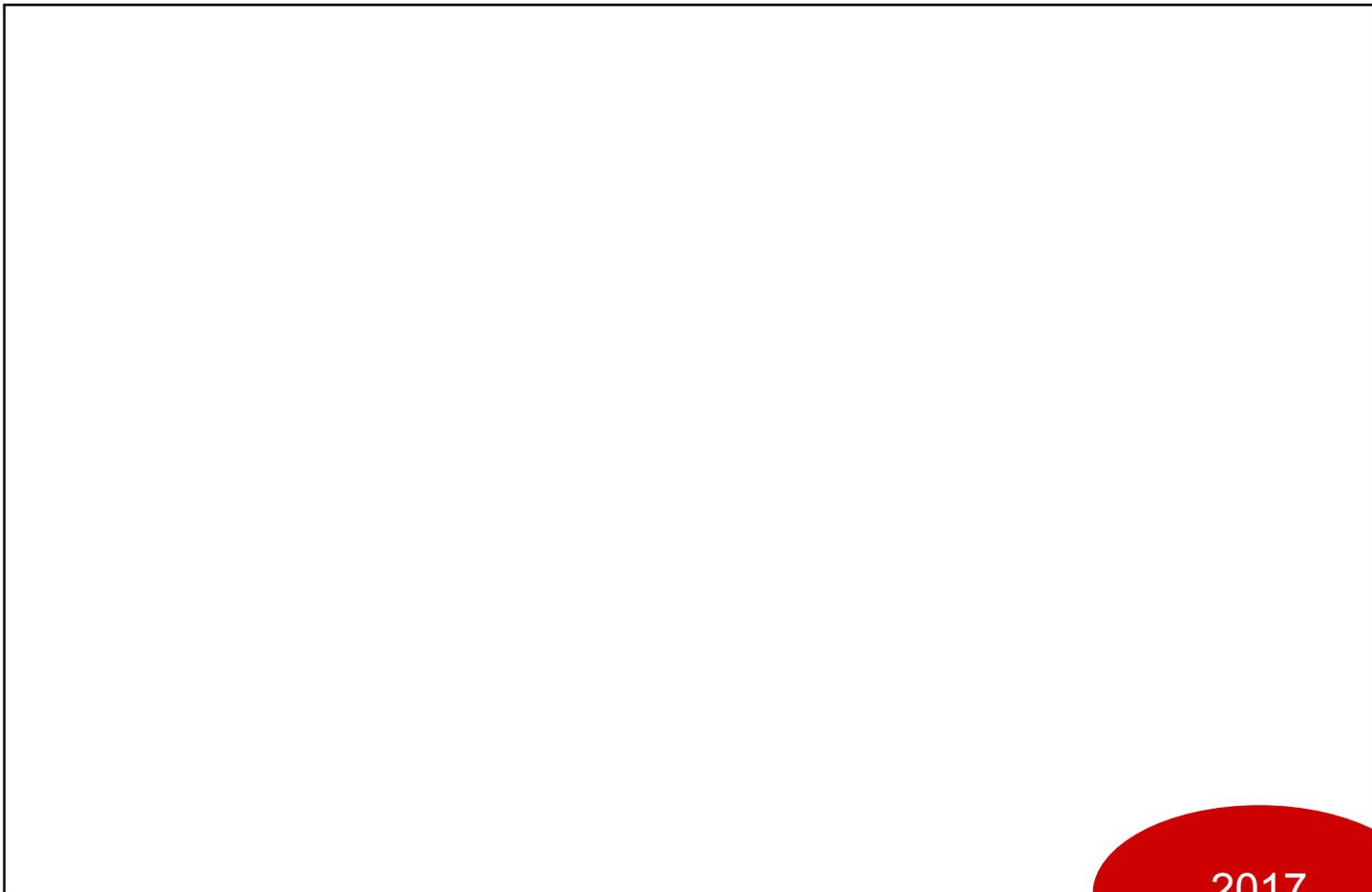
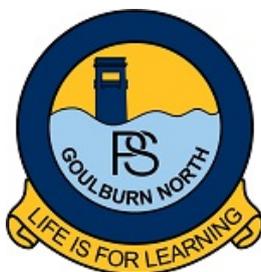


# Goulburn North Public School

## Annual Report



2017



2055

## Introduction

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

2017 has been a time of consolidating many procedures and processes introduced over the past two years at Goulburn North Public School. We have had great success in sporting events, the Premier's Spelling Bee, Multicultural Public Speaking Competition for example, and successful teaching and learning. Our dedicated staff support the students at Goulburn North with enthusiasm and commitment, utilising their experience and knowledge of education to bring out the best in all our students.

We enjoy the support from our families who have assisted with carnivals, canteen, excursions and classroom activities. They bring enthusiasm and varied levels of expertise to our school, and the students, staff and community thank you for your selfless support.

