

# Bungwahl Public School

## Annual Report



2017



1424

## Introduction

The Annual Report for **2017** is provided to the community of **Bungwahl 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.

D. Farley

Principal

### School contact details

Bungwahl Public School

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### Message from the Principal

Bungwahl Public School provides high quality learning opportunities for all students. We are committed to creating a positive atmosphere where the wellbeing of every child is a continual focus. Our dedicated staff have consistently supported students with teaching and learning programs that enable the development of healthy, happy and successful individuals. At Bungwahl Public School students connect, succeed and thrive! Students in 2017 have achieved success in a variety of academic, creative, sporting and social areas as a direct result of targeted high quality learning experiences, dedicated staff and carer support. Students have embraced the many educational opportunities provided for them with enthusiasm and success, proving yet again that small schools can achieve great things!

I am very proud of the achievements of all students. Our highlights in 2017 include:

- **Debating champions** of the Taree Area Debating Competition. We had two teams in the finals— a phenomenal result considering we only had 10 students in Year 6.
- The whole school was involved in the musical "**Pirates of The Currybean.**" The students performed brilliantly to capacity crowds at The Bungwahl Hall.
- **Overall winners** in The Bulahdelah Show **Public Speaking** competition. With several students gaining places in their age group for creative writing and art.
- Students were successful in reaching district representation in swimming and athletics, with our swimming **relay team** making it through to the **regional carnival**.
- Students gained **distinctions and credits** in the University of NSW **Mathematics and Science** competitions.
- The **school choir** gained 2nd and 3rd place in The Taree Eisteddfod and sang beautifully at several school events including the Bungwahl ANZAC Day service and Education Week events in Forster.
- **Student leaders** successfully led school and community activities.
- The Bungwahl **Stephanie Alexander Kitchen Garden Program** and **Indigenous Food Garden** was highlighted and **celebrated** on 'The Great Lakes Food Trail.'

## School background

### School vision statement

At Bungwahl Public School, our vision is to provide high quality educational programs in a safe and caring environment.

A school, where the principles of equity and excellence are achieved by supporting students in the development of their individual talents, interests and abilities.

A school that provides students a range of experiences that promote excellence in literacy and numeracy.

A school that aims to produce active, well-educated, well-informed citizens with the capacity and confidence to succeed in their rapidly changing twenty first century world.

### School context

Bungwahl Public School is a dynamic small school, nestled in a picturesque environment between two lakes on the midnorth coast. It has catered for the educational needs of its community since 1876. It has been a focal point and source of pride for the community over that 141 years. Students attending Bungwahl Public School are enthusiastic, friendly, creative and keen to learn. There are currently 29 students divided into two classes K–2 and 3–6. Students access excellent differentiated programs, catering for individual difference. They enjoy a rich diversity of extra-curricular activities where talents can be recognised and celebrated. Bungwahl Public School is staffed by a mix of expert and early career teachers, bringing a wonderful balance of deep knowledge, based on extensive experience, youthful energy and a shared interest in current pedagogies. School staff members and volunteers have high expectations, are highly motivated, work collaboratively and show a strong commitment to ongoing professional learning to support student outcomes. Bungwahl Public School is strongly supported by interested parents, carers and the local community. The P&C meets every month. Its members are well-informed and active in fundraising for the students. The school is recognised by exemplary programs, and success, in Stephanie Alexander Gardening, Public Speaking, Debating and the performing arts.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Staff utilised the results of this self assessment to evaluate our successes and prioritise areas for improvement.

Bungwahl Public School provides a variety of rich learning opportunities for its students. The professional learning focus in English during 2017 has resulted in strong growth in teaching and student learning by building capacity to use data and to reflect on, and change when necessary, teaching practice. Our School Plan incorporates our focus to improve assessment, feedback, student ownership of learning and parent and carer understanding of how we learn at school. A strong focus on student wellbeing will continue with the implementation of Kidsmatter Part 2. It encompasses our commitment to put student learning and wellbeing at the centre of all we do at school. Opportunities for building the leadership capacity of staff have been negotiated in Professional Development Plan processes. Our self-assessment processes have assisted 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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Provide students with quality learning

