

# Mungindi Central School

## Annual Report



2017



2675

## Introduction

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

Wendy Blaker

Principal

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# School background

## School vision statement

Mungindi Central School's purpose is to provide a caring environment that enables all students to achieve their potential in a changing world where they will be expected to become good citizens who can help build the capacity of their community. This will be achieved through differentiated, innovative approaches to teaching and learning. The development of students into positive contributors to society, resilient when faced with challenges and consistency in expectations and actions.

## School context

Mungindi Central School is an inclusive, co-educational and comprehensive Central School setting providing outstanding educational opportunities for students from Preschool to Year 12, focussed on developing a culture of pride in personal achievement and high expectations. Our school prides itself in producing well-rounded members of the community through its academic, vocational, creative and performing arts, sport and student leadership opportunities, and seamless transition programs, whilst meeting the needs of each and every individual. The school has a dedicated, experienced staff, an extremely supportive school community, including an active Parents and Citizens' Association and Aboriginal Education Consultative Group (AECG). We value and promote life-long learning by providing the opportunity for community courses to be hosted by Mungindi Central School for early school leavers and community members interested in gaining TAFE accreditation. The school works continuously to encourage parents to be active participants in school activities and to have valued input into their child's education. Features include;

- A Preschool program that provides for individualised, play-based learning and the successful transition of students into Kindergarten.
- A Primary department that is strongly focuses on individualised learning programs to ensure students attain their personal best. School Learning Support Officers assist students in the classrooms to ensure every child is supported in developing independent learning skills.
- A secondary department focussed on offering a curriculum pattern designed to prepare students for further education or vocational opportunities. Mungindi Central School is the centre for the Northern Border Senior Access (NBSA) program, and shares students, teachers and subjects with Collarenebri, Goodooga, and Boggabilla Central Schools. Students have a wide range of courses available in Stages 5 and 6 through strong links with TAFE and regular video conferencing with other schools throughout the region and state. The school encourages enrolment of mature age students with a strong focus on delivering courses addressing the needs of the 15–17 year old cohort. Our school has provided a variety of pathway courses, short courses and high interest content courses within a flexible hours timetable to engage students. Mungindi Central School is a Positive Behaviour for Learning (PBL) School and our community identified core values are 'Respectful', 'Responsible', 'Learners'. These values are reflected in the wearing of uniform, high behavioural and learning expectations, resilience and effective interpersonal relationships. The Mungindi Central School community believes that this approach to education best caters to the academic, social and emotional wellbeing of all our students and, enables students to form positive relationships with their peers, teaching staff and wider community.

# 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 the domain of Learning, our efforts are primarily focused on learning culture, curriculum in learning and wellbeing. There is a consistent focus across the whole school about the importance of differentiating to cater to the learning needs of each and every student, high expectations and the individual responsibility of all learners to their learning. Expectations are explicitly taught across the school in a variety of ways and settings using our PBL weekly focus areas. There is a focus on building a collective sense that if learning is connected, interesting and meaningful then engaged students will display appropriate behaviours. The universal message for all students is that “We are Respectful, Responsible, Learners” is shared at all opportunities across the whole school.

The school Wellbeing Policy is undergoing review to address aspects of the Wellbeing Framework so that all students are able to connect, succeed and thrive in our setting. The Wellbeing Policy addresses expected codes of behaviour and a new unifying merit process. Participation in the gathering of real data and real opinions has had a significant impact on teachers, this has been the central focus of our PBL and EAfS journeys and has challenged the beliefs that they held about our students and their ability to learn. This is feeding into changes taking place in all areas of the school including to curriculum as well as physical infrastructure. The success of the school approach to Wellbeing and the common understanding within the school community of the expectations for all at the school can be evidenced by the consistent decline in student based incidents across the school.

In the domain on Teaching we have focused on Effective Classroom Practice and Data Skills and Use. The school is committed to embedding the use of data in teacher practice as key contributors to learning. This has seen a focus on a series of identified areas of action. Expectations of students and teachers, explicit teaching, the use of data to inform what is taught and feedback to students.

