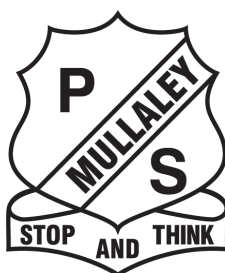


Mullaley Public School Annual Report



2017



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Introduction

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

Christine Patison

Relieving Principal

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School background

School vision statement

The following vision for Mullaley Public school is shared and supported by our school community of students, staff and families.

Our vision for Mullaley Public School is to:

- Ensure a personalised, integrated approach to high quality teaching, curriculum planning and assessment, which promotes learning excellence and responsiveness, in meeting the needs of all students;
- Give high priority to evidence-based teaching strategies which reflect the needs of the 21st century learner, and staff who are committed to identifying, understanding and implementing effective strategies; and
- Ensure the development of positive and respectful partnerships which are designed to enhance student outcomes.

The above will underpin a highly productive learning environment which is built around high expectations and a commitment to excellence.

School context

Mullaley Public School (MPS) is situated 39kms west of Gunnedah on the Oxley Highway. For 129 years the wider school community has actively supported its young learners and members of staff, and like all rural schools, it is the focal point for the community.

Mullaley PS is a strong, progressive and inclusive school where there is a genuine focus on learning as a foundation for student welfare. We are fortunate to boast an energetic and dedicated staff, committed to providing students with a variety of challenging academic, cultural and sporting opportunities.

Mullaley PS has excellent facilities and resources. The well-maintained classrooms, library, shade areas, gardens and rejuvenated grassed playground are testament to the practical and spiritual support of the community.

Mullaley is very much a community school. Parents and community members feel a strong sense of ownership and commitment to the broad aims of the school. We believe a healthy community means a healthy school.

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.

In 2017, staff at Mullaley Public School discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated during staff meetings to examine the school plan in order to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as whole, based on the expectations identified in the Framework. This provided an important overview to ensure our improvement measures were aligning with the high level expectations stated in the Framework.

In the domain of **Learning**, there is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student well being and ensuring good conditions for student learning. Policies, programs and processes are being continually developed and improved to more effectively identify, address and monitor student learning needs. Students, staff and the broader school community understand the behaviours, attitudes and expectations that lead to improved student

outcomes. Students are taught to accept responsibility for their own behaviours appropriate to their age and level of understanding, as expressed in the school's Behaviour Code. The school strongly encourages students to recognise and respect cultural identity and this year saw a small group of students embark on a highly successful cultural visit to Summer Hill Public School – a large multicultural school in inner Sydney. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Curriculum provision is enhanced by learning alliances with the Gunnedah Conservatorium of Music and student participation in our Small School's Carnivals. The school analyses internal and external assessment data to monitor, track and report on student and school performance. Student reports contain detailed information about individual student learning achievement and areas for further growth and development, and this provides the basis for discussion with parents at requested interviews. The school achieves at a high level of performance on internal and external performance measures and most students are exceeding expected growth from Year 3 to Year 5.

In the domain of **Teaching**, teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. Classrooms are well managed, with well-planned teaching taking place and differentiation of practice, so that all students can engage in learning productively. Teachers provide explicit, specific and timely feedback to students on how to improve in different areas of their learning.

Assessments are used regularly to help monitor student learning progress and to identify gaps for improvement. All teachers discuss, provide and receive constructive support from each other in order to improve teaching practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community, and teachers are actively engaged in planning their own professional development to improve their performance.

In the domain of **Leadership**, the school solicits and addresses feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as the Gunnedah Conservatorium of Music and local community organisations, to improve educational, cultural and sporting opportunities for students.

Our school's communication practices and processes are responsive to school community feedback and provide explicit information about the school's functioning to promote ongoing improvement. Our parents are "shared partners" who are supportive and value the importance of encouraging students to become lifelong learners. The school promotes an open door policy for community participation in supporting student outcomes and encourages parents to engage in their child's learning. Staff are committed to ensuring that communication with the community is timely and responsive to ensure ongoing improvement, while promoting the school's sense of "community"

Strategic financial management is used to maximise resources available to implement the school plan. Physical learning spaces are used as best they can be, and technology is accessible to staff and students.

