

Oberon Public School

Annual Report



2017



2797

Introduction

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

Ms Bronwyn Ingersole

Principal

School contact details

Oberon Public School

15 Dart St

Oberon, 2787

www.oberon-p.schools.nsw.edu.au

oberon-p.School@det.nsw.edu.au

6336 0093

School background

School vision statement

Achieve, Inspire, Create.

Oberon Public School aims to be a dynamic learning environment where students are supported to achieve in all areas of school life, are inspired to participate and strive for excellence and are supported to be creative innovators.

The school went through a process to develop a vision statement distilled into 3 words which encapsulate our collective vision: **Achieve, Inspire, Create.**

Staff and P & C were consulted and reaffirmed that these continue to best represent our vision for the education we offer. Our vision aligns with our strategic directions.

School context

Oberon is geographically the highest town in the Blue Mountains. Whilst the small town lies between Bathurst and Lithgow, it is not on a major highway and is therefore considered isolated. The area is continuing to transition from a mostly rural, to an industrial, community. The school serves a complex community.

A highly supportive relationship exists between the school and community. We maintain an emphasis on active citizenship and are dynamically involved in many community events, celebrations and initiatives.

There are positive links between Oberon Public School, Oberon High School and other partner schools including Hampton and Black Springs. The school also has close working relationships with Parkview Kindy and Oberon Children's Centre Preschool.

The school has a population of around 241 students in ten classes. We strive to cater for the individual needs of students and to provide a supportive learning environment offering a broad range of academic, sporting and cultural opportunities.

There is a balance between experienced and early career staff. We place a high priority on supporting staff to be quality teaching practitioners and we value ongoing professional learning, reflective practice and collegial collaboration.

Our strategic directions are child-centred and are focused on quality education, the building of positive self-esteem and provision of a broad range of engaging learning experiences.

Self-assessment and school achievement (for schools participating in External Validation)

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the **Learning Domain** we are **excelling** in the areas of Wellbeing and Curriculum & Learning, **sustaining and growing** in the areas of Learning Culture and Assessment & Reporting, and **delivering** in the area of Student Performance Measures. Collaborative reflective practice is deeply embedded in the ethos of the school and processes and practices ensure that this best-practice model can be sustained. Data shows that reflective practice is having a clear impact on the structure and delivery of lessons across the school. Student surveys provide strong evidence of quality teaching practice including students' understanding of the purpose of learning, having individual learning goals and regularly reflecting on their progress.

In the **Teaching Domain** we were found to be **excelling** in the areas of Effective Classroom Practice, Collaborative Practice and Learning & Development and we are **sustaining and growing** in the areas of Data Skills & Use and

Professional Standards. Our high levels of commitment to excellence in teaching and a continual improvement mind-set, are evidenced by Quality Teaching practice and Professional Learning and Performance and Development plans that clearly link to School Plan strategies and targets.

In the **Leading Domain** we were found to be **excelling** in the areas of Leadership and School Resources and **sustaining and growing** in the areas of School Planning, Implementation & Reporting and Management Practices & Processes. At Oberon Public School we follow a distributive leadership model and all staff have opportunities to develop leadership skills. This is a deliberate choice to foster a culture of collaborative effort to achieve common goals, taking joint responsibility for continuous improvement and holding high expectations and career aspirations. We seek to consult with and involve our community in a learning partnership.

Our self-assessment and the external validation 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:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Developing Deep Knowledge.

Purpose

Students with deep knowledge can combine skills and knowledge to solve real-life problems, complete tasks to a high standard and to create innovative high-quality products.

Teacher professional learning and support are essential to attain excellence in educational delivery.

Data analysis and monitoring underpin student support, target setting and program development and refinement.

Educational collaboration between students, teachers, support staff and parents/carers will foster quality learning.

Overall summary of progress

Research provides increasing evidence that collaborative reflective practice is the most powerful tool available to schools to ensure consistent quality practice in each classroom across a school and in supporting the ongoing professional development of teachers. In 2017 we were able to develop a model of Quality Teaching Rounds that remained true to the guidelines developed by Newcastle University, but which also allowed the participation of every classroom teacher and every executive member, including the school principal.

Our classrooms and workbooks provide ample evidence of careful monitoring of student progress which then directly influences students' individual learning goals. Students know what they need to do to improve and regularly reflect on their progress towards achieving their individual goals. The Early Action for Success strategy has had a strong and positive influence on teacher consistency in using progress information.