Professional learning to build teacher capacity in the analysis, interpretation and use of student performance data. The use of data and its analysis takes place in some way, shape or form at just about every meeting and part of the challenge has been getting them to see the way in which this can be used to inform teaching. At the school level staff skills have been enhanced at School Development Days, the various types of meetings and through participation in systemic programs such as Early Action for Success. PLAN data has long been a feature of data skills and use in our Junior School(K–3); interestingly many of the teachers in this area didn't really see PLAN in that light and consequently consistently under-rated their own abilities in this area. We believe that this is no longer an issue. As a result, secondary staff are now implementing PLAN in Stage 4 and 5 to further address the individual teacher skills in this element. The school is at a stage where there is a seamless K–8 continuum in PLAN usage by the vast majority of staff across the school.

In the domain of Leading we have focused on Leadership and School Resources. We have launched a revitalised website, introduced a social media presence through the development of a Facebook page for NBSA and are looking at the purchase of a phone app. The high number of interactions in these areas is testimony to the success and usefulness of these platforms in building whole-school improvement that is sustainable and measurable. The School Plan has clearly identified the financial priorities of the school and the leadership practices have encouraged teachers to focus on teaching and learning. Their task is to be aspirational about what exciting, productive learning and learning spaces can be; the task of the executive is to find the creative solutions to achieve those aspirations within the constraints of the budget. The current position sees a vastly different space – a re-energised teaching staff, diverse curriculum structures, steady enrolments, a program of infrastructure renewal and regeneration and the school being perceived as a place where things happen, where people desire to be employed. The school has become a place where teachers no longer speak about why something can't happen but rather think about what might be possible.

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

Students are highly engaged, collaborative, emotionally aware and independent 21st Century Learners.

### Purpose

Learning activities will explicitly reflect strategies that require students to think deeply and logically. Activities will provide opportunities for students to be creative, innovative, collaborative and resourceful, making sense of their world. To develop students who are actively involved in their learning for the 21st Century.

### Overall summary of progress

The continuation and consistency of the Early Action for Success initiative allowed for a shared collaborative practice in delivery of the program. The supported delivery model ensured that every student and every teacher was actively engaged within the Teaching and Learning process. We had established a process where we had a number of extra staff on the K–3 class doing a series of structured activities to maintain the high quality learning. Data gathered by staff demonstrates 100% of students in K123 have shown growth in literacy and numeracy with 90% having reached stage outcomes with the support of quality teaching and learning practices. These practices were supported by the classroom teachers, Instructional Leader and LaST teacher. Positive Behaviour for Learning (PBL) remained a key school wide focus in 2017. It is a key strategy for the Student Wellbeing Framework as a whole school initiative for creating positive behaviours. PBL is a significant part of the school plan as well as an integral part of our revised Welfare Policy. This is a key part of the Wellbeing framework that is guiding our decisions and actions. The new package clearly articulates the need for a strong systematic approach to wellbeing of all students. We now have a rewards system in place with a level of consistent understanding. We have also trailed a form of across the site signage for students to remind them of key expectations. Two staff members one Secondary and one Primary have gained professional learning on the Focus on Reading Program. The intensive literacy program is working for the group of identified students however, in Secondary there is a partial use of a number of areas of this process as needed.

### 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>Students in K123 continue to reach stage outcomes with the support of quality teaching and learning practices. Based on data gathered by staff.</li></ul>	Targeted professional development, use of Instructional Leader to build capacity of staff. <ul style="list-style-type: none"><li>Quality Teaching, Successful Students (QTSS)</li></ul> \$ 4670	Staff PDPs should in the review and reflection areas speak about the effectiveness of their professional development as evidenced in student achievement. Primary and Secondary staff are trained. This is being used in Secondary English classes. Aspects are being used with Primary students. SET Data gathered informs us of how we are tracking.