At Goulburn North we take pride in growing good learners who apply themselves in all areas. Our student leaders have performed their roles with pride and shown themselves to be leaders of the future. We are thankful to our community, particularly the P&C. Without your help in classrooms, the canteen, sporting events just to name a few, we wouldn't be the great school we are.

Leonie Pearson

Principal

### School contact details

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## School background

### School vision statement

Our vision at Goulburn North Public School is to provide quality learning experiences to all students in a safe, happy, caring and stimulating environment, so they are able to achieve academically, creatively and socially, to the best of their ability.

Our vision is that children leave school being:

Confident

Enthusiastic about life and learning

Organised

Resilient

Accepting of others

Able to solve problems

### School context

Goulburn North Public School (GNPS) is committed to providing high quality learning experiences in a safe and supportive school environment.

Established in 1877, the school has a long and proud history of providing quality education to the local community. Students come from diverse backgrounds including farms, small villages and Goulburn city, and bring with them a wide range of experiences.

Student enrolment has been steadily growing at a rate of 3.4%. Students at GNPS generally enjoy coming to school and the attendance rate is 94%. There are Aboriginal students (6%) and students whose language background is not English (LBOTE students (6%)) attending GNPS.

GNPS benefits from an active community and supportive parent group who participate in all aspects of school life.

# 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.

### Learning

During 2017 student wellbeing was a significant focus area. A whole-school approach to wellbeing, in particular student behaviour, was established and strengthened throughout the year. We are a Positive Behaviour for Learning program is in place and the principles of that program underpin all we do to support student wellbeing. Data is consistently monitored and the approach to student wellbeing defines behavioural expectations, creating a positive teaching and learning environment.

### Teaching

Collaborative practice is evident across all Stages. Professional meetings are used to review teaching practice and teaching and learning programs. Teachers work together to plan future learning to ensure there is consistency across the grades and that there is regular revision of teaching and learning programs.

### Leading

Consultation with the school community has been ongoing. The findings from that consultation have informed us on where our priorities need to be, communication is one of them. Our school is part of a diverse community and we acknowledge and celebrate the differences. The staff performance and development processes are in place and the school leadership team actively supports the development of each teacher.

Our self-assessment process will assist the school to refine 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

Development of processes and procedures for school improvement.

### Purpose

To ensure processes and procedures are developed across the school to support the school improvement process. To ensure the school community is committed to the school's strategic directions and practices to achieve desired improvements in student learning and performance.

### Overall summary of progress

During 2017 processes and procedures for school improvement continued to be implemented. We have participated in surveys, on-line and through emails, to ensure community consultation and communication. The Performance and Development Framework is used to help establish a culture of continual improvement at an individual level. Data from EBS, used to track students' behaviour, both positive and negative, is regularly analysed and systems changes and interventions implemented as a result of the review. The leadership team continue to formalise stage meetings and engage in collaborative planning.

The quality systems and procedures we are working towards implementing will continue to be embedded in all we do.

The School Excellence Framework has been used to review practices within the school.

The GNPS Performance and Development school policy was fully implemented, supporting the development of collaborative and supportive workplace practices, and building a positive workplace culture.

Systems to build community participation and have consultation has been improved by using multi-varied forms of communication including the introduction the school app.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All stakeholders engaged in the development, implementation and evaluation of whole school improvement plan.	Time	Staff regularly meet to review processes and procedures with the view to continually improving educational delivery.  PLAN data updated each term in 75% of classrooms.  PBL data reviewed fortnightly and either systems changes made in response or support developed for individual students.
The School Plan is embedded in individual teachers' Professional Development Plans.	Time	Teachers all developed individual Professional Learning Plan that reflected school-wide targets and individual teacher goals.

### Next Steps

Continue to utilise school data, both internal and external data, and develop routines for school-wide collection.

Provide professional learning for all staff in effective formative and summative assessment so that it informs teaching programs.

Improve data collection and analysis in each of the three Strategic Directions to inform milestone setting, evaluation, future planning, annual reporting and assessment against the School Excellence Framework in preparation for school validation processes.

## Strategic Direction 2

Teaching will be highly effective, research based and explicit, ensuring every student is engaged, challenged and learning successfully.

## Purpose

To ensure students engage in learning that is based on quality teaching practices and sound theories of learning. To ensure that students understand that what they are learning is important and relevant, and why that is so. To ensure that learning is personalised and that it is precise. To ensure professional learning is continuous and embedded in the school plan.