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

21st Century Visible Learning

Purpose

The focus of Strategic Direction 1 is 21st Century Visible Learning. Its purpose is to:

- Ensure consistently high levels of achievement in literacy and numeracy is visible throughout the school;
- Design learning programs which utilise formative assessment data through assessment practices which are differentiated, purposeful and engaging, and directly related to each student's stage of learning;
- Deepen student learning through visible, authentic, relevant and meaningful peer and self assessment practices.

Overall summary of progress

At the beginning of 2017, Mullaley Public School embarked on its journey towards implementing Visible Learning (VL) into classrooms. At the beginning of Term 1, the principal attended ACEL's Visible Learning Symposium. John Hattie, Professor and Director of the Melbourne Education Research Institute at the Melbourne University and author of Visible Learning, was the keynote speaker. His book represented the greatest ever research project on successful teaching-based strategies for the classroom. Attendance at the symposium enabled participants to understand learning processes, gain a deeper understanding of learning strategies, learn about the most impactful learning strategies, and to unlock learning strategies for surface level learning and deep learning. This information was communicated to staff and also communicated to parents, through school newsletters. The principal further sourced professional readings on Visible Learning and Assessment, and these were handed out and discussed at weekly staff meetings. An external consultant was hired to give staff an introductory presentation to Visual Learning and Assessment for Learning, and this was contextualised through syllabus deconstruction. We teamed with Carroll Public School to look at the teacher's role in implementing VL through teaching and learning. Teachers began to experiment with learning goals and success criteria, and students engaged in authentic and relevant performance tasks that were connected to their learning goals. Students were able to describe what they were learning, the purpose of their learning and what it looked like. We were a little too ambitious in regard to the progress that we thought we would make in this strategic direction. As a result, we didn't reach our intended end of year milestones.

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">• All Year 3 students in 2015 meet or exceed state average growth in Year 5, 2017 NAPLAN;• All Year 5 students in 2016 meet or exceed state average growth in Year 7, 2018 NAPLAN; and• With the exception of students identified as having high support needs, all students K–6 sit within or beyond grade appropriate clusters on the literacy and numeracy continuum.	<p>Employment of a third teacher: FTE: 0.8</p> <ul style="list-style-type: none">• RAM:• P&C:• SCHOOL FUNDS:	<ul style="list-style-type: none">• All 2015 Year 3 students able to be tracked, exceeded expected state average growth in Year 5, 2017 NAPLAN, in the following assessed areas: Reading, Spelling, Grammar & Punctuation and Writing. In Numeracy, all exceeded expected growth and one matched expected growth.• With the exception of students identified as having high support needs, 85% of our students are within or beyond grade-appropriate clusters.• Staff have acquired a strong background knowledge in Visible Learning.• Staff are growing in confidence in being able to use learning goals and success criteria in order to maximise impact on classroom learning.

Next Steps

There will be a new principal in 2018. This principal, as well as staff and community members, will make a decision on the continuation of 21st Century Visible Learning as a strategic direction over the next three years.

Strategic Direction 2

Visible Leadership and Teacher Development

Purpose

The focus of Strategic Direction 2 is Visible Leadership and Teacher Development

- Ongoing improvement in student outcomes through informed evidence – based, **Instructional Leadership** and the continuous development of a skilled, effective and professional teaching workforce, demonstrating **currency in pedagogical practice**.

Overall summary of progress

Professional learning in 2017 has been grounded in evidence-based practice and research, and has focused on improvement of teaching and learning. The focus on student achievement was evident and clearly communicated within the school and to the school community in a variety of ways. All student achievement was celebrated in inclusive ways throughout the school.

An external consultant, as well as the teaching principal, facilitated the provision of expert knowledge of identified research and evidence-based programs to colleagues. Professional learning focused on John Hattie's concept of Visible Learning. Teachers implemented learning intentions and success criteria in some areas of literacy and numeracy.

Performance and Development frameworks also led staff to engage in a much deeper, reflective process that is guiding the on-going professional development of all staff, at an individual and collective level which in turn, is supporting the on-going improvement of student outcomes.

