

Tanja Public School

Annual Report



2017



3159

Introduction

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

Lee-Ann Thomson

Principal

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Message from the Principal

2017 saw a year of changes, with Rick MacFetters retiring and me taking his place as teaching principal. There was also a large contingency of Year 6 students transitioning to High School and along with them our Student Support Learning Officer, Emma. Our permanent Friday teacher, Ms Crowe returned from eighteen months leave and this meant a farewell to Karyn who had been replacing Ms Crowe. When the dust on the changes settled, we had 17 students and a staff of 5 with Rosemary, Sue, Liz, Ms Crowe and myself.

2017 changes also included a change to operating systems, with Rosemary, Sue and I undertaking extensive mandatory training for the new LMBR system. This meant we were out of the school for many days throughout the year. This new system involves everything from attendance to finances and throughout the year, lots of information and discussion with parents was required to adjust to the new way of conducting business and tracking students.

2017 saw the trial year to NAPLAN online, another change that required me being out of the school for training, information to parents and some extra training and practice for students to enable them to participate successfully.

I was exceptionally proud to see how well the Tanja students adjusted to the changes and assisted me in adapting to changes to match the Tanja culture. Especially needing to understand the care that the free-range chickens required and to become more environmentally aware and sound in my practices.

Our students excelled in a great range of areas, representing at state level in both athletics and swimming. The relay team came 3rd at the State athletics carnival and 4th in the State swimming relay. Our team won the Bird Calling trophy, resulting in our students being featured on ABC radio and internet site, as well as receiving the biggest heaviest trophy ever built! Our students performed at many events over the area throughout the year, including the SCLC choir and music camp.

Tanja Public School is an Early Action for Success (EaFS) school and 2017 saw our first year with our new Instructional Leader Ms S. EaFS aims to improve students' literacy and numeracy skills through a targeted approach in the early years of schooling. This data shows how successful our Tanja students are, with our Kindergarten to Year 3 students working at expected and above levels in numeracy and literacy.

Throughout the year, there were many events Tanja students attended and our school hosted to enhance student learning and experiences, ensuring a well-rounded education. The introduction of Science, Technology Engineering Art and Mathematics (STEAM) focuses, included; robotics with the Games and Gadgets Guy, STEM day at Bournda Environmental Education Centre and Coding Day at the Bega Library where we were involved in creating a historical interactive website. In our class lessons, we investigated a way to get the tomatoes from the Nepal mountain farms to the village markets using local cheap materials. Concluding with students demonstrating their prototypes to families.

The strong Tanja focus on arts continued with the engagement of a variety of Artisans over the year, who taught the students with a vast array of different mediums including clay, wax wraps, screen printing and creating rainforest scene panels from recycled materials. Our students continued to have music tuition with Deb resulting in every student application for the SCLC music camp being successful. Our students performed at many events over the Sapphire coast including busking, SCLC combined schools choir and performing for the music camp concert. As well as performances at the Tanja hall for the community and at our Christmas Tree event.

Tanja School has a strong environmental ethos and learning continued in this area with the strong support of Bournda Environmental Education Centre, leading us in Bug Watch lessons as well as geography and scientist events. In class, we learnt about rainforests and the effect palm oil products has on the environment and indigenous peoples. Parents Angie and Sophia taught the students how to maintain the vegetable garden and assisted with planting and harvesting for Liz's cooking program, where students use their school grown produce to produce hot lunches and other delectable treats. We had Costa visit and talk to us about sustainability, which led to a visit to Saarineen organics farm and the P&C funding Kathleen to teach the students about permaculture as a more sustainable method of farming.

We celebrated and learnt about our local indigenous peoples, the Yuin Nation, attending the NAIDOC activities at Jigamy Farm as well as having Warren Foster, a Djiringanj man from Wallaga Lake who is a dancer, musician, actor, writer and traditional knowledge holder visit our school and teach us some dancing and Yuin language.

Our school hosted the small schools skipping day and the Stage 3 small schools peer support camp at Bournda. Our Stage 3 students attended the small schools Canberra excursion. Stage 3 were also involved in the Bega Community of Schools Literacy project, where they examined characterization in text.

One of our year 6 students, Finn published a book "The snake and the witch" which featured at a book launch at Tura Beach library, where the Bega Valley mayor Cr Kristy McBain presented Finn with a copy of his book, completed through the WebCaTS Create a Picture Book program.