## Overall summary of progress

Key strategies were undertaken as part of the three year plan are:

- Focus on mathematics instruction. All students were plotted on the numeracy continuum and individual learning goals developed to ensure continuation of progression. Teacher professional learning centred on important features of quality mathematics instruction with an emphasis on problem solving.
- Intervention programs for students at risk were conducted from Kindergarten to Year 6.
- Focus on Reading program was an important part of our professional Learning where comprehension strategies were focussed on and refined. Reading resources for the older readers were purchased to allow for the integration of reading across Key Learning Areas.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Gain from Year 3 to Year 5 in NAPLAN is higher than expected growth for all students – greater than 2 Bands – in Literacy and Numeracy.</li></ul>	SLSO employed \$23 625 Teacher 2 days per week \$34 320	After examining those teaching strategies that work best, teachers are changing the way they deliver learning programs. Year 5 and Year 7 NAPLAN Literacy results had very positive growth.
<ul style="list-style-type: none"><li>• Increase of 10% of students gaining more than 2 Bands in NAPLAN Literacy and Numeracy from Year 3 to Year 5.</li></ul>	Professional Learning time	23% of students in Year 5 achieved Bands 7 and 8 in Reading, and increase of 12%.  10% of Year 5 students achieved Bands 7 and 8 in Numeracy, an increase of 9%

## Next Steps

The 2018 – 2020 school plan will:

- promote quality learning environments where teaching is personalised and precise teachers will participate in professional learning that will help develop capabilities to incorporate John Hattie's research of Visible Learning into every day practice.
- Investigate 21st century learning practices that promote student learning in an authentic, rich learning environment ensuring they are literate and numerate and able to think deeply and logically.
- Develop students' capabilities so they take an active role in their own learning, are able to work co-operatively to communicate their ideas, and to demonstrate their learning.
- Develop the professional skills of teachers so that teaching engages students in meaningful learning through individual and collaborative experiences that promote the ability to make sense of mathematical ideas, to reason mathematically and be literate.
- Develop teacher understanding of the impact that instructional efforts have on students' learning so that they are able to measure it.

### Strategic Direction 3

Curriculum delivery will be planned, clear and sequenced to ensure consistent teaching and learning expectations across the school.

### Purpose

To ensure individual students' learning needs are being met through a whole school approach to curriculum planning and delivery, using evidence-based teaching practices.

### Overall summary of progress

In 2017 the school has focused on collaborative planning to ensure consistency of teaching, learning and assessment across all grades and stages. Through the implementation of Focus on Reading and Mathematics teachers focused on the continued improving teaching strategies.

Stage leaders provided opportunities for teachers to:

- share professional practices,
- collaboratively plan and assess,
- gather and compile data using digital tools
- engage with the NSW quality teaching framework to ensure programming is guided by evidence based instructional approaches.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• All students participate in teaching and learning programs that effectively develop knowledge, understanding and skills with continuity across K-6.</li></ul>	Global funds supported these programs	Scope and Sequence documents created in all Key Learning Areas.  Teachers share professional practice during Stage and whole-staff meetings. Students' progress is monitored so that priorities can be made for future student learning programs.  PLAN data is beginning to be used K-6 so that student progress can be monitored.
<ul style="list-style-type: none"><li>• All students meet the targets set in their PLPs, ILPs and IEPs.</li></ul>	Global funds supported these programs.  Teacher time.	All students' progress was monitored and all experienced expected growth.  There was no statistically significant difference between these students and their peers.

### Next Steps

The 2018 – 2020 school plan will focus on the following:

- Ensuring there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.
- Developing students' ability to manage emotional, mental, spiritual and physical wellbeing, so students are better able to become confident, resilient citizens who have a positive connection to their community.
- Connecting with parents so that they are engaged in their child's learning in the 21st Century.
- Developing a sense of belonging within the school community so that positive relationships between home and school exist to support students and build on our positive school culture.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Five week Aboriginal Cultural program – \$5600	<p>Student responses and observations of sessions. indicate that the sessions expanded students understanding and attitudes towards Aboriginal history and culture.</p> <p>Teacher surveys showed their deepening understanding of Aboriginal Australia.</p>
<b>English language proficiency</b>	\$565.06	Funding for English language proficiency was added to our equity funds so that the impact was combined. Programs included tutoring and intervention through one-on-one and small group instruction.
<b>Low level adjustment for disability</b>	<p>Low level adjustment funds were used to support students in classrooms through the employment of SLSOs. \$32 000 was used in wages of SLSOs and support teacher.</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$0.00)</li> </ul>	<p>Students' progress analysed from classroom data and playground PBL data.</p> <p>The Learning and Support Teacher time has been used to help develop personalised learning plans and to assist in identifying learning adjustments needed to support low level disabilities within mainstream classes. All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. the Learning Support Team refers students to support programs as a result of analysis of data.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	2.5 days per week.	Executive and teachers with expertise in particular areas were released to work with staff for mentoring and coaching.
<b>Socio-economic background</b>	<p>SLSO and Classroom teacher employed.</p> <p>Reading resources for Years 3–6 were purchased.</p> <p>Subsidies were made for excursions, uniforms etc.</p>	Data taken throughout the program to show gains. Students targeted with intervention were pre and post tested and results were showing positive gains.
<b>Support for beginning teachers</b>	<p>\$14 851 for beginning teachers</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$2 800.00)</li> </ul>	PDP reviews and analysis of emerging needs allowed targeted support for beginning teachers. mentors were relieved from class to model lessons and assist beginning teachers with identified needs. Beginning teachers attended targeted training and conferences specifically designed for them.
<b>Targeted student support for refugees and new arrivals</b>	1 teacher day per week.	One student who was a new arrival in Australia received additional support to learn English.
<b>Planning School Plan 2018–2020</b>	\$8 000 for community consultation	Community focus group worked through a school assessment framework to help identify areas that need to be improved and to encourage consultation. The consultation process helped in the formulation of the strategic direction for the 2018–2020 school plan – Quality Teaching and Learning, Wellbeing and Community.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	152	173	175	177
Girls	112	138	131	138