Teacher professional learning goals relate clearly and directly to our major strategies and improvement targets. The professional learning experiences accessed by teachers are chosen to support their ability to effectively deliver strategies and to achieve school targets and personal career goals.

We collaborated closely with Oberon High School, on a number of projects including the Stage 3 and 4 English Transition Project. A team from across the two schools worked together to develop a scope and sequence and to write units around high quality texts to be used by Stage 3 & 4 classes.

Our Learning Support Team, working in collaboration with parents/carers and external agencies, effectively drives and guides the provisions of learning programs for both the students needing additional support and those requiring extension in their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Monitoring of student achievement against Literacy/Numeracy Continuums and through PLAN data provides evidence of student improvement across the school.	Approx \$632,550 from Equity and operational sources covering employment of: LaST, SLSSO x 6.2, Reading Recovery Teacher x 0.42, Speech Therapist, Priority Schools Funding and QT Support teacher x 0.6 and Interventionist, Deputy Principal x 0.2	Student data K – 6 was regularly collected and analysed. This informed student provisions including Learning and Support Teacher, Student Learning Support Officers, Interventionist support and Extension Teacher support and access to Speech Therapy. In our first year as an Early Action for Success school K – 3 attainment was exceptional. We included partner schools in training around the use of continuums and consistency of teacher judgement.
Teachers' Performance and Development goals reflect school, stage and personal targets. Teachers provide evidence of progress through	QTSS – \$18,486 Professional Learning – \$17,858	We mapped teacher goals and professional learning back to strategic directions, improvement measures and current programs/strategies driving school improvement and career aspirations. This supported negotiated professional learning and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
written reflection and meetings with supervisors.		<p>provided clear evidence of alignment between school and workforce planning. Professional learning accessed was researched based and a range of data proved learning had direct positive impacts on student learning.</p> <p>Collaborative Reflective Practice is a highly valued school-wide strategy and all staff were involved in Quality Teaching Rounds. Student Surveys provide evidence that this continues to have significant impact on quality practice in all classrooms.</p>
Eligible casual, temporary and permanent teachers achieve and maintain accreditation at levels reflective of their knowledge and practice.	Beginning Teacher Support – \$28,301	<p>One permanent teacher completed accreditation and 3 temporary teachers commenced the accreditation process to be completed in 2018.</p> <p>New Scheme Teacher funding supported extra release, collegial support, access to professional learning and involvement in collaborative practice.</p>
Teaching programs demonstrate new curriculum requirements are informing teaching and learning in all KLAs.		Programs were collected. Supervisors identified examples of exemplary practice in programming. These were shared at staff and stage meetings.

Next Steps

Support teachers in analysing student attainment data to allow explicit feedback to support goal setting & reflection and to inform responsive programming. This will be particularly important in 2018 as we transition from use of the Literacy/Numeracy Continuums to the Learning Progressions.

Strengthen Teachers' ability to achieve strategy and career goals through supportive supervision, access to high quality professional learning and regular opportunities to participate in collaborative practice.

Assist teachers to work in collaboration with the Learning Support Team, Instructional Leaders, Interventionists, School Learning Support Officers, parents/carers and external agencies to meet the support and extension needs of individual students.

Strategic Direction 2

Promoting Student Well-Being.

Purpose

Positive self-esteem is essential for a student's well-being and academic and social success.

Direct instruction, clear expectations and consistent implementation of behaviour expectations allow us to establish safe and dynamic learning environments maximising productive learning time.

Providing students with a range of leadership opportunities supports positive self-esteem and promotes self-efficacy.

We promote the importance of education and collaborate with parents to ensure high attendance.

Overall summary of progress

Further refinements in processes allowed us to keep parents more closely informed about the importance of student attendance and to alert them quickly if there were concerns about non-attendance or unexplained absences. We have worked closely with families to support improved attendance.

The Positive Behaviour for Learning Committee spearheaded a major re-vamp and strengthening of our PBL strategies in 2017. They have introduced a new behaviour mascot, OPSIE Owl, and have introduced new strategies to strongly support students displaying challenging behaviours. Our strong focus on behaviour is very evident in the signage in all areas of the playground.