### Purpose

Deliver high quality learning opportunities that are based on sound pedagogy that cater for students identified, individual differences through the strategic use of curriculum resources, ICT infrastructure and teaching/ learning programs that inspire every student to excel

### Overall summary of progress

Targeted use of funding to provide instructional leader support led to positive outcomes in the K–2 classroom. The K–2 teacher demonstrated refined quality teaching skills in her practice. Student results in reading assessments and on the literacy/numeracy continuum indicate above expected growth for all Kindergarten and Year 1 students. The Year 3–6 classroom teacher implemented high impact practices in integrated English units. Student spelling and writing results showed evidence of growth for the majority of students by up to two years. Reading and comprehension levels indicated mixed results with no consistent trend up. Parent/caregiver interviews were successful in building partnerships to support student wellbeing and learning. Increased frequency of assessment and a focus on specific learning intentions has seen growth in student outcomes in the target areas– especially in English. All teachers, including casual staff, are becoming more familiar with assessment processes and are able to use data collected from various sources to plan meaningful learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collaboratively embedding ICT skills in teaching and learning programs	Nil	Science and Technology Syllabus is fully implemented. Students are highly engaged and technology is integrated in lessons. Participation in state wide competitions immersed students in meaningful activities that developed scientific investigation skills.
All Stage2/3 students display consistent growth in reading using benchmarking and ACER Comprehension and vocabulary standardised tests .	Nil– after hours PL	Student spelling and writing results (South Australian Spelling Assessment, Literacy continuum, NAPLAN marking rubric) showed evidence of growth for majority of students by up to two years. Reading and comprehension levels indicated mixed results with no consistent trend up.
90%of students at or above grade expectation according to syllabus/ continuums and school based data	Release classroom teacher 3 hours each fortnight– utilising remaining beginning teacher funds \$4500	Student results in reading assessments and on the literacy/numeracy continuum indicate above expected growth for all Kindergarten and Year 1 students.
All year 3 students achieve bands 3 or above in NAPLAN.	School Learning Support Officer (SLSO) employed. Low level adjustment for disability (\$3218.00)	SLSO employed to support targeted students K–2. NAPLAN results cannot be reported due to small cohort.
Students achieve or exceed expected growth in NAPLAN results.	Nil	Student growth data over 3 years indicate students attending Bungwahl Public School are 'Sustaining and Growing', indicating all students meet and exceed expected growth as indicated in NAPLAN data Years 3–7.

### Next Steps

Learning is the focus at Bungwahl Public School.

Professional Learning to improve student outcomes will include:

- Visible Learning– 3 year long program
- Language, Learning and Literacy (L3) – K–2 teacher
- Dyslexia and Significant Learning Difficulties course attended by teacher and School Learning Support Office (SLSO)
- Future Focused Learning
- Instructional Rounds to facilitate Quality Teaching
- Increased professional learning for SLSO and a coordinated approach to skill development for students with increased support needs in learning.

Further measures include:

- Improved processes to meet our expectation of regular student assessment and monitoring of progress will be implemented.
- Additional staff will be employed to share the Year 3–6 class for 3 days each week. Teaching Principal will work collaboratively and flexibly with staff to meet the learning needs of students in the Year 3–6 class to coordinate and lead professional learning and provide instructional leadership. The Teaching Principal will provide learning support for targeted students.
- All staff will work collaboratively to review programs, collect and analyse student data and design achievable learning plans for all students. Staff will be expected to use learning intentions with students.
- Student wellbeing will be prioritised. 'Every student will be known!'

## Strategic Direction 2

Strengthen leadership, school management, teaching and instructional practice.

### Purpose

Deliver a culture of collaborative and mutual accountability where instructional and management practices are designed to enhance learning outcomes through targeted professional development and systematic organisational review.