Total enrolment varied from 310 to 318 throughout the school year. Thirteen classes were formed across K – 6. All classes from Years 3 to 6 were composite and Stage based.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	94.6	94.6	95.2
1	95.4	94.4	94.5	93.2
2	94.9	94.6	94	94.4
3	95.4	94.1	94.8	93.8
4	95	95.1	93.7	94.5
5	95	92.9	93.9	92.2
6	96	95.5	93.2	92
All Years	95.3	94.4	94.1	93.7
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

Student attendance is managed at the school by clear communication between office and teaching staff, the school executive and parents/carers, through phone calls, letters and meetings, to ensure attendance issues are addressed in the early stages. Parents/carers are required to provide a reason why their child is absent from school. Attendance is monitored regularly by the Learning and Support Team and the school executive, and by the Home School Liaison Officer.

Any student attendance causing concern is followed up with parent meetings and an attendance plan is formulated with the assistance of the Home School Liaison Officer if necessary.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.87
Other Positions	0

\*Full Time Equivalent

One of our teachers identifies as 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	100
Postgraduate degree	12.5

### Professional learning and teacher accreditation

At Goulburn North Public School Professional Learning is valued as an important contributor to the professional growth of staff and the improvement of learning outcomes for students. Both teaching and non-teaching staff undertake on-going professional learning in formal and informal settings as a whole-staff, a team and individually. This professional learning is linked to our school priorities and also takes account of the individual needs of staff at different

careers and with different areas of interest and expertise.

In 2017 a total of over \$30 000 was spent on teacher Professional Learning. This was made up of \$22 000 in tied Teacher Professional Learning funds and additional funds in school funds, representing approximately \$1484 per teacher. This expenditure allowed us to continue to build a strong culture of reflective professional learning and collaborative Stage planning.

Throughout 2017 teaching staff met every week on Tuesday afternoons for professional learning meetings and administrative communication. This provided additional hours of Professional Learning to support the implementation of the school's strategic plan. In addition there were three School Development Days and four late evening sessions for Professional Learning. Professional learning supported the implementation of the school's three strategic directions and the individual professional goals identified by teachers in their Professional Development Plans. All staff completed mandatory compliance training on the Code of Conduct, Child Protection, Cardiopulmonary Resuscitation, Emergency Care, Epilepsy, Anaphylaxis, Asthma and the Performance and Development Framework. The School Admin Manager and one of the School Administrative Officers attended 15 days of training on the new finance and student records management systems and the Principal attended five days. In 2017 two teachers achieved accreditation at Proficient through the NSW Education Standards Authority (NESA).

## 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.

No school contributions are collected from parents however, the P&C are very financially supportive and have purchased library books and computers, supporting the school's strategic directions.

During 2018 funds will be spent on the school playground. Funds have been retained in order to do this as it will be an expensive undertaking.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>250,294</b>
Global funds	123,837
Tied funds	177,387
School & community sources	22,303
Interest	2,122
Trust receipts	5,303
Canteen	0
<b>Total Receipts</b>	<b>330,952</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	22,686
Excursions	1,260
Extracurricular dissections	13,446
Library	9,511
Training & Development	0
Tied Funds Payments	69,057
Short Term Relief	18,813
Administration & Office	22,225
Canteen Payments	0
Utilities	19,857
Maintenance	21,009
Trust Payments	3,696
Capital Programs	0
<b>Total Payments</b>	<b>201,559</b>
<b>Balance carried forward</b>	<b>379,688</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>	712,831
Appropriation	618,695
Sale of Goods and Services	0
Grants and Contributions	93,642
Gain and Loss	0
Other Revenue	0
Investment Income	494
<b>Expenses</b>	-415,567
Recurrent Expenses	-415,567
Employee Related	-229,851
Operating Expenses	-185,716
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	297,265
<b>Balance Carried Forward</b>	297,265

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.