Our whole school collaborated to publish our Potoroo book, generously supported by the Bega branch of Local Land Services. Students interviewed Oliva from Local Land Services who had been working on a local potoroo project as well as Alexandra who established Potoroo palace. Our book **H-E-L-P PJTJRJS!** was published and is now held in the National Library, as well as having some copies for sale at Potoroo Palace.

Tanja Public School is privileged to be supported by a strong Parents and Community body, which not only includes current parents, but parents of students and students that have become adults. This was very evident to me throughout the year, but no more so than at my first Tanja P&C Market Day, where I got to see first-hand what a real close knit community working towards a common goal can achieve. This inspiration will drive me into 2018 and beyond as we work together as one larger school community to achieve the school directions with gusto and resounding success.

Lee-Ann Thomson

Principal Tanja Public School

School background

School vision statement

Tanja Public School's Motto–

Not For Ourselves But For All.

School's Vision–

Caring for each other, our school and our world.

Personal Best In All Things.

School context

Tanja Public School is a TP1 school meaning there is an enrolment between 1 and 25 students. There is one multistage classroom. The school is located on the Far South Coast of New South Wales and is designated as an isolated, rural, remote school. We have an aboriginal enrolment (15% in 2016). There is a permanent full time teaching principal position and a permanent part time teacher one day a week, with a Learning Assistance Support Teacher (LAST) 1 day a fortnight.

We are currently part of the Early Action For Success initiative; this enables us to have an instructional leading teacher which is shared with Mogo, Towomba and Whydham Public Schools

There is a very strong link within the Tanja Community, which is very involved and supportive of the school. The Tanja Community is itself recognised as an arts centre for the region. The creative and performing arts are very strong within the school and local artisans are a regular feature in the schools visual arts, music, dance and drama programs. In 2016 the school became part of the Four Winds experience and had visits from musicians as well as being part of the mentored music program.

The school has a very strong environmental focus and as such is part of the sustainable school's network and has strong links with both the Bournda Environmental Education Centre (BEEC) and the local National Parks and Wildlife.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning domain

In Learning Culture, our school is sustaining and growing. There is demonstrated commitment within the school community that all student make learning progress and partnerships with parents and students support clear improvement aims and planning for learning. We are excelling at engaging in strong collaborations to ensure continuity of learning for all students at transition points. Exemplified by the Bega Community of Schools Literacy project, which gave Year 6 students experience at writing to high school expectations and stronger connections with the high school English faculty. An area for improvement in 2018 is to ensure there are processes in place for student absences, to ensure their education can continue when absent for long periods, as is the case for many of our students.

We are excelling in Wellbeing, with strong processes in place to support students and evidence of student respectful relationships. Whilst we are using evidence-based approaches, programs and assessment processes to regularly review individual student learning needs, this area needs further enhancement and attention in 2018.

Curriculum is sustaining and growing, with evidence-based teaching practices providing a high expectations framework. In 2018, we will be introducing visible learning and ensuring that all programs and lessons have a clear focus, goal and

achievement criteria. Processes to ensure students can clearly articulate their learning and understand what they need to learn next to enable continuous improvement will be a focus for 2018.

We are sustaining and growing in the area of assessment. Whilst we excel at formative and summative assessment, we need to improve student engagement and whole school monitoring in 2018.

In the area of reporting, we are sustaining and growing. Whilst we have explicit processes to collect, analyse and report specific internal and external student school performance data we need to ensure our parents are engaged and have a thorough understanding of this data and how they can support their children's progress.

In order for Tanja to excel in Learning Domain we need to establish a consistent school-wide practice for assessment used by all staff to monitor, plan and report on student learning across the curriculum, in a manner understood and supported by parents and carers. Every teacher, confirming that students learn what is taught, must integrate formative assessment into teaching practice and students need to take responsibility for their learning by having the capability and knowledge to know where and what they need to do to progress.

Teaching

In the area of effective classroom practice we are sustaining and growing. We excel in lesson planning, with lesson planning being part of a coherent program collaboratively designed, with adjustments made as needed. In 2018, we will be implementing Project Based Learning and STEAM to address improvement in explicit teaching. In 2017, we began some visible learning with student feedback, this will continue to become a stronger part of teaching culture in 2018 along with a greater focus on effective, timely feedback from teachers to students.