### Overall summary of progress

The focus in 2017 has continued to be on the improvement of teaching and instructional practice. As indicated in Strategic Direction 1 teachers have undertaken extensive and ongoing professional learning during and after school hours, demonstrating a commitment to improved practice to support student outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff achieve Professional Learning (PL) goals as stated in PL plans	Nil	Staff have utilised the Australian Professional Standards for Teachers to develop personal goals. All hours of professional learning have been submitted towards accreditation and maintenance. Pre 2004 teachers have been informed of their inclusion in the 2018 accreditation process.
School be prepared for the implementation of both strands of HSIE in 2017	Nil	History and Geography syllabi content has been implemented in all stage programs.

### Next Steps

Staff are committed to ongoing professional learning and enthusiastically embrace research based practice shown to improve student learning. During 2018 all staff will participate in whole school professional learning based on the work of John Hattie– Visible Learning and future focussed learning. Individual staff will be supported to fulfil their personal learning goals as outlined in their Professional Development Plans. The K–2 Teacher will complete L3 Training. The Teaching Principal will undertake training in 'Dyslexia and High Support Needs' to enhance expertise in the role of Learning and Support Teacher (LaST). The Teaching Principal will strengthen leadership, management and instructional leadership practices by completing 'The Art of Leadership' and Instructional Rounds training with Jenny Gore. Training in LMBR will continue for the Principal and the Senior Administration Manager(SAM) to consolidate their roles as business managers. SLSO's will be given opportunities to undertake professional learning to align with the Visible Learning focus of the school.

## Strategic Direction 3

Enhance community participation and engagement in the life of the school.

### Purpose

Provide the community with the information, skills and opportunity to assist student learning and well-being.

In doing so, an environment will be created where the entire school community are giving our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives.

### Overall summary of progress

Parents, caregivers and the wider Bungwahl community have been actively involved with the school throughout 2017. A positive and friendly atmosphere prevails. 100% of parents and caregivers took the opportunity to attend parent/teacher interviews and interviews conducted to evaluate the school based on elements of The School Excellence Framework. All school functions were very well attended, including the Easter Hat Parade, ANZAC Day ceremony and the performances of the musical 'Pirates of the Currybean,' where students performed to packed houses!

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved ratio between recorded positive and negative incidents.	Nil	Ratio between recorded positive and negative incidents has improved. Negative incidents requiring follow up with parents rarely occur and awards for positive behaviour are given out weekly. A system of recording behaviour is under review with the introduction of LMBR.
Surveys indicating greater student/parent/ staff satisfaction.	Teacher employed 3 Days to conduct Parent/caregiver surveys.	Parent/Caregiver survey indicated very high levels of satisfaction with the school. The Tell Them From Me survey indicated high levels of satisfaction in students in all areas except peer relationships, where 35% of students reported being bullied at some time in the past year.
Implementation of 'Kismatter' initiative	Teacher professional learning 1 day \$500.	Kismatter successfully implemented in all classes throughout 2017. Half day Staff Development Day devoted to Kismatter.
Through a collaboration between staff students parents and community the SAKGP will engage the students in meaningful, personalised and rewarding learning experiences that are integrated across all KLA's	SLSO to coordinate program 7 hours each week. \$9200	Stephanie Alexander Kitchen Garden Program has continued to provide engaging learning experiences for students and a wonderful link for parent/carers to be involved in the life of the school. Over 70% of parents/carers have been involved in the program during 2017.

### Next Steps

Parents and caregivers need to be supported to be active participants in their children's learning. The school will provide information sessions in syllabus content, data analysis and practical ways to help children in their learning, including understanding Visible Learning and learning intentions.

The school will continue to support the Stephenie Alexander Kitchen Garden Program (SAKGP) as this is a successful means to get the wider school and Bungwahl community involved in the school.

Staff will investigate ways to increase publicity and information about the school's success to the local community.