The school's financial management processes meet financial policy requirements. During 2017 more than usual was spent on casual teachers as the school and broader community experienced a severe outbreak of influenza and gastroenteritis as well. Both lasted for several weeks and affected a significant number of teachers and students alike.

Funds will be spent on playground improvements in 2018 and 2019.

### 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>	2,206,631
Base Per Capita	46,765
Base Location	2,730
Other Base	2,157,136
<b>Equity Total</b>	305,611
Equity Aboriginal	15,531
Equity Socio economic	153,973
Equity Language	565
Equity Disability	135,542
<b>Targeted Total</b>	14,720
<b>Other Total</b>	60,999
<b>Grand Total</b>	2,587,960

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

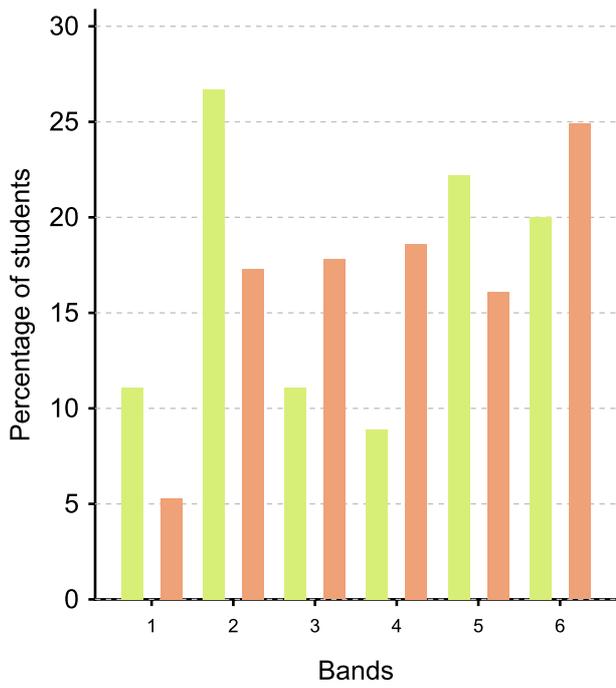
### NAPLAN

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.

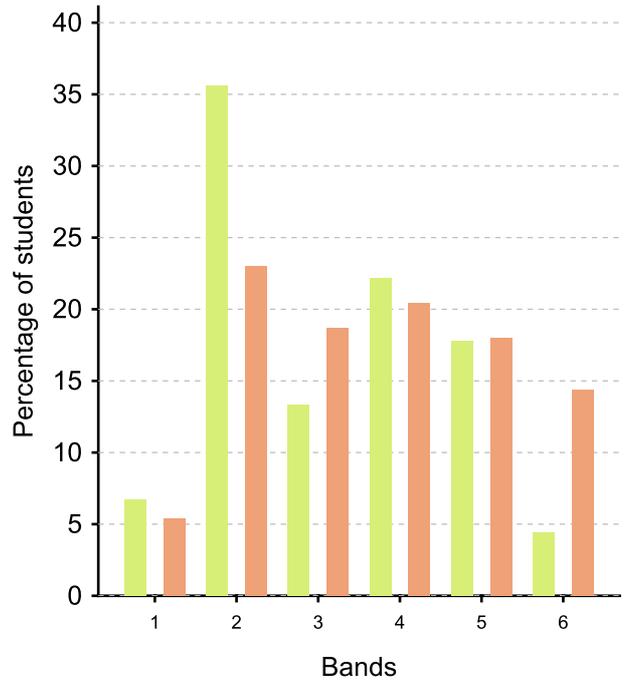
In Year 3, 34% of students achieved the top 2 Bands in 2017. 22% of students achieved the top 2 Bands in Spelling.

In Year 5, 23% of students achieved Bands 6 and 7, a slight improvement from 2016. Students weaknesses included being able to use comprehension strategies to work out the correct answers. The Focus on Reading program is a program that will assist teachers to overcome this.