In data skills, we are sustaining and growing. Whilst we use EAFS data to drive learning for our K–3 students, we need to improve our systems to ensure we use this data for all students. Changing to a 5–week teaching and learning cycle in 2018 will involve a more succinct use of data to drive teaching and learning.

In the area of professional standards, we excel in literacy and numeracy. We need to improve our teacher accreditation knowledge and tracking, with teachers taken greater autonomy in their accreditation journey.

In learning and development, we are excelling, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

In 2018, our focus to excel in the domain of Teaching will involve implementing systems and processes that ensure student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. The success of which will be reflected by students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

Leading

We are excelling in the area of instructional leadership. The principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

We are excelling in the area of School Planning, Implementation and Reporting. The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.

In the area of School Resources, we need to improve from sustaining and growing to excelling by concentrating on ensuring our school spaces be used more succinctly to facilitate learning as well as community usage. Given the small building spaces of our school, we need to ensure optimal usage and avoid the current under-utilised spaces we have, including storage area and administration rooms. In 2018, there will be a greater focus on ensuring our technology is working to optimal usability and all staff and students have access and understanding of how to operate systems.

We are delivering in the area of management practices and processes. Some areas for improvement identified by our community include a greater range of communication processes and more timely communication in regards to excursions and activities. Ongoing staff development on the implementation of LMBR and HR payroll will be required to ensure staff are able to perform to their potential in these areas and to allow more time allocate do teaching and learning support.

To improve in the domain of Leading, we need to improve our management systems and processes, ensure further staff development and training in this area as well as in technology. In 2018, we need to conduct an audit of buildings and rooms and re-organise areas to ensure optimal usage for student learning and community usage.

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

Ensure the students of Tanja Public School are happy , confident, engaged , 21st century learners

Purpose

Ensure student participation and exposure to innovative and engaging teaching and learning opportunities, enabling them to develop as active and informed citizens in the 21st century.

Overall summary of progress

Every student was tracked along the literacy and numeracy continuum and a personal tracker used to track student progress along continuum aligned with syllabus.

Tracking walls were established for students to create goals based on syllabus and continuums.

A school wide K–6 scope and sequence was established to incorporate new NSW syllabus for the Australian continuum.

SLSO strategically employed to support teaching and learning in areas as identified by data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every child moves along the numeracy and literacy continuum in a standard consummate with the NationalStandards. By 2016 The National curriculum is fully implemented. M-goals is fully integrated and functioning within the school by 2016 with all students accessing this site as part of their goal setting.	SLSO employed to support teaching and learning on specific areas for students as per data Instructional leader accommodation and travel expenses	* Progress trackers were established for every student based on the continuum and syllabus. * All teachers received relevant training in new curriculum *School K–6 scope and sequence established including all new syllabus. *Mgaols not successful due to collapse of local AECG.

Next Steps

Learning progressions will replace continuum in 2018, staff training and development will be required. Resources and tracking systems will need to be re-established to reflect the new progressions.



Strategic Direction 2

Tanja Public School's staff and community have a unified direction for the future

Purpose

To create and nurture a positive school community where students staff and parents are safe happy and empowered to make positive choices. To form strong partnerships with the broader community.

Overall summary of progress

Processes for students to determine goals in literacy, numeracy and socially were established.

Students had a goal tracker established and recorded goals in their tracker as well as visually along the tracking wall.

Staff had previous training in Berry street and had preference for implementing this program, due to change of principal with no kids matter expertise, staff implemented Berry street.

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">• Students will have a minimum of 1 major goal per term• Students will have short term learning goals in Numeracy, Literacy and socially.• Kids Matter certification awarded to Tanja Public School	SLSO to support teaching and learning and establishment of goal display.	<p>Students established goal trackers</p> <p>Students have term goals in areas of numeracy, literacy and socially.</p> <p>kids matter not completed as staff expertise in Berry street was implemented instead.</p>

Next Steps

Revise Kids matter/Berry Street and other systems such as How2Learn to collaboratively decide which system will become basis of Tanja learning and student wellbeing.

Expand goal system so students are setting 5 week goals, which are relative to teaching and learning and tracked in progress folders that go home to parents.



Strategic Direction 3

Develop a High Performing and Dynamic Learning School

Purpose

To ensure high quality standards of educational practice through professional development and teacher accreditation processes that will lead to all students reaching their full potential consistently across the school.