The survey results indicated a need for revitalisation of the P&C and school canteen.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6,481  Funding in key initiatives was combined to provide teacher and SLSO support for identified students.	All students had a Personalised Learning Pathway developed with the support of their parents and carers. Targeted support has seen each student make progress on the literacy and numeracy continuum. Extension activities were provided in English and Visual Arts. Student reading, spelling and recall of number facts has improved based on pre and post test data.
<b>Low level adjustment for disability</b>	\$3,218	Small group and targeted individual support has been provided by teachers and SLSO. Adjustments within teaching programs have resulted in improved access for all students allowing for progression in their learning outcomes in all Key Learning Areas.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$2,844	All Kindergarten and Year 1 students achieved above expected outcomes in reading and writing.
<b>Socio-economic background</b>	\$9,762	Small group and targeted individual support has been provided by teachers and SLSO. Extension and support programs ensured students made progress in their learning outcomes in all Key Learning Areas.
<b>Support for beginning teachers</b>	Nil	As above and in Strategic Direction 1. Excellent results in literacy Years K-1.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	16	15	15	12
Girls	22	20	26	25

Students were enrolled in two classes. Lower Division including Kindergarten, Year 1 and Year 2 (9 students) and Upper Division Years 3,4,5, and 6 (27 students). There were 12 students in the Year 6 cohort. 14% of students identified as aboriginal. There were no enrolments of students with English as a second language.

Student mobility was high with 10 students leaving the school throughout the year. Of these, 2 students returned for a short time, and 5 new students enrolled.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	92	89.7	88.6	95.3
1	89.7	87.1	93.7	95.1
2	91.3	93.4	91.4	95.5
3	95.9	89.6	93.9	87.1
4	95.7	90.9	90.3	94.9
5	98.7	97.4	93.4	86
6	96.4	93.7	95.4	90.3
All Years	94.9	91.2	92.5	92
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Bungwahl Public School's attendance rate of 92.0 % is below the state level of 93.9 %. It was also below the

state level in 2016. As a result, attendance was a focus for school leadership in 2017. A school attendance plan was written in consultation with staff and the Home School Liaison Officer(HSLO.) The plan was discussed at P&C meetings and success regularly shared with parents via the P&C, Weekly Newsletter and in person. The plan outlined a reward program based on 100% student attendance including partial attendance (as this was noted as an issue with students arriving late and leaving early). The HSLO visited the school, supporting parents and carers to ensure students attended school and discussing with classes the benefits of regular attendance. Students were rewarded and high attendance celebrated at weekly assemblies. The reward system was highly successful. In Term 1 only one student had 100% attendance in Term 2 13 students had 100% attendance. This positive trend continued throughout the year.

The school's attendance rate was affected by students who were travelling on family vacations and in alternate education systems for extended periods of time.

The school consistently follows the departments attendance processes including marking rolls, recording absences, texting and phoning parents and carers to follow up absences, sending out attendance letters and organising interviews and HSLO support where needed.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

There are currently no aboriginal employees at the 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	50

## Professional learning and teacher accreditation

The two permanent staff are fully accredited at a proficient level and are actively engaging with maintenance procedures. Professional Learning was provided for casual staff, including a beginning teacher, supporting their accreditation journey.

All staff have participated in extensive Professional Learning in 2017.

Professional Learning included–

- Mandatory annual Anaphylaxis and Cardio Pulmonary Resuscitation Training and Child Protection Update
- Language, Learning and Literacy (L3)
- Textual Concepts and English Programming
- Assessment in Maths
- New School Plan 2018 – 2020 and School Excellence Framework V2
- Logic Modelling
- Learning Management and Business Reform(LMBR) training
- Kids Matter

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>65,338</b>
Global funds	74,590
Tied funds	25,970
School & community sources	7,713
Interest	770
Trust receipts	3,363
Canteen	3,049
<b>Total Receipts</b>	<b>115,455</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	14,231
Excursions	2,566
Extracurricular dissections	4,138
Library	856
Training & Development	0
Tied Funds Payments	15,406
Short Term Relief	5,979
Administration & Office	14,738
Canteen Payments	2,592
Utilities	6,791
Maintenance	2,615
Trust Payments	4,602
Capital Programs	601
<b>Total Payments</b>	<b>75,116</b>
<b>Balance carried forward</b>	<b>105,677</b>

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	118,210
Appropriation	105,677
Sale of Goods and Services	1,849
Grants and Contributions	10,612
Gain and Loss	0
Other Revenue	0
Investment Income	72
<b>Expenses</b>	-60,620
Recurrent Expenses	-60,620
Employee Related	-30,700
Operating Expenses	-29,920
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	57,590
<b>Balance Carried Forward</b>	57,590

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	418,654
Base Per Capita	6,266
Base Location	2,127
Other Base	410,261
<b>Equity Total</b>	39,776
Equity Aboriginal	6,481
Equity Socio economic	9,762
Equity Language	0
Equity Disability	23,533
<b>Targeted Total</b>	0
<b>Other Total</b>	4,647
<b>Grand Total</b>	463,077

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

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

## School performance

### NAPLAN

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

In 2017 six students in Year 3 and two students in Year 5 participated in NAPLAN.