### Next Steps

EAFs is in Phase2 of implementation and support. The Instructional leader allocation for the school is 1 days per week. The ongoing training will remain a focus within the school as well as utilising the existing knowledge of trained staff.

Focus on Writing will become a whole school focus for improving the literacy outcomes K–12. This will take on a data gathering process similar to EAFs.

The Instructional Leader positions will continue. This will now need to be fostered and grown via the existing knowledge of trained people.

PBL will be reviewed in 2018. This will be seen by the actions of staff, students and the community. Students have a clearer understanding of what is expected of them in all contexts. They will be taught this in all their classrooms and be able to show clearly defined improvement in their learning.

## Strategic Direction 2

Build a culture of high expectations for teacher learning and professional practice.

### Purpose

To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, the use of successful initiatives, increasing teacher capacity and engaging students with meaningful learning opportunities.

### Overall summary of progress

Staff have taken a shared responsibility for student improvement and contribute to a transparent learning culture. They have begun to comprehensively demonstrate a dialogue of sharing practice which reflects normal operation. Faculty meetings have allowed staff to share feedback and have an open dialogue which demonstrates reflective practice. Whole school staff meetings also comprise of this reflective feedback process to allow for whole staff professional practice. All staff programs demonstrated some form of differentiation for student learning which is carried through into Personalised Learning Plans and Individual Learning Plans. All teaching staff had a Professional Development Plan in place this year. PDP's are discussed each term by staff and their supervisor. Staff were able to access Professional Learning based on goals identified in their PDP's. Focus is on linking PL to the strategic directions from the School Plan and Australian Professional Standards for Teachers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, the use of successful initiatives, increasing teacher capacity and engaging students with meaningful learning opportunities.	Socio Economic Funding – \$20,000  Aboriginal Education – \$36,000	All staff have successfully completed their PDP annual review with supervisors. All stages have created scope and sequence documents, however, there is a need to have them centrally stored and accessible. While a core group have taken this on we still need to have a full uptake by all staff. Staff had attended peer training sessions and have become confident in the use of Literacy and Numeracy continua. Through the PDP process and the Accreditation meetings for beginning teachers. No staff were identified in required VET training for Semester 2. Meeting minutes reflect increased participation in PBL. Data from Vivo shows increased and more consistent use of the Vivo reward system. As evidenced in PDP Annual Review staff have increased the attendance at Professional Learning linked to the schools direction as identified in the School Plan 2015 – 2017

### Next Steps

These processes will have suitable traction across the school. There may be an opportunity to make use of a rounds methodology during the year. Still make use of a more defined process to continue the professional development of all staff. Reflection and feedback practices are solidly embedded into every person's teaching practice. Look to find ways to make this even more valuable for all staff. The process should be fully automated by this stage. Enabling staff to more comprehensively identify the learning needs of all students and have this built into all facets of programming. Nationally Consistent Collection of Data on school children with a Disability is a whole of system approach for everyone that is able to best address the needs of students. Professional Development is a more holistic process for all staff. They are able to clearly show where their professional Development is and are able to best identify where to access this for their and the schools benefit. PDP's are better able to clearly show where the needs are for all staff.

### Strategic Direction 3

Positive, trusting and respectful School Community partnerships/ or relationships for successful learning.

#### Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

#### Overall summary of progress

Staff, parent sand community were involved in a consultation process to improve the structure of the current Kindergarten transition program to allow parents to access the transition program of their choice. Previously transition had been implemented at the same time as St Joseph's restricting availability and choice. Early introductory phases of TEN and L3 were formed the basis of the program to give all students a head start to school in literacy and numeracy.

Students were given a better understanding of Secondary practices and responsibilities through a comprehensively designed transition program where by students were slowly integrated over a period of time with access to a range of school staff to give students a broader experience and knowledge.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To build stronger relationships and connections as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices	Aboriginal Education – \$10,000.00  Socio economic – \$2,500.00	To build on this process MCS implemented a more gradual introduction of transition practices started in Term 3 and choice of transition schools was given to families for the future education of their children. To assist in highlighting the benefits of attending MCS a parent information session for parents of preschool students attending Kindergarten in 2017 was held with the early intervention programs clearly explained and demonstrated. Secondary transition catered for the parents by informing them of current practices and expectations through an information session, invitation for parents to be involved in this process.