Overall summary of progress

Bega AECG had dissolved and therefore there was not any support for MGoals. Students have all completed Personalised Learning Plans with parents/carer involvement. However, these remain as paper form and have not been uploaded to MGoals.

Progress towards achieving improvement measures

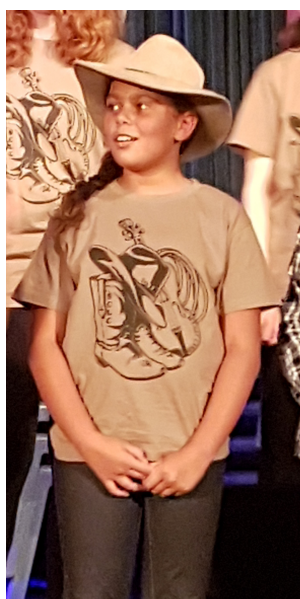
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students and staff are engaged in the M-goals and coaching process to develop personalised learning programs.		no AECG to support implementation paper PLPs completed

Next Steps

Supporting local Aboriginal community to re-establish AECG



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Support for Aboriginal students to attend programs including music camp.</p> <p>Employment of music specialist teacher to support Aboriginal student identified goals and talents</p> <p>Literacy and Numeracy support through employment of SLSO</p>	<p>Our stage 3 Aboriginal student identified Creative Arts as a career goal. School support ensured this student was able to pursue her aspirations and participate in SCLC music camp, choir and gained the confidence to successfully busk at a number of community events.</p> <p>Students working below grade outcomes were supported with SLSO and individualised teaching and learning programs.</p>
Early Action For Success	<p>Travel and Expenses for Instructional leader</p> <p>Employment of SLSO to support teaching and learning as identified by data</p> <p>Employment of relief teacher to release teaching principal for data discussions and entry with Instructional leader.</p>	<p>All students tracked on PLAN and data utilised to identify areas of need. Resources and teaching and learning realigned as per data identified.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	7	9	9	11
Girls	12	16	11	6

2016 saw a large contingency of Year 6 students transition to High school. A new family moving into the area increased our enrolments back up to 17. Being a small school in a Rural and Remote area, where there is a lack of housing availability our school enrolment is influenced heavily by one or two families. We had another family wanting to move into the area but could not secure accommodation. In 2017 we had 5% Aboriginal enrolment.

In 2017 all students K–6 were taught in one classroom by the teaching principal with some SLSO support.

Student attendance profile

School				
Year	2014	2015	2016	2017
K			90.3	82.3
1	94.9	46.2		93.9
2	90.8	72.2		96.8
3	93.6	81.9	95.7	
4	98.9	82.6	94.6	93.5
5	91.9	90.7	96.3	92.8
6	94.9	77.7	94.2	94.3
All Years	93.5	79.2	94.8	92.7
State DoE				
Year	2014	2015	2016	2017
K			94.4	94.4
1	94.7	93.8		93.8
2	94.9	94		94
3	95	94.1	94.2	
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	93.9	94	93.9

Management of non-attendance

Being a small school our school is represented by a

small number of families, constituting our whole student body. Thus if there is illness in one family, it reflects as up to 4 students at any one time.

Whilst our attendance rates were below the state in some areas we had many families with leave due to extenuating circumstances. Two of our families (representing 7 students) had extended leave overseas participating in cultural events. One of our families (representing 4 students) had leave as they were moving back interstate.

All our students complete diaries when on leave, however this is an area we have identified we need to improve on in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.98
Other Positions	0

*Full Time Equivalent

Our teaching principal is Wiradjuri. Meaning one of our two fulltime staff are Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff members were engaged in a variety of professional development, either school based, external, online or internal from personnel who were experts in their fields. Staff meetings included annual updates on Child Protection, CPR, Anaphylaxis, Emergency Care, Code of Conduct as well as Work Health and Safety. Specific professional development was done in LMBR, Early Action for Success, PLAN, Continuum, tracking and goal setting, STEAM, literacy and numeracy. The principal also regularly attended Network meetings, Sapphire Coast Learning Community Meetings, Small Schools Leaders Circle, Community of Schools meetings and EAfS updates.

Our teaching principal is accredited. In 2017, all teachers will roll into accreditation model.

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.

Due to our roll over to the new LMBR system we are unable to do a comparison from 2016 to 2017 as the information is on the redundant OASIS system.