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">• By 2017, all staff meet or exceed the proficient level of Australian Teaching Standards.• Annually, staff will develop, implement and evaluate their Performance Development Plans reflecting a commitment to effective teaching and practice, through professional learning.• Students demonstrate growth of .4 using Hattie's effect size calculator in writing and mathematics assessments.• The % of students able to articulate what they are learning and how to succeed in the lesson, will show continuous improvement.	Professional Learning Funds: \$6928	<ul style="list-style-type: none">• Staff Professional Development Plans were cited. All were aligned to the Australian teaching Standards and School plan priorities, and which embed the Australian Curriculum in planning, teaching and assessment. Staff members have developed an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their on-going growth.• 95% of students are able to articulate what they are learning and how to succeed in the lesson. Continuous improvement was evident.

Next Steps

There will be a new principal in 2018. This principal, as well as staff and community members, will make a decision on the continuation of Visible Leadership and Teacher Development as a strategic direction over the next three years.

Strategic Direction 3

21st Century Visible Partnerships

Purpose

The focus of Strategic Direction 3 is 21st Century Visible Partnerships. Its purpose is to:

- Make strategic and deliberate use of partnerships with families, local business and community organisations to access intellectual, physical and/or other resources not available within the school, for the purpose of enhancing student engagement, thus improving student outcomes.

Overall summary of progress

Effective partnerships continued to be created with the local and wider community. There was strong evidence that our weekly newsletters appealed not only to our school community, but to the wider community as well. Each newsletter contained the purpose and direction of student learning at MPS; Department of Education directions, priorities and initiatives; student, P&C and community achievements and successes; school articles and work samples; and school and community events which particularly encouraged student and parent participation in local events. In addition, the school hopes to continue to identify potential DoE and community partners on the basis of their capacity to contribute to improved student achievement or well-being. Our identified partners will be involved in collaborative planning and will be committed to the purposes and objectives of the partnership. Our success to evaluate whether our partnerships are having their intended impact in improving outcomes for students, has been measured through evidence collected in surveys, P&C meetings and interviews.

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">• Annual parent and student feedback through surveys, interviews and focus groups• Parents increasingly involved in educational experiences, such as planning, finance and evaluation, both at school and on excursions.	No funds were expended in this area.	<ul style="list-style-type: none">• All partners are committed to the school's strategic directions and practices to achieve educational priorities.• The school is recognised as excellent and responsive by its community as a result of effective communication and engagement with members of the local community, such as parents, families, government health agencies, local and community organisations.• The school team makes deliberate and strategic use of its partnerships and relationships, to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.• Very successful P&C fundraising initiatives which reached communities far and wide.

Next Steps

There will be a new principal in 2018. This principal, as well as staff and community members, will make a decision on the continuation of 21st Century Visible Partnerships as a strategic direction over the next three years.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3843.68	Supported the creation of a three–class structure operating four days a week. The smaller classes greatly supported the literacy and numeracy needs of identified Aboriginal students. Smaller group instruction and individual support led to improved outcomes for these students.
Low level adjustment for disability	\$23520	Supported the creation of a three–class structure operating four days a week. The majority of our students are achieving at or above expectations. Due to smaller class sizes, the teacher is able to give individual or small group instruction to those students who are achieving below stage expectations. Programs are differentiated across all learning levels and adjustments made appropriate to each student's level of learning.
Socio–economic background	\$10157	Supported the creation of a three–class structure operating four days a week. The majority of our students are achieving at or above expectations. Due to smaller class sizes, the teacher is able to give individual or small group instruction to those students who are achieving below stage expectations. Programs are differentiated across all learning levels and adjustments made appropriately. A teacher was further employed to work with younger students who were experiencing difficulty accessing the kindergarten curriculum.
Music program	\$6000	<ul style="list-style-type: none"> • Funding again strengthened partnerships between the school, the wider community and the Gunnedah Conservatorium of Music. • Promoted the achievements of the school to a wider community audience. • Outstanding individual and group achievements during the course of the year. • Selection of our of our students in the Moorambilla Voices choir.
Professional Learning		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	17	19	19	19
Girls	12	15	18	22