#### Next Steps

Further explore ways to improve the structure and methodology used during the kindergarten transition. This could include a more gradual introduction of practices starting in term 3 and then moving into a more traditional process during term 4. Part of this will be to survey parents and have discussions with future parents of the Preschool. This will be used to inform how we address their needs. Continue to look at ways to better respond to the needs of students, staff and parents in designing a transition program. Look at a form of an improvement cycle to inform practice and respond to evidence.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$177,090	All ATSI students have a PLP in place which focuses on Literacy and Numeracy targets and personal goals. Teachers and families have developed strong positive partnerships through the regular PLP meetings.
<b>Low level adjustment for disability</b>	\$83,131	Through access to funding for low level disability we have been able to provide the school with a Learning and Support Teacher that has provided intervention support throughout the whole school on a five day basis. This has allowed students to work towards meeting end of year goals.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$4,672	Under the reform agenda of Quality Teachers Successful Students we have allocated funds to the strategic release of leading staff to provide modelling and quality professional development.
<b>Socio-economic background</b>	\$115,796	Funds have been allocated for the support of socio-economic background that allow all students to have an equitable access to educational experiences. This funding has also allowed the infants department to be provided extra professional development opportunities that have enabled students to progress along the curriculum with increased rates of success.
<b>Support for beginning teachers</b>	\$4,081	Under the Great Teaching, Inspired Learning all beginning permanent teachers at MCS had access to a strong induction process, a trained mentor, reduced teaching load and greater opportunity to collaborate with other teachers. This process will be expanded in 2018 to include temporary beginning teachers with this high level of support.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	33	29	36	34
Girls	39	38	43	36

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.7	85.7	90.7	89.9
1	93.4	88.1	85.8	91.9
2	89.2	91.9	86.6	81.1
3	89.3	94	88.4	84.3
4	92.8	85.6	87.6	85
5	86.9	90.7	92	83.8
6	94.2	90.9	89.5	91.2
7	84.6	88.4	89	89.4
8	86.7	86	80	93.5
9	68.4	73.5	82.9	82.7
10	42.5	65	83.3	68.3
11	71.4	81.5	66.6	72.1
12	89.7	79.2	60.2	78
All Years	85.5	85.6	84.1	83
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
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

## Workforce information

### Management of non-attendance

Parents and carers of absent students are encouraged to notify the school of the reason for any student absence in advance of the absence occurring if possible and at most within seven days of the absence. Most parents contact the school by phone if their child is absent on the day. The school makes contact with parents and carers of students who are absent and who do not contact the school each day through an automated SMS system and with telephone contact where needed. Period by period electronic roll marking was introduced across the school. School attendance officers followed up unexplained student absences. Students whose attendance is of concern are referred to the school's Learning and Support Team for action. If there remains ongoing concerns with attendance, the student is referred to the Home School Liaison Officer.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	33.3
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	33.3
Unknown	0	0	33.3

From the 2017 Year 12 cohort 1 student has undertaken full time employment, one is completing pathways and the other is unknown.

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	6.83
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.38
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.48
Other Positions	0.1

\*Full Time Equivalent

Mungindi Central School maintains a strong commitment to the employment of Indigenous workers. The school employs 6 Aboriginal persons in a variety of roles within the school including; Teaching, Aboriginal Education Officers, School Learning Support Officers and School Administrative Staff.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

## Professional learning and teacher accreditation

Mungindi Central School has a strong culture of professional learning designed to maximise student outcomes. The school has integrated professional learning provided through a combination of internal and externally professionally qualified leaders to develop evidence based best practice within our school.

These experiences are helping improve the skill sets of teachers in areas such as literacy and numeracy school-wide and have been identified through evidence informed practices and the strategic directions of the School Plan.