We continue to enjoy very high levels of support and involvement by parents and members of the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve attendance from 92.9% in 2014 to match or better state average by 2017 (94.8% 2014)		Attendance improved in 2017 from 91.2 to 91.8% This was despite the impact of an influenza epidemic in Term 3. We continued to use the newsletter to regularly remind parents of expectations and processes. The Principal and Learning and Support Team closely monitored attendance below 90% and carried out a number of interventions including instituting Personalised Attendance Plans to support some students.
Behaviour monitoring 2015 – 2017 continues to show a trend towards a decreased incidence of serious misdemeanours in each stage compared to 2014 figures.	Positive Behaviour for Learning funding approximately \$8,000	Data monitoring now indicates that students are recognised more often for positive behaviour than for negative behaviour. Our systems were re-evaluated and refined extensively in 2017 leading to a greater emphasis on how to best support Tier Two and high needs students. A reciprocal external coach relationship was established with Oberon High School to support alignment between expectations and processes at each school, facilitating transitions.
Pre and post 'Tell Them From Me' student survey and/or internal feedback shows growth in student satisfaction when		We moved to the use of school-developed satisfaction surveys In 2017 . We re-surveyed students on aspects of quality

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
compared to 2015 baseline.		<p>teaching practice. Consistently positive results were found from K – 6 across all classrooms.</p> <p>Some particularly pleasing improvements were noted in primary classrooms where:</p> <ul style="list-style-type: none">* 24% point improvement in students indicating an awareness of personal learning goals (now 86%)* 14% improvement in students understanding the importance of what they are learning (now 90%)* 10% more students understand what they need to do to improve their performance and having a clear understanding of the quality of the work required.* Results clearly indicate that students in all classes are reflecting on their progress towards achieving their goals, however, student comments prove that teachers need to very clearly explain reflection activities.

Next Steps

Maintain effective monitoring systems which inform collaboration between the principal, Home School Liaison Officer, teachers and parents to maximise attendance.

Positive Behaviour for Learning committees use data to inform the actions taken to ensure consistent implementation of and communication about the strategy, across the school and within the wider community.

Establish effective processes to gauge parent and student satisfaction levels with student leadership opportunities, school communication, responsiveness to feedback and involvement in school activities and celebrations.

Strategic Direction 3

Providing a Broad Range of Opportunities.

Purpose

Opportunities to engage in sporting activities, cultural pursuits and community events help to engage students, provide a well-rounded education experience and promote life-long commitment to learning, healthy living and active citizenship.

These pursuits can help overcome isolation and make students aware of the rich variety of opportunities available to them and to encourage them to hold high personal aspirations and life goals.

We collaborate with the wider school community to ensure opportunities exist to participate in school activities and to contribute to educational decision making.

Overall summary of progress

Oberon Public School has continued to have wide involvement in many sporting, academic, cultural, artistic, performance and citizenship activities. This is made possible by the willingness of teachers to take leadership roles and preparedness of parents and community members to support and facilitate student participation.

In response to parent feedback, in 2017 we set up a partnership with Mitchell Conservatorium of Music. This has allowed us to significantly increase our musical offerings to students. We have many students involved in the choir, band and guitar groups supported by professional musicians and we are witnessing strong growth in students' musical skills. This strategy is co-funded by our Parents and Citizens Association.

We continue to work closely with local preschool education providers and the Oberon High School to ensure our transition programs support students at these key transition points in their educational journey.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There will be an increase in the numbers of students involved in sporting, cultural and community activities over the period 2015 – 2017 when compared to baselines set in 2015.	A portion of our Rural & Remote funding of \$37,791 is used to facilitate access to extracurricular activities and to subsidise excursion costs.	We moved from using Tell Them From Me surveys to school developed surveys. Students from Years 3 to 6 gave us feedback on a range of topics. * 87% competed in school-level sporting carnivals and 40% went on to represent at District or Regional level. * 36% of the cohort were involved in a Primary School Sporting Team. * 44% of students were involved in elective music activities. * 100% participated in Operation Art and a further 62% participated in other creative art opportunities. * 86% of students participated in Stage excursions.
Student surveys show a growth in Participation in Sport, Participation in Extra-curricular Activities, Sense of Belonging and Expectation for Success, when compared with 2015 baseline data.		* 92% of the 3 – 6 cohort have participated in an extracurricular academic challenge. * 96% of the Stage 3 students had the opportunity to act in a significant leadership role. * The percentage of students intending to finish their education at High School has dropped to 16% * 49% now aspire to completing a university degree.

