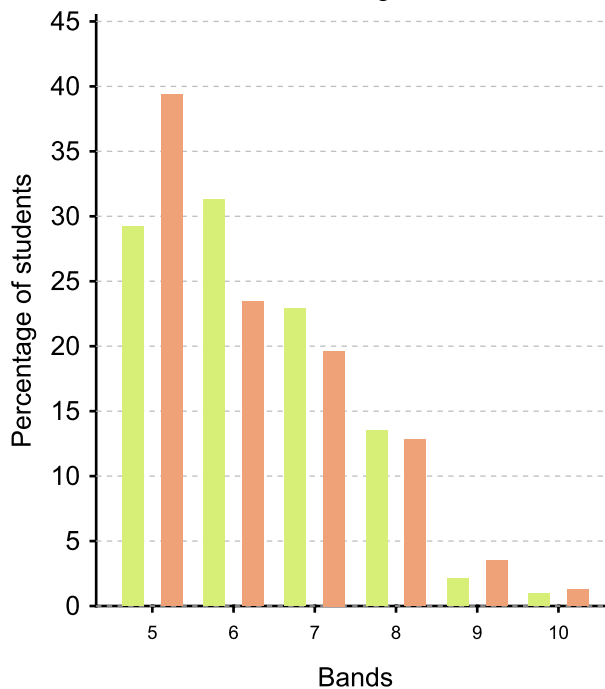
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading

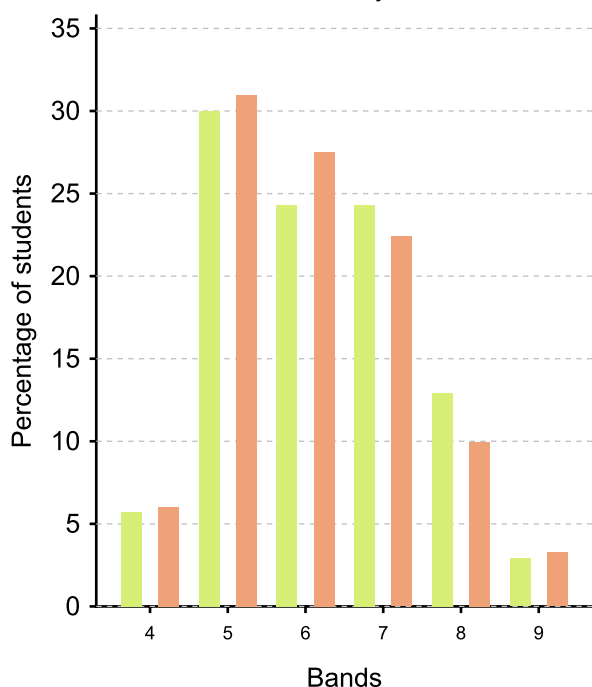


Percentage in bands:
Year 9 Writing



Year 7 Numeracy shows expected or above growth in Numeracy for 52.5% of the cohort.

Percentage in bands:
Year 7 Numeracy



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Students studied a range of courses across a diverse curriculum offering including ATAR eligible and non-ATAR eligible subjects. Band 6s were greater in 2016 than in some years with two students identified as Top Achievers, Hannah Boardman and Taylor Hunter-Boyd both achieving Band 6s in PDHPE. Hannah Keith and MacKenzie Saddler were recognised as Distinguished achievers both gaining Band 6s in PDHPE and Agriculture and Design and Technology and Visual Arts respectively. Overall students achieved 6 Band 6s and 36 Band 5s, an improvement from previous years. English (Standard); Legal Studies and Hospitality all achieved greater than state average wby 2.7%; 4.51% and 5.46% respectively.

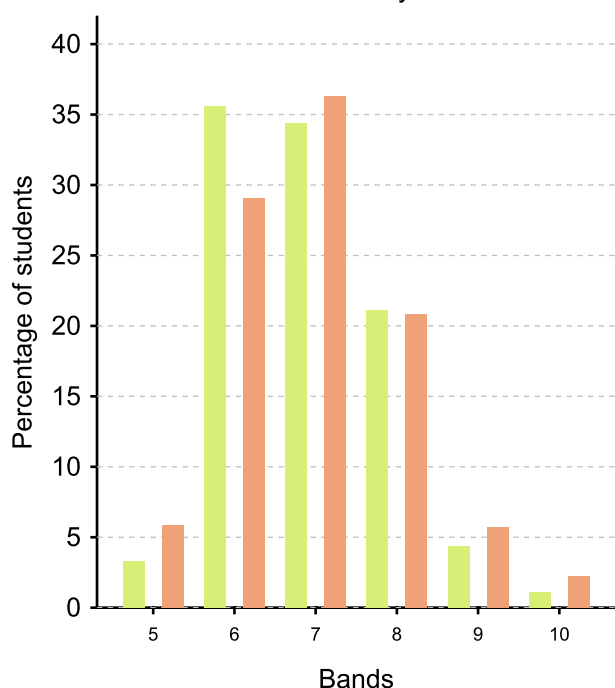
Parent/caregiver, student, teacher satisfaction

In 2016, stakeholders were given the opportunity to provide Leeton High School with invaluable feedback, via the use of the SurveyMonkey online program. In summary, we have learned that our community is generally satisfied with their choice of Leeton High School as the provider of secondary education for their students and, in their opinion, that we are improving our performance in most areas.

The full results of this survey are shown in the file attached here.

http://www.leeton-h.schools.nsw.edu.au/documents/7304204/7310307/2016_survey_results.pdf

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016



Policy requirements

Aboriginal education

Leeton High School has systematically targeted Aboriginal funding to resource tailored learning experiences to best meet the needs of our Aboriginal students. Additional staff have been employed to implement specific Literacy and Numeracy programs such as QuickSmart and Accelerated Reader to improve student learning outcomes. Significant improvements have been made to most students baseline data in both Literacy and Numeracy students. BroSpeak and SistaSpeak programs were delivered to Aboriginal students and were very well received providing a cultural platform for development and understanding. Personalised Learning Plans were successfully created or updated for Aboriginal students to shape an aspirational future. Parents and carers and school staff were involved in this collaborative process building stronger relationships across the community.



Multicultural and anti-racism education

Leeton High School has two Anti-Racism officers to assist in engendering an inclusive and accepting learning environment. Year Advisors and their cohorts continue to work on and address key celebration days, such as Harmony Day, again promoting tolerance and respect within the school community. While students from language backgrounds other than English, both born in Australia and overseas, comprise a relatively small component of the school population, the school thrives on celebrating diversity and difference and are fortunate to have such a rich mix of cultures within our student and staff body.