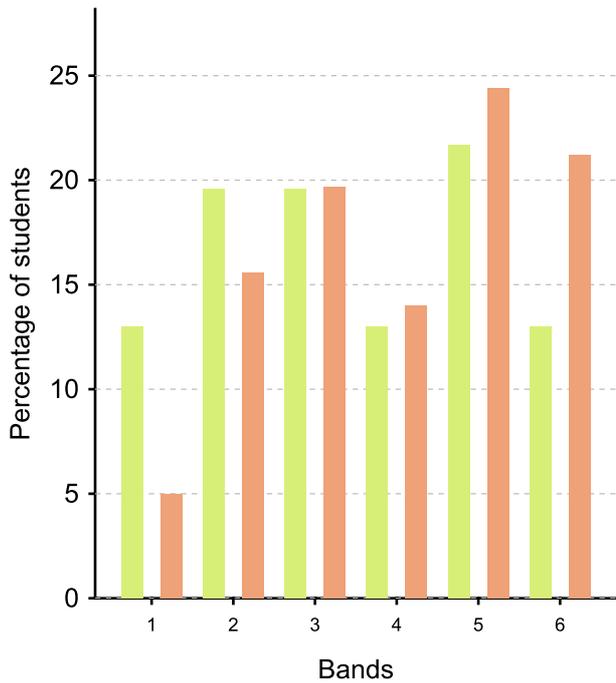
**Percentage in bands:**  
Year 3 Grammar & Punctuation



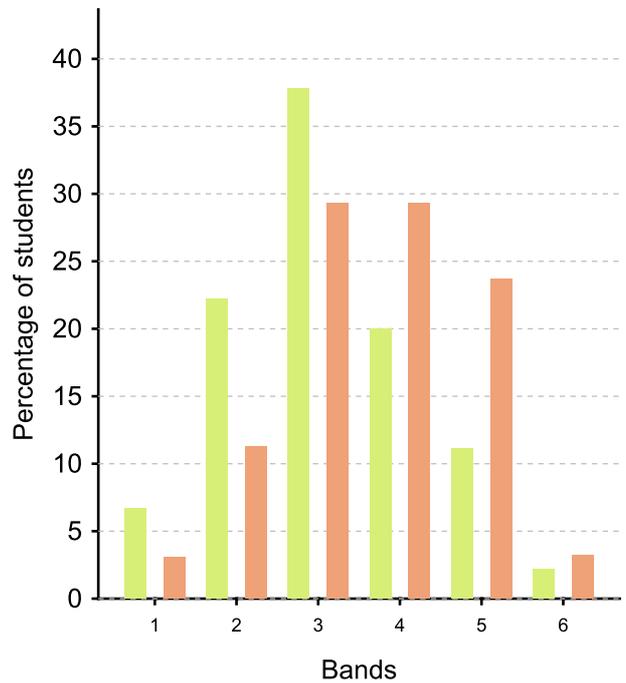
**Percentage in bands:**  
Year 3 Spelling



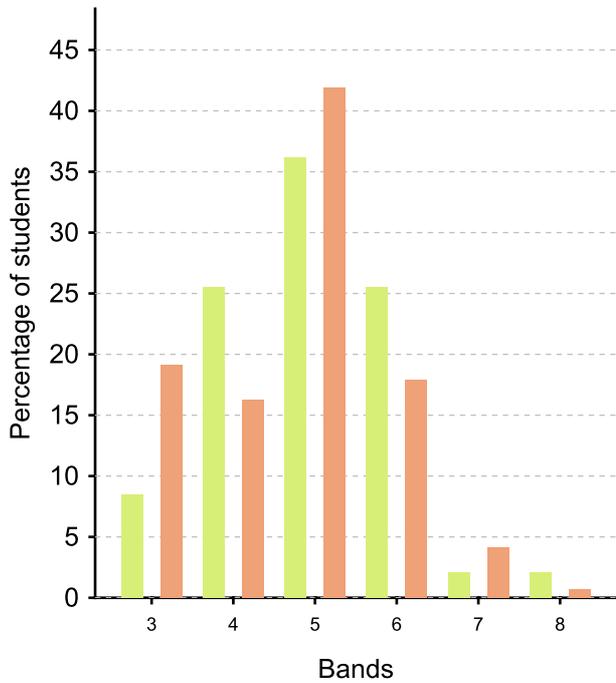
**Percentage in bands:**  
Year 3 Reading



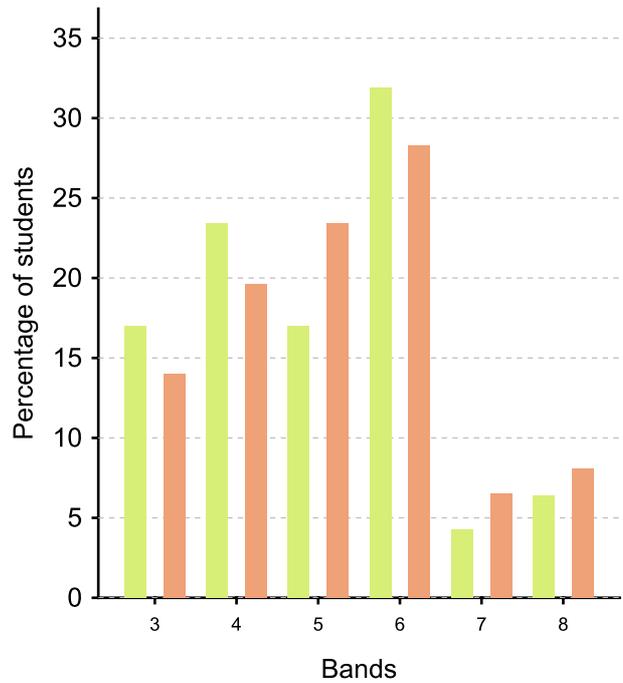
**Percentage in bands:**  
Year 3 Writing