Mungindi Central School is committed to the strengthening of a performance development culture such as all staff engaged in significant focused professional learning throughout 2017.

## 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>132,399</b>
Global funds	162,400
Tied funds	474,419
School & community sources	24,095
Interest	2,998
Trust receipts	91,791
Canteen	0
<b>Total Receipts</b>	<b>755,703</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	701
Excursions	4,817
Extracurricular dissections	17,397
Library	0
Training & Development	0
Tied Funds Payments	442,952
Short Term Relief	270
Administration & Office	102,078
Canteen Payments	0
Utilities	51,057
Maintenance	22,202
Trust Payments	76,949
Capital Programs	0
<b>Total Payments</b>	<b>718,423</b>
<b>Balance carried forward</b>	<b>169,679</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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	377,443
Appropriation	371,687
Sale of Goods and Services	577
Grants and Contributions	5,178
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-113,080
Recurrent Expenses	-113,080
Employee Related	-71,634
Operating Expenses	-41,446
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	264,363
<b>Balance Carried Forward</b>	264,363

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 <b>Actual</b> (\$)
<b>Base Total</b>	1,425,329
Base Per Capita	13,006
Base Location	122,650
Other Base	1,289,673
<b>Equity Total</b>	376,017
Equity Aboriginal	177,090
Equity Socio economic	115,796
Equity Language	0
Equity Disability	83,131
<b>Targeted Total</b>	36,480
<b>Other Total</b>	461,156
<b>Grand Total</b>	2,298,982

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.

When comparing the individual data of student growth between 2015 to 2017 there is evidence of steady to exceptional growth across most areas, with the strongest cohort being Year 5. The greatest success in Literacy can be seen in Year 3 Writing where the achievement gaps continued to reduce since 2013 in relation to the rest of the state to only 40 points.

2017 witnessed continued growth for students, with the all year cohorts performing well. The greatest success in Numeracy can be seen in Year 3 where the achievement gaps reduced in relation to the rest of the state to only 13 points. When digging deeper into the data we are able to see areas where some students are achieving greater results than similar cohorts across the state.

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.

### Higher School Certificate (HSC)

Students attending Mungindi Central School in 2017 received a Band 3 and Band 5 in their Science Subject.

## Parent/caregiver, student, teacher satisfaction

The feedback from the Mungindi Central School P&C, AECG, parents, teachers and students attending school has been that they believe the school has continued to make significant improvements in teaching and learning, behaviour expectations, uniform, sport, cultural activities and extra-curricular activities. Of note has been the increased high expectations and expanded sporting and staff community engagement offered by the school.

## Policy requirements

### Aboriginal education

Mungindi Central School incorporates the Aboriginal Education and Training Policy into its operations. The inclusion of Aboriginal perspectives across subjects and KLAS occurs with the support of professional development with regard to both programming and teaching and learning strategies. The annual NAIDOC celebrations highlight the schools commitment to Aboriginal education; providing an avenue to demonstrate respect for and an awareness of Aboriginal cultural history. The NAIDOC celebrations included St Josephs the local Catholic School, families and the local community. The Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 and the Partnership Agreement between the Department and the Aboriginal Education Consultative Group provides a framework to address the way in which the school and the community connect. The school works in close connection to all local and state bodies to bring about considerable alignment of purpose and future direction.

### Multicultural and anti-racism education

Mungindi Central School upholds the Department's Multicultural Education and Anti-Racism Policies. The school celebrates the multicultural nature of Australian society through explicit teaching throughout the curriculum and in acknowledgement of harmony focused activities. The school ensures that it complies with anti-racism legislation and promotes a zero-tolerance of racism through its welfare policy.

HSIE units scheduled in Primary as well as the Geography and History units in Stages 4 and 5 look at lifestyles and religions of other countries. During LOTE, students in Stage 4 study in depth the country and traditions of the language being taught. The school has a trained Anti-Racism Contact Officer to ensure all perspectives of the community are fairly represented. Harmony day was celebrated as a whole school activity based on food around the world.