Next Steps

Nurture, guide, inspire and challenge students through the wide variety of opportunities for them and community to engage in school and extra-curricular activities, made available through strategic resourcing.

Celebrate and share student effort and achievement with school community members and involve students and community in meaningful educational collaborations and decision making.

Engage with educational partners to plan and implement effective programs to ensure students' needs are met at key transition points.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$19,642 • Aboriginal background loading (\$0.00)	<p>All Aboriginal and Torres Strait Islander students had an Individual Learning Plan.</p> <p>Mats designed by an Aboriginal artist were purchased for the instructional area in each classroom. Teachers taught lessons or units around these mats about connection to country and the importance of environmental protection.</p> <p>Further quality resources were purchased for the library for student and teacher use.</p>
English language proficiency	\$637 • English language proficiency (\$637.00)	<p>Further quality resources were purchased for the library for student and teacher use.</p>
Low level adjustment for disability	\$140,109	<p>This funding helped cover the employment of a Speech Therapist to assess students and work with high needs students throughout the year.</p> <p>Funding contributed to the employment of 5 Student Learning Support Officers (SLSO) to support students with identified needs.</p>
Quality Teaching, Successful Students (QTSS)	\$18,486	<p>This funding, supplemented by additional school funding, allowed all teachers to participate in Quality Teaching Rounds.</p>
Socio-economic background	\$235,819	<p>Supplemented the funds required to employ our SLSOs.</p> <p>Enabled employment of SLSO to run the Boys Program 1 day per week.</p> <p>Covered Learning and Support Teacher salary and 0.3 additional classroom teacher. (Priority Schools Funding Scheme)</p> <p>Covered employment of an Interventionist to support Early Action for Success strategies.</p> <p>Funded Deputy Principal Instructional Leader position for an additional 1 day per week.</p>
Support for beginning teachers	\$28,301	<p>Funds used to give teachers extra release, meet with supervisors and prepare accreditation applications.</p> <p>Some funding also used to allow participation in Quality teaching rounds viewing and delivering lessons and participating in coding and collegial feedback.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	119	135	136	138
Girls	106	109	119	104

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94	94.4	91.6	92.5
1	90.6	92.1	92	91.5
2	91	91.6	91.4	92.2
3	93	90.5	90.7	91.7
4	92.5	91.5	90	92.1
5	93.3	92.4	90.8	92
6	95.6	92.8	92	90.2
All Years	92.9	92.1	91.2	91.8
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

The school closely monitors attendance and uses a range of strategies to promote full attendance. These include:

- * Regular inclusion of information about attendance, notes and exemptions in the school newsletter.
- * Attendance is a standing item at each staff meeting.
- * Referral to the Learning Support Team of students with attendance below 90%.
- * Three meetings per term between principal and Home School Liaison Officer (HSLO) to analyse data and plan responses.

- * Letters of concern to parents.
- * Personalised Attendance Plans.
- * Direct HSLO intervention.
- * Recognition of high attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.3
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.47
Other Positions	0

*Full Time Equivalent

One member of staff is of Aboriginal descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

In 2017 one teacher completed initial Accreditation at Proficient teacher level. Three temporary staff members are working towards accreditation in 2018.

Mandatory training included:

* Child Protection, Cardio Pulmonary Resuscitation and Anaphylaxis, Code of Conduct, Working With children Clearance, e Emergency Care and Performance and Development Planning

School directed professional learning catered for whole of school and individual professional learning and included:

* Literacy Learning – L31 and L3K, Targeting Early Numeracy, Quality Teaching Rounds, Friends for Life, Consistency of Teacher Judgement in Writing, Progressions Trial, Stage 3 & 4 English Transition Project, PBL, Rugby League Coaching, Autism Awareness, Oliver Training, Professional Development Planning training for non-teaching staff, Reading Recovery training, Learning and Support Teacher training and Non-violent Crisis intervention Training

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	343,810
Revenue	2,877,085
Appropriation	2,799,324
Sale of Goods and Services	12,144
Grants and Contributions	62,882
Gain and Loss	0
Other Revenue	0
Investment Income	2,735
Expenses	-2,649,218
Recurrent Expenses	-2,649,218
Employee Related	-2,412,973
Operating Expenses	-236,245
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	227,867
Balance Carried Forward	571,676

Oberon Public School works with our SALM/Schools Support Finance Manager to ensure our financial management processes and governance structures

meet financial policy requirements. We underwent a financial audit in 2017 and were found to have met requirements.