Enrollment figures show a steady increase over the last three years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95	90.9	95	94.6
1	96.5	92.5	95.5	94
2	95.1	93.4	96.6	95.7
3	98.9	92.3	96.3	98.3
4	100	98.9	96.1	96.3
5	97	94	97.8	94.4
6	98.9	96.7	95.8	98.9
All Years	96.4	93.3	95.9	95.5
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

Mullaley Public School has maintained a focus on increasing regular attendance at school as a fundamental factor in student achievement. The school implements a rigorous follow up to student absence and lateness to school. This has seen attendance rates increase to just above State DEC average attendance rates. This is a pleasing achievement for the school community and continued focus will assist in continuing this pattern of attendance. Management strategies include: continued use of formal sign in and out procedures for students arriving late and leaving early;

regularly communicating attendance requirements to parents and carers via newsletters; and follow up calls to inquire about student absence upon three continuous days away from school. Attendance is monitored within the school by class teachers in conjunction with administration staff. A Home School Liaison Officer periodically checks attendance to flag issues and follow up with families.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.38
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

Mullaley Public School currently has no Aboriginal staff employed.

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	0

Professional learning and teacher accreditation

All teaching staff have developed Performance and Development Plans in line with associated policy and guidelines. School priorities and program targets are used to inform professional learning planning across the school.

All permanent and temporary teachers were involved in a variety of professional development meetings, programs and courses throughout the year, linked to the school's strategic directions. These included sessions on site, and the teaching–principal attending courses externally through programs implemented by the Department of Education and other providers.

The teaching principal attended a two day symposium on Visible Learning presented by Inspiring Education Leaders (ACEL) and CORWIN. Presentations and interactive activities included:

- the latest evidence about what works best in our classrooms;
- strategies that will ensure maximum impact on student learning;
- the application of strategies and practical tools to assist;
- learning intentions; and
- success criteria.

The symposium was an extremely worthwhile event as it challenged participant's current thinking about learning processes. We were able to learn about classroom strategies which have the most impact on learning and how they can unlock learning for students. Participants were taken through processes about the ways you learn, so that participants could see learning, through the eyes of the students they teach. And finally, the symposium gave participants a toolkit of effective strategies to implement in the classroom.

The teaching–principal also attended training on being a principal panel member of an External Validation Committee. This led to a much needed and greater understanding of the DEC process of School Validation. The principal also attended principal conference days.

The following professional learning was undertaken by all staff during 2017 in order to build knowledge, understanding and capacity.

- Child Protection
- Code of Conduct
- Visible Learning –Evidence–based Learning / Assessment for Learning
- Visible Learning – Developing Learning Goals and Success Criteria

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	\$
Balance brought forward	25,254
Global funds	88,112
Tied funds	21,855
School & community sources	31,961
Interest	611
Trust receipts	634
Canteen	0
Total Receipts	143,173
Payments	
Teaching & learning	
Key Learning Areas	27,152
Excursions	23,841
Extracurricular dissections	2,415
Library	175
Training & Development	0
Tied Funds Payments	25,186
Short Term Relief	7,883
Administration & Office	20,566
Canteen Payments	0
Utilities	8,601
Maintenance	3,888
Trust Payments	634
Capital Programs	0
Total Payments	120,341
Balance carried forward	48,086

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 (\$)
Opening Balance	0
Revenue	63,805
Appropriation	48,530
Sale of Goods and Services	0
Grants and Contributions	15,275
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-34,921
Recurrent Expenses	-34,921
Employee Related	-20,404
Operating Expenses	-14,517
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	28,884
Balance Carried Forward	28,884

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 (\$)
Base Total	432,495
Base Per Capita	5,655
Base Location	12,918
Other Base	413,922
Equity Total	37,521
Equity Aboriginal	3,844
Equity Socio economic	10,157
Equity Language	0
Equity Disability	23,520
Targeted Total	0
Other Total	2,857
Grand Total	472,873

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.

At Mullaley Public School the number of students in Year 3 and 5 completing the National Assessment Program in Literacy was not great enough that students could not be individually identified through comments on these results.

At Mullaley Public School the number of students in Year 3 and 5 completing the National Assessment Program in Numeracy was not great enough that students could not be individually identified through comments on these results.