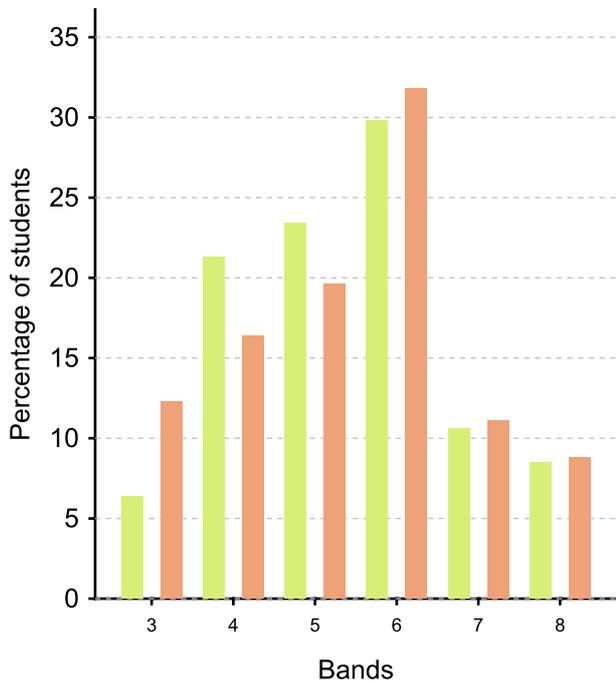
**Percentage in bands:**  
Year 5 Writing



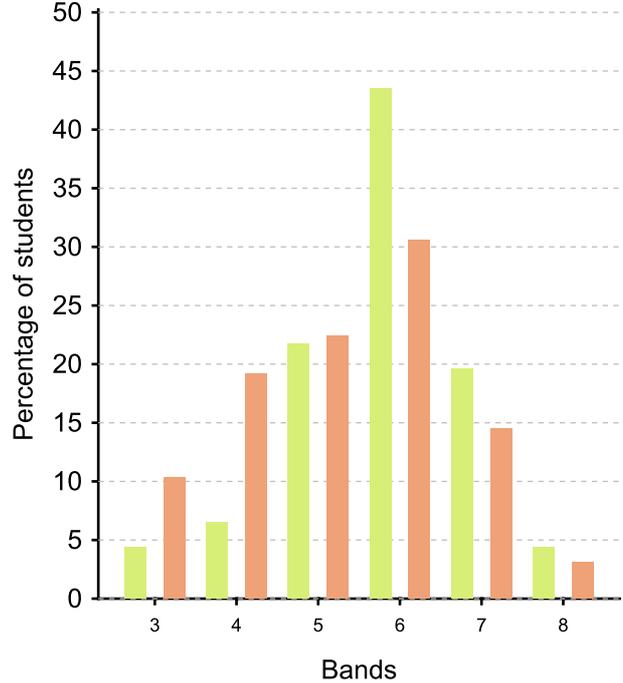
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



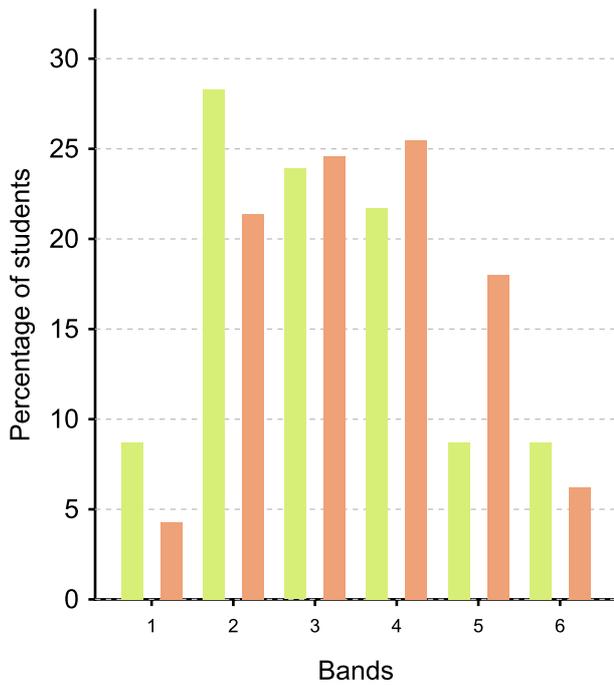
**Percentage in bands:**  
Year 5 Reading