Some salaries and expenses for Term 4 had not been processed when this report was generated and will significantly reduce the amount which appears to have been carried forward.

There are clear strategies for the expenditure of carried forward funds in 2018 which are reflected in the 2018 school plan and budget.

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	1,852,204
Base Per Capita	38,971
Base Location	37,791
Other Base	1,775,442
Equity Total	396,206
Equity Aboriginal	19,642
Equity Socio economic	235,819
Equity Language	637
Equity Disability	140,109
Targeted Total	254,787
Other Total	224,607
Grand Total	2,727,804

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 Literacy in Year 3 results show that:

- * 93% were at or above National Minimum Standards (NMS) in Reading
- * 96% at/above NMS in Writing
- * 94% at/above NMS in Spelling
- * 91% at/above NMS in Grammar and punctuation.

Year 5 growth figures indicate that:

- * 58.3% of the cohort achieved more than expected growth in Reading
- * 60% of the cohort achieved more than expected growth in Writing
- * 51.4% of the cohort achieved more than expected growth in Spelling

In Year 3 Numeracy 94% achieved at/above NMS and 60.5 % of the Year 5 cohort achieved above average growth.

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.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report on student performance for the top two NAPLAN bands in Reading and Numeracy.

The percentage of Year 3 students in the top two bands in Reading grew from 21% to 26% and in Numeracy from 8% to 29%.

The percentage of Year 5 students in the top two bands in Reading grew from 13% to 31% and in Numeracy from 4% to 10%.

The size of our Aboriginal and Torres Strait Islander cohort is too small to report upon without the risk of identifying individual students.

Parent/caregiver, student, teacher satisfaction

In 2017 we surveyed teachers, non-teaching staff and students on their satisfaction levels with various aspects of school operation and classroom practice.

100% of teachers and non-teaching staff agreed or strongly agreed that:

- * they feel valued as a professional.

- * their learning needs are recognised and catered for.
- * supervision is supportive.
- * they have a positive relationship with students.
- * they feel valued by students.
- * their job gives them professional satisfaction

All but 1 respondent either agreed or strongly agreed that:

- * their professional aspirations are known and considered.
- * they feel valued by parents.
- * they feel valued by colleagues.

A student survey of Quality Teaching Practice indicated high rates of consistency across classes in teachers explaining:

- * the learning required.
- * the importance of the learning.
- * how students can demonstrate their learning.
- * the quality of the work required.

Student responses ranged from 83 – 97% of all students indicating that these things were happening.

We found that whilst students were reflecting on their progress against individual learning goals, that there is a need for teachers to further explain the reason for reflection.

Policy requirements

Aboriginal education

Oberon Public School received Aboriginal background funding in 2017.

Funding was utilised to ensure these students could fully participate in the range of school and extra-curricular activities available. This included covering excursion and performance fees where required.

In 2017 all Aboriginal and Torres Strait Islander Students (ATSI) had Individual Learning Plans. There was a strong emphasis within these on capable students being supported to achieve at proficient level in a range of external and internal assessments. Very strong individual growth was achieved by these students.

This year we held our biannual whole of school performance, We Are One. The theme of the show was around heritage, respect and inclusion. Our ATSI

senior students acted as narrators introducing each class performance to maintain the focus on cultural inclusivity.

Multicultural and anti-racism education

Class programs provide evidence of the inclusion of multicultural perspectives within teaching and learning programs. Teaching programs foster students' understanding of culture and cultural diversity. Students are taught how to avoid racism and how to be active citizens within a democratic, multicultural society.

Our PBL sessions directly address the importance of avoiding racist behaviour and culturally insensitive remarks. Coding within our Quality Teaching Rounds provides evidence of very high levels of Social Support and Inclusivity.

In preparation for our biannual whole of school performance students studied the lands, customs and cultures of Polynesia, China, New Zealand, South America, Africa and the British Isles. The focus of the show was the valuing of cultural heritage, respect and inclusivity.