The Premier set a target to increase the proportion of NSW students in the top 2 bands in NAPLAN by 8% by the year 2019. Due to the small cohort of students each year at MPS who sit NAPLAN, it is not possible to calculate an average increase from year to year.

Parent/caregiver, student, teacher satisfaction

In 2017, the school formally and informally sought the opinions of parents, students and teachers. Information was obtained through the Tell Them From Me Survey, KidsMatter survey, interviews and discussions.

Our strong focus on learning is supporting improved outcomes for our students. Parents and community feel genuinely welcomed at our school. This is supported by the numbers of parents and community members who attend sporting events, formal and informal assemblies and P&C fund raising events. Our staff are constantly acknowledged for their approachability, care and support. Parents value the use of our Class Dojo application as a communication tool. Our parents are well informed about school activities.

Three parents only, took part in the Tell Them From Me survey so we were unable to determine an accurate school mean on the different aspects of the survey. Responses however, from the KidsMatter survey were very pleasing. The majority of parents indicated that they would like to see programs within the school that build resilience within their children and programs that deal with bullying. Managing challenging behaviour and cyber safety were also concerns identified by the students and parents. To this end, KidsMatter was a program that had been discussed with parents (prior to the survey) and there was strong agreement that it should be launched across the school in 2018. The purpose of the program is to act as a flexible whole-school approach to children's mental health and wellbeing. It aims to reduce student mental health difficulties among students and increase support for student's experiencing mental health difficulties. The teacher professional learning workshops for staff in the teaching of student social and emotional learning competencies; self-management, self-awareness, responsible decision making, relationship skills and social awareness, were to be embedded, over the next 3 years across the school community. The decision to go ahead with this program or perhaps a similar program, will be made by the new principal in 2018.

Policy requirements

Aboriginal education

- Mullaley Public School has continued to maintain a strong commitment to supporting Aboriginal students and embedding indigenous perspectives across the curriculum in the following ways:
- Students are provided with experiences that develop a deep understanding and acknowledgement of Aboriginal culture;
- As a sign of respect, students always commence formal assemblies with the Acknowledgement to Country;
- Classroom learning programs incorporate the study, celebration, appreciation and understanding of Australian Aboriginal culture;

- Inclusive teaching practices recognise and value the backgrounds and cultures of all students in all schools; and
- Tolerant attitudes towards different cultures, religions and world views are promoted.

This year three of our students were selected to attend the Moorambilla Residency Camp in Baradine and to be part of the Moorambilla Voices choir. At the camp, our students danced, sung, composed, painted, weaved, played drums and learnt about the cultural traditions and stories of their landscape. This was delivered in partnership with the highest quality professional musicians, performers, composers, choreographers and visual artists including Jacob Williams, Anton Lock, Tainga Savage, Taikoz, Song Company, composers Josephine Gibson, Kevin Barker, Alice Chance, photographer Noni Carroll and lantern artists Jyllie Jackson and Sara Tinning. The camp culminated in two outstanding gala performances at the Dubbo Entertainment Centre. One of our students was also selected to be part of a smaller Moorambilla Voices choir, to record a CD in Sydney.

Multicultural and anti-racism education

Mullaley Public School is committed to ensuring all students are aware of the diverse, multicultural nature of our society and that they are able to show empathy and understanding towards others.

With the incorporation of Intercultural Understanding as a general capability in the new Australian curriculum, there are enhanced opportunities for students to explore culture and cultural diversity and create connections with others through a range of different learning experiences. This year, Mullaley Public School initiated a cultural visit with Summer Hill Public School—a large, inner west city school of approximately 840 students, that serves a culturally diverse and educationally aware community. The visit provided our students with the opportunity to interact with fellow students from very different backgrounds and to just 'hang out' together in a safe and supportive environment. We look forward to a long and successful relationship between our schools.

In addition, our teaching and learning programs have maintained strategies to encourage students to look at cultures beyond their own and develop understandings of cultural, linguistic and religious differences in others. Literacy and History has provided the vehicle, this year, to study other cultures, encouraging attitudes of respect for diversity.

One staff member is currently trained as an Anti-Racism Contact Officer. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.