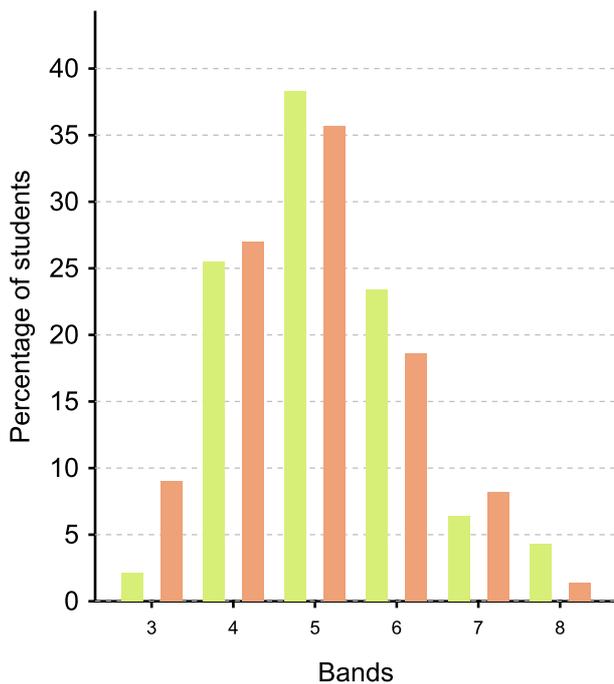
4% of students in Year 5 achieved the top Band for Numeracy where in the past two years, no student has achieved this. There is a reduction of students achieving the bottom 2 Bands.

Year 3 Numeracy results were disappointing and may be indicative of the cohort. A focus on Mathematics in the next few years is aimed at addressing this problem.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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

All Aboriginal students' progress is monitored and their learning supported through Learning Support if

necessary. Personalised learning plans are developed in consultation with parents and carers so that learning goals can be developed and worked on. All Aboriginal students have achieved good growth in 2017. the number of students participating in NAPLAN is significantly small and could identify those students within the Year 3 and 5 cohort.

## Parent/caregiver, student, teacher satisfaction

During 2017 the school sought information from all members of the school community in various ways. We participated in the Excellence in School Customer Service 360 Reflection Tool, Tell Them From Me (TTFM) survey and face to face consultation.

TTFM survey results from 116 students in Years 4, 5 and 6 indicate students are experiencing relatively high levels of positive relationships at school. their sense of belonging and their participation in extra-curricula activities such as sport was below the state average.

Students at Goulburn North value school however, commented on having poor engagement in Homework.

Students also demonstrated high levels of intellectual engagement across most measures, notably finding classroom instruction well-organised with a clear purpose and immediate and appropriate feedback and relevant to their everyday lives. Only 61% of students intellectually engage in their learning.

Students' responses indicated a high level of belief that they have positive Teacher/Student relationships and that there is an expectation that they will succeed.

The Excellence in School Customer Service 360 Reflection Tool was emailed to 128 parents, 87 students, 18 teaching staff and 4 non-teaching staff. We received 8 student, 11 teaching staff, 4 non-teaching staff and 25 parent responses. The areas that participants noted as needing improvement centre around communication. The 2018 – 2020 school plan will address these issues and steps have already been put in place to improve communication between home and school. Our strengths were in customer service. there were high levels of satisfaction and belief in the ability of the school to provide positive, professional customer service.

## Policy requirements

### Aboriginal education

During 2017, Aboriginal background equity funding combined with other sources of funding enabled Aboriginal students to receive face to face support for Literacy and Numeracy. A significant Aboriginal cultural program, conducted by an Aboriginal man, focused on improving students and teachers understanding of Aboriginal culture and history. Personalised Learning Plans (PLP) were implemented for all Aboriginal students K-6. This process enabled teachers to make

contact with our Aboriginal families and work with them to develop personal learning and behaviour goals for individual students. Staff participated in Professional Learning in Aboriginal Leadership improving cultural understanding of how to best engage the local Aboriginal community in honest, transparent and meaningful ways. Future plans will be reflected in the 2018 – 2020 school plan.

### **Multicultural and anti-racism education**

Multicultural education is actively promoted throughout the school through teaching and learning programs and celebration of special events. Tolerance and difference is encouraged and celebrated through sharing of cultural values and celebration of special days.

Our school took part in the Multicultural Public Speaking Competition and celebrated Harmony Day through special activities on that day. Multicultural perspectives are included in classroom programs.

This year our Anti–Racism policy was updated and aligns to our welfare policies. We have an Anti– Racism Officer who is trained to respond to any incidents of racism.