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	141,889
Appropriation	138,482
Sale of Goods and Services	0
Grants and Contributions	3,149
Gain and Loss	0
Other Revenue	0
Investment Income	258
Expenses	-68,454
Recurrent Expenses	-68,454
Employee Related	-46,423
Operating Expenses	-22,030
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	73,436
Balance Carried Forward	73,436

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.

Equity funding table includes salary for Instructional Leader – Early Action for Success program.

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	256,779
Base Per Capita	3,057
Base Location	7,993
Other Base	245,730
Equity Total	22,178
Equity Aboriginal	9,014
Equity Socio economic	1,600
Equity Language	0
Equity Disability	11,565
Targeted Total	15,310
Other Total	21,848
Grand Total	316,115

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.

Whilst commenting on NAPLAN is difficult due to our small cohort. In 2017 we completed NAPLAN online for the first time, achieving:

- * 67% students achieve top 2 bands in Grammar and Punctuation
- * 67% of students in the top band for Reading
- * 67% of our students achieve top 2 bands for Spelling
- * In writing we had 67% in the top 3 bands, with 33% in the top 2 bands. This is an area identified for improvement in 2018.

Whilst commenting on NAPLAN is difficult due to our small cohort. In 2017 we completed NAPLAN online for the first time, achieving:

- * 67% of students in the top two bands for Numeracy

In 2017 our school had 66.7% of students achieve in the top two bands of NAPLAN, which is an achievement towards the Premiers priorities to increase the proportion of children in the top two bands by 8% by 2019. Our growth in the top two bands has improved from 41.67% in 2016. Our top two band achievement was above the state at 40.1%.

Parent/caregiver, student, teacher satisfaction

Student, parent and community surveys and discussions were conducted throughout 2017. With end of term feedback used to guide programs for the next term.

Community believe the staff are dedicated and appreciate their work ethic. Community believe Tanja Public School is a caring, safe and supportive environment for all.

Parents are happy with the learning content and achievement of their children. They believe teachers have high expectations for their children.

Students believe that teachers them to do their best. Students agree they are encouraged to continually improve. Students are happy with new learning including Science, Technology, Engineering, Arts and Mathematics focus. Students are beginning to understand goal setting, but need more assistance and time.

Staff believe that their efforts are appreciated. Staff believe that what they do at Tanja school contributes to student success.

Areas identified for improvement include:

- * Greater range of communication methods/modes
- * More timely communication of excursions and events
- * Teaching principal to be in class teaching more, was too much time out of school for mandatory training etc
- * Traditional events such as expedition to be timetabled to ensure their occurrence
- * Regular relief staff need to be employed to follow timetable and program to ensure gaps not so prevalent when regular teacher not on class
- * Greater and more succinct communication between staff
- * Strategic employment, deployment of staff
- * More training and time for new systems including LMBR



Policy requirements

Aboriginal education

In 2017, the whole school, including community members, attended cultural activities at Jigamy Farm for NAIDOC. We also had Warren Foster, a Djiringanj man from Wallaga Lake who is a dancer, musician, actor, writer and traditional knowledge holder visit our school to teach students and staff Yuin language and dance.

Whilst In Canberra for the Stage 3 small schools excursion, our teaching principal took interested students with the Tanja students to the Aboriginal Tent Embassy, where students were welcomed by local Elders and got to meet Clinton Pryor (spirit walker), who had walked across the whole of Australia to meet with the Prime Minister.

All students learn about Aboriginal history, culture and contemporary Aboriginal Australia through our focus on Aboriginal Education. Aboriginal consultants, elders and community are consulted on a regular occurrence to support our learning.

All Indigenous students have personalised learning plans and have received acknowledgment for their efforts in class and the wider community.

Indigenous students personal aspirations are supported including the employment of a music specialist teacher to encourage music and creative arts. Students are financially supported to participate in events including SCLC music camp, and choir.



Multicultural and anti-racism education

The students develop understandings, attitudes, values and knowledge of multiculturalism through integrated units of work. The units focus on the cultural acceptance and respect of personal differences and promote tolerance. This includes the CWA country of study and a unit on Nepal.

Teachers' culturally inclusive practice encompasses both curriculum content and pedagogy. It ensures that the materials and examples use in teaching and learning activities avoid bias and prejudice and challenge stereotypes.