NSW Department of Education protocols do not allow us to comment in this area for privacy reasons.

Students in years 5 and 7 who attended Bungwahl Public School have achieved proficiency levels above state average and Year 3 achieved proficiency at expected state levels with some students gaining top bands in literacy.

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

## Parent/caregiver, student, teacher satisfaction

The school has actively sought feedback from students, parent/caregivers and staff by formal and informal means.

Parents and carers were invited to interviews during Term 4 to give feedback about the school. A well respected former principal was employed to conduct interviews with parents and caregivers, analyse data and present findings to staff and families. Feedback from parents/carers in these interviews, discussions in P&C meetings and "at the school gate" conversations helped staff to evaluate the 2015–17 School Plan and to decide on the strategic directions for the new School Plan 2018–20.

100% of parents and carers attended interviews in person or by phone. There was overwhelming support for the school, teachers and learning opportunities provided. Areas for improvement included increased participation in the P&C, increased publicity to highlight the success of the school to a wider community and a review of the school canteen. Comments from some of the long term parents included "Fantastic, very positive experience for us," "Top little school–wish it went to high school," "Fantastic!", "they got everything they needed, school is always welcoming", "We are over the moon, opportunities are for all students, not just the best."

Teachers used the School Excellence Framework and professional discussions with colleagues as opportunities to reflect on their personal satisfaction and areas to move forward as a school with the 2018–20 School Plan. Teaching and support staff are highly committed to the school community as evidenced in the number of hours, above regular employment, given to provide a range of opportunities and support for students and their families. Staff demonstrate high levels of support for their colleagues and report positive feelings towards their work. " I love my job!" has been heard coming from the staff room. Bungwahl is a popular school for casual teachers who all report "We love coming here."

Students participated in the 'Tell Them From Me' survey. The results indicate high levels of satisfaction in most areas. Some students reported that peer relationships were impacting on their happiness and bullying behaviour was reported. Although statistically small these results have informed areas of student wellbeing planning. Students have also been interviewed throughout the year to give feedback on school organisation and learning opportunities. This feedback has been very positive and any suggestions for improvement have been addressed.

## Policy requirements

### Aboriginal education

The school continues to structure a wide range of teaching and learning activities to support knowledge of

Aboriginal culture and history. Teaching staff incorporate an Aboriginal perspective into units of work planned.

Student leaders and teachers led a range of school based cultural awareness activities to celebrate NAIDOC Day.

Staff attend the local Aboriginal Education Consultative Group meetings when available and consult with members about local history and protocols.

School funds were used to enable the principal and Stage 3 indigenous students to attend a 'Worrimi history tour of Wallis Lake' on a Free Spirit Cruise–organised by "Better Pathways." This was a very meaningful experience for all present and gave all participants a deeper respect and understanding of the rich Worrimi history in our local area. The school continues to support and celebrate the Indigenous "Bush Tucker Garden." This garden, and the produce grown used in cooking classes, were featured in 'The Great Lakes Food Trail 2017.' Many visitors came to the school to learn about this garden and its role in our gardening and cooking program.

### Multicultural and anti-racism education

Bungwahl Public School models inclusive classroom and school practices. Multicultural education was conducted across all grades with Upper Division exploring early Australian settlement and examining the history of early immigration to Australia in their visit to The Rocks and the Quarantine Station in Sydney. Commonwealth Day was also used as an opportunity for students to explore lives of children in other countries.

Harmony Day was celebrated in the school. Students explored the themes of inclusiveness, tolerance, friendship and diversity through a range of activities.

The principal is trained as an Anti–Racism Officer.

The role of the Anti–Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism.