

# Wentworth Public School Annual Report



2017



3421

## Introduction

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

Catherine Eddie

Principal

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## School background

### School vision statement

Wentworth Public School prepares its students for a successful future by providing quality educational opportunities for all, which encourage life-long learning.

An emphasis is placed on strong reading, writing and maths skills, the learning of new things, getting along with others, having fun and following school values.

When students leave Wentworth Public School, we want them to love learning new things and be able to complete reading, writing and numeracy tasks confidently. We want them to be respectful of themselves and others and have good communication skills.

### School context

Wentworth is situated on the junction of the Murray and Darling Rivers. Wentworth Public School is a welcoming school which actively builds relationships with families and the wider community including a very supportive parent body.

While Barkindji is the traditional land we work on there are diverse cultural and language groups in our community.

Wentworth Public School's student population in 2017 was 142, with 32% of the school's students identifying as Aboriginal. The students benefit from a wonderful range of activities that focus on individual needs and interests.

Due to being on the Victorian/New South Wales border our school has close alliances with the larger regional city of Mildura. Many of the parents' work, students' sport and health related agencies are accessed in Victoria.

The school has a strong partnership with two smaller schools, Pomona PS and Palinyewah PS as well as a close relationship with the local pre-school.

Wentworth Public School has a range of beginning and experienced staff, with several new staff members moving to the areas on temporary contracts in 2016 and 2017.

## 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, the school is continuing its journey on developing students as active participants in a learning community. Social learning and literacy and numeracy skills form the core of school programs across all Key Learning Areas. Careful monitoring of individual student achievement through the use of the Literacy and Numeracy Continuums

is used to provide personalised learning support for all students and is supported by clear understanding of the cultural, social and emotional learning needs of students. The integration of technology as a valuable learning tool is supported through the provision of explicit learning opportunities in this area.

In the domain of Teaching, all teachers are developing their understanding of the professional teaching standards and how they relate to the strategic directions in the School Plan and are reflected in Professional Development Plans. The use of data to assist in planning diverse and relevant teaching programs was promoted by providing additional collaborative professional learning time for all teachers. Professional Learning has been supported by both internal and external sources to develop teaching skills across literacy, numeracy and social thinking. This is a clear focus for future development.

In the domain of Leading, the school has shown a clear commitment to the development of administrative practices that support successful learners. Opportunities for the community to engage with the school are provided regularly and encouraged. Feedback is sought regularly and school improvement drives decision making in all areas of the school planning process. The need to develop a succession plan for ongoing leadership requirements is recognised and is a key area for future development. School resources are constructively used to support the school in delivering high quality programs that reflect both system requirements and local needs.

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

### Student Potential

## Purpose

**Students at Wentworth will be successful and proud of their achievements and know how and what to do to improve themselves academically, culturally, socially and behaviourally.**

## Overall summary of progress

All students are involved in planning and setting goals for the year. These focus mainly on literacy and numeracy, but also embrace aspects of cultural learning and personal interests. Student success in achieving "Early Action For Success" benchmarks has been steadily increasing over the three years of the plan, with particular growth in reading from K–3. While the improvement measure of 80% has not yet been achieved, significant growth has been shown by 80% of students, taking into account starting points at school entry. Numeracy and writing continue to be areas which require greater focus, with students generally lagging behind expected measures.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students in K–2 will reach the Early Action For Success Benchmarks in literacy and numeracy	Instructional Leader – 0.6 position (0.2 additionally added using school funds)  TPL – L3 training for new and existing staff – \$8000	In 2017, 50% of K–2 students had achieved an appropriate level in reading. Growth for a significant percentage of remaining students was proportionate.  In numeracy, 79% of K–2 students achieved the required benchmark in Early Arithmetical Strategies
80% of students in Years 3–6 will be within 6 months of their spelling age	Learning Support Teacher – 0.2 position.	35% of Year 3–6 students achieved the improvement measure in spelling, with reading results showing greater development, with 48% of students being within 6 months of their chronological age.
100% students will participate in planning, implementing and evaluating their goal setting/personalised learning plan	6 teacher days allocated for additional release to assist in facilitating meetings.	All students worked with their class teachers, caregivers and support staff to develop meaningful and achievable personal goals. These were reviewed regularly with students and at caregiver interviews.
Increase the percentage of students in the top two bands in reading in Year 5 from 26% in 2016 to 30% in 2017, in accordance with the Premier's priorities. Increase the percentage of Aboriginal students in the top two bands of reading from 14% in 2016 to 20% in 2017.	Learning Support Teacher – 0.2 position	While the percentage in the top two bands has not achieved the desired level, 46% of Year 5 students made greater than the expected growth in reading in 2017. Allowing for students with recognised learning support requirements, this has shown that students across all bands are making steady progress, according to their personal learning plans goals.  This has been supported by close monitoring of student progress in line with literacy and numeracy progressions.

## Next Steps

In 2018, numeracy will be a focus, with a mastery program being developed to support students in numeracy, particularly in building automaticity in the recall of number combinations. This will be the basis of a concerted effort to identify growth points for individual students and develop personalised learning intentions that encourage a deeper understanding of visible learning. The use of 'Mathletics' will also be trialled from Year 3–6.

Developing writing skills that focus on an approach that supports learning through making connections with text, rather than partitioning aspects of literacy will be a focus and will underpin learning across Key Learning Areas. Opportunities to write more frequently and to reflect on writing will be a focus and the use of on-line collaboration tools will be encouraged to support student engagement.

The L3 approach to literacy will continue, with this extending to the Year 3 classroom, with teacher professional learning continuing for these teachers, under the supervision of the "Early Action For Success" Instructional Leader.

## Strategic Direction 2

### Staff Potential

### Purpose

Staff will be committed and responsible for delivering high standard educational practices across the school focussing on meeting all students' needs and being culturally aware.

### Overall summary of progress

Professional Development Plans have been implemented and reflect aspects of the Professional Teaching Standards. While not all K–2 staff have been trained in L3, this was due to a staff change mid year. However, support staff and the Instructional Leader have also commenced training. Staff have also been adapting processes to support student well-being by accessing training when available.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>100% of teaching staff will utilise the Professional Teaching Standards as a base for their Professional Learning Plans.</b>	Teacher Professional Learning support meetings (0.3 additional staffing) Beginning Teacher Mentor (0.1 additional staffing) Socio-economic background (\$40000.00)	All teachers completed professional Learning Plans that aligned to the Professional Teaching Standards. While the process of ensuring PDP's reflect both personal needs and align with the School Plan still requires refinement, regular meeting protocols were established and teachers were supported throughout the process.
<b>100% of K–2 staff utilising L3 practice in the classroom and demonstrating methodology with the rest of the school.</b>	Instructional Leader (0.6) Professional Learning (12 teacher days)	4 teachers commenced training in L3 Stage 1, with 3 teachers completing the first year of training. The Instructional Leader was able to support teachers in the implementation of the literacy and numeracy continuums and discussions around the use of PLAN have been regular features of staff professional learning. Staff have shown a greater understanding of accurately tracking student achievement in literacy and numeracy.
100% of staff adapting knowledge about Trauma/Calmer Classrooms, Culture Awareness and Working Memory into classroom practice as evident in teaching programs and classroom environment.	Speech Pathologist (\$4000) Occupational Therapist (\$2000) Professional Learning (Berry St) – (\$2000)	The implementation of a variety of models has been supported with the assistance of a Speech Pathologist and Occupational Therapist, with the adoption of "Zones of Regulation" and the "Berry St" model being preferred options. These models have been trialled in several classrooms, with varying degrees of success.

### Next Steps

Aligning Professional Development Plans, professional learning opportunities and ensuring the Professional Teaching Standards are being addressed will be a whole school focus in the 2018–2020 school plan. L3 will continue under the guidance of the EAfS Instructional Leader, with the pedagogy extending to the Year 3 classroom.

The school, with the guidance of the Learning Support Team, has identified a need to update the school value statements and how these are implemented across the school. All staff will receive training in Positive Behaviours for Learning in 2018 and will also access support in developing professional understanding of the "Zones of Regulation" and the "Berry Street" model as a means to support the achievement of the school's vision statement.

The school will also be a part of a "Digital Technologies in Focus" action research, in conjunction with ACARA.

## Strategic Direction 3

### Community Partnerships

#### Purpose

**Wentworth Public School will work in partnership with our community, valuing each stakeholder's role in achieving outstanding outcomes for our students.**

#### Overall summary of progress

Throughout 2017, the school has maintained a positive presence in the community, with students regularly delivering "Meals on Wheel", working at the "Op Shop", visiting the aged care facility, "Murray House", performing at community events and participating in fundraising activities. The Kitchen/Garden Program continues to be a significant part in school community involvement. The AECG has also formed and meets regularly.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>School's Student Representative Council discuss and organise 4 community events each school year.</b>		The Student Representative Council met regularly and organised several fundraisers for community organisations. These included supporting the local skate park, the building of the school's play equipment and fundraisers for several charities.
<b>Partnerships with Community organisations are increased from two to five.</b>	Staffing component (0.2)	The school has supported "Meals On Wheels", the "Red Cross Op Shop", "Murray House Aged Care" and also participated as a part of the Mallee Catchment Authority Writing Project. Students were also involved in art workshops with BMEET.
<b>Visits to Kitchen/Garden and Bush tucker garden from external bodies are increased from three to eight.</b>		Several visits to our Kitchen Garden program were made by community members and visitors and other local schools.

#### Next Steps

In 2018, there will be a continued focus on developing opportunities for community involvement in the school. A cultural program will be developed, in conjunction with the AECG, and will be offered to all students. Opportunities for community learning will also be scheduled to involve all parents in supporting student learning. Community consultation in the development of the school plan and specific activities will continue and will reflect community, as well as school priorities. The school's involvement with Murray House Aged Care and the Op Shop will also continue.

The Kitchen/Garden Program will also continue to be a priority program and the utilisation of the bush tucker garden will be a focus for the cultural program under development.

A key focus in the coming school plan will be further development of rich discussion between stakeholders in the development of Personalised Learning Plans and the identification of learning intentions for individual students. Reporting to parents will include regular, informal meetings to discuss short term progress, as well as long term goals.

An area for improvement will be the tracking of student attendance and prompt follow up with families where there are attendance concerns. This will also involve ensuring the regular updating of contact information and trialing new communication methods, including "Skoolbag", "Class Dojo" and "Seesaw". Increasing our on-line presence by regularly updating the school's website and Facebook page will also be used to enhance communication.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Background Loading – \$93, 556</p> <p>Aboriginal Education Assistant</p> <p>School Learning Support Officers ( 2 x 0.1)</p>	<p>Consistent, open communication with families and ensuring support for students and families has been a feature in 2017. The provision of extra support for Aboriginal students in classroom settings and in the playground has also been important assistance</p>
<b>Low level adjustment for disability</b>	<p>Low Level Adjustment for Disability – \$95710</p> <p>Learning Support Teacher – 0.7 position</p> <p>School Learning Support Officer – 0.4 position</p>	<p>This allowed for the employment of additional School Learning Support Officers to assist in targeted learning programs for students. The school also allocated additional Learning Support Teacher time and engaged the services of an Occupational Therapist and a Speech Pathologist for 3 hours each fortnight. This provided professional support for teachers in the development of programs to target individual and group needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$10767</p> <p>0.1 Classroom teacher allocation for mentor support</p>	<p>These funds were used to provide mentor support, in the form of meeting time for professional learning teams. It also allowed for time for the Learning Support Team to work with classroom teachers in the analysis of data and the identification of students requiring further intervention.</p>
<b>Socio–economic background</b>	<p>Socio–economic background loading – \$215527</p> <p>Additional Teaching Staff (1.2 Teaching positions)</p> <p>Additional instructional Leader Day (\$30000</p> <p>Technology Teachers/Mentors (2 x 0.2 position)</p> <p>Kitchen Garden Program</p> <p>– Resources – \$7000</p> <p>– Kitchen specialist (0.2 teacher position)</p> <p>– Garden Specialist (12 hours per week, General Assistant position)</p> <p>Support for excursions, student assistance, uniforms – \$25000</p> <p>Technology hardware – \$40000</p> <p>Furniture – \$10000</p> <p>Lexia Learning – \$4200</p>	<p>These funds were used to provide additional staffing in the area of Future Focused Learning. A teacher was employed to work in conjunction with the class teacher to deliver training in on–line collaboration tools and other technology areas, such as "makey–makey" and robotics.</p> <p>The school also used these funds to support the "Stephanie Alexander Kitchen Garden Program" which provided all students from Years 1–6 with opportunities to explore sustainability and a "paddock to plate" experience on a fortnightly basis.</p> <p>When necessary support was given for student excursions and incursions, providing breakfast and lunches and school uniforms.</p> <p>The school updated technology, including the purchase of robotics and Osmo software to enhance Future Focused Learning.</p> <p>A small amount of classroom furniture was also replaced and the licence for Lexia Literacy paid.</p>
<b>Support for beginning teachers</b>	<p>\$18000</p>	<p>In first semester, funding was used to provide professional learning opportunities to</p>

<p><b>Support for beginning teachers</b></p>	<p>Mentor support (0.1 teacher position)</p>	<p>two beginning teachers.</p> <p>In second semester, a mentor was employed one day per week to support a graduate teacher in the development of her teaching skills. Support was provided in developing behaviour management strategies, programming and assessment, with a focus on developing differentiation in the classroom setting.</p>
<p><b>Early Action for Success</b></p>	<p>Instructional Leader (0.4 Deputy Principal Level)</p> <p>Professional Learning – (\$10000 – school funded)</p>	<p>The school was eligible for an Instructional Leader, two days per week, but opted to fund a third day. The Instructional Leader participated in all available training opportunities and used this knowledge to support staff in the K–2 area. Data analysis and supporting teachers in developing tiered intervention strategies in literacy and numeracy were key focus areas. A considerable amount of professional learning was also achieved, particularly in literacy, using the L3 strategy.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	64	70	77	81
Girls	51	59	67	64

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.2	94.5	92.5	94.4
1	92.5	88.9	93.8	92.8
2	93.2	90.8	89.6	89.4
3	94.7	92.5	95.2	84.2
4	93.4	94.7	91.8	94
5	94.8	92	94	91.4
6	94.1	92	91.8	90.7
All Years	93.5	92.3	92.6	90.8
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

All teachers are responsible for following up on student attendance in their class. Referrals can be made to a designated member of the Learning Support Team for assistance in following up on more difficult cases. The Aboriginal Education Officer, principal and Home School Liaison Officer also support teachers in managing non-attendance. Phone calls and notes are used where appropriate.

Our most difficult issue with managing attendance is supporting caregivers in ensuring they contact the school to provide explanations when students are absent. The transient nature of some of our students has also impacted on attendance data, with some families moving in and out of the area throughout the

year.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	5.66
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.81
Other Positions	0

\*Full Time Equivalent

The school employs a full time Aboriginal Education Officer and also was able to utilise a casual Aboriginal Education Officer during Terms 1–3, before the officer went on maternity leave.

### 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

The school provides all staff with opportunities to participate in professional learning, aligned with the school plan and professional development plans. Throughout the year, staff members participated in L3 training, LMBR implementation, Growth Coaching, Instructional Leader training, wellbeing programs, such as "Berry Street", sports coaching, ARCO training and training conducted on behalf of the NSW Teachers' Federation. Two staff attended the "Women In Educational leadership" conference.

All mandatory training was implemented and attended by all staff and current training is up to date for all staff members.

Teacher accreditation is currently being rolled out for all staff, under the updated policy. Two staff members have been completing the process of accreditation so they are able to complete their probationary period.

## 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.

The school asks for voluntary contributions from families to support the provision of school resources and activities. Students who are involved in the Kitchen Garden program are also asked for a small fee to assist in covering expenses. Many families support these payments to the school.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>169,194</b>
Global funds	106,076
Tied funds	187,173
School & community sources	43,856
Interest	2,173
Trust receipts	14,076
Canteen	0
<b>Total Receipts</b>	<b>353,353</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	16,763
Excursions	20,583
Extracurricular dissections	8,463
Library	783
Training & Development	8,170
Tied Funds Payments	205,252
Short Term Relief	2,359
Administration & Office	38,505
Canteen Payments	0
Utilities	11,799
Maintenance	26,173
Trust Payments	15,773
Capital Programs	0
<b>Total Payments</b>	<b>354,623</b>
<b>Balance carried forward</b>	<b>167,925</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	503,575
Appropriation	431,060
Sale of Goods and Services	2,286
Grants and Contributions	69,956
Gain and Loss	0
Other Revenue	0
Investment Income	273
<b>Expenses</b>	-252,411
Recurrent Expenses	-252,411
Employee Related	-126,372
Operating Expenses	-126,039
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	251,165
<b>Balance Carried Forward</b>	251,165

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school manages its finances in accordance with departmental policy and meets financial policy requirements. Any significant variations are a result of the change over in systems during 2017. Funding is being held to ensure payment of Instructional Leader on higher duties for one day per week is accounted for, as the school is yet to be billed for this.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	1,206,608
Base Per Capita	22,007
Base Location	33,961
Other Base	1,150,640
<b>Equity Total</b>	404,792
Equity Aboriginal	93,556
Equity Socio economic	215,527
Equity Language	0
Equity Disability	95,710
<b>Targeted Total</b>	45,840
<b>Other Total</b>	94,313
<b>Grand Total</b>	1,751,553

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.

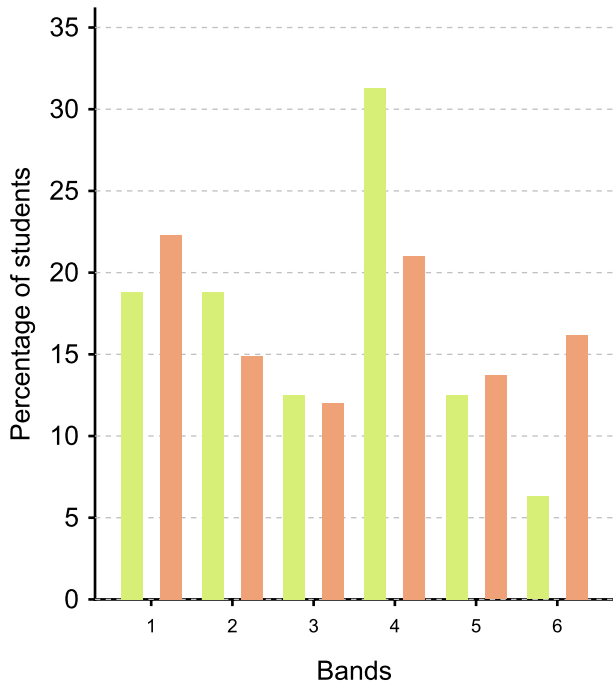
## School performance

### NAPLAN

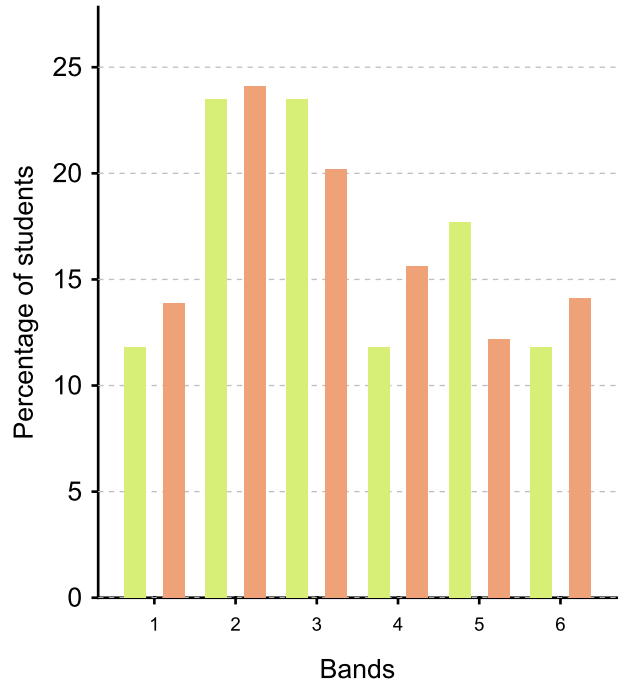
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN literacy data is used to support classroom teachers in identifying areas in need of further instruction. The data is also used to confirm teacher judgement and highlight areas of strength and weakness across a school cohort. Used in conjunction with literacy continuum data, it provides useful examples and identifies supportive teaching strategies to enhance student improvement in the long term.

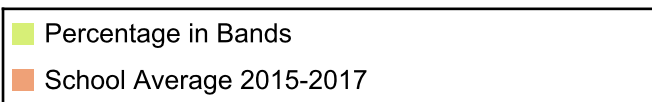
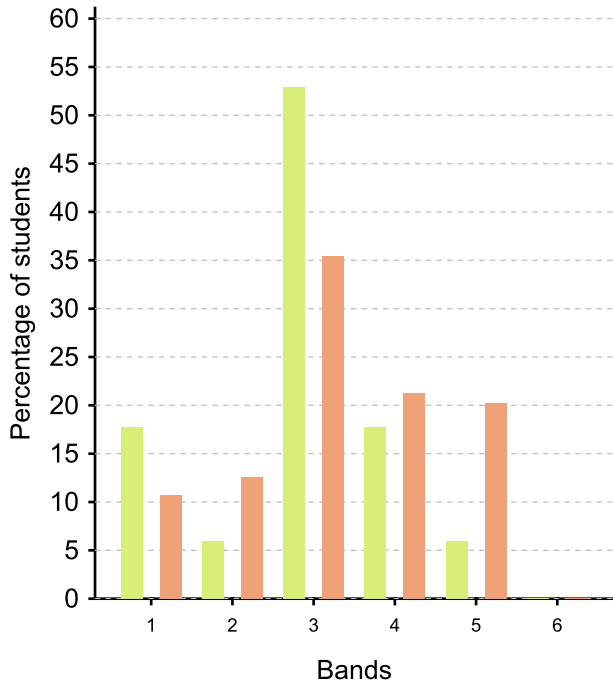
**Percentage in bands:**  
Year 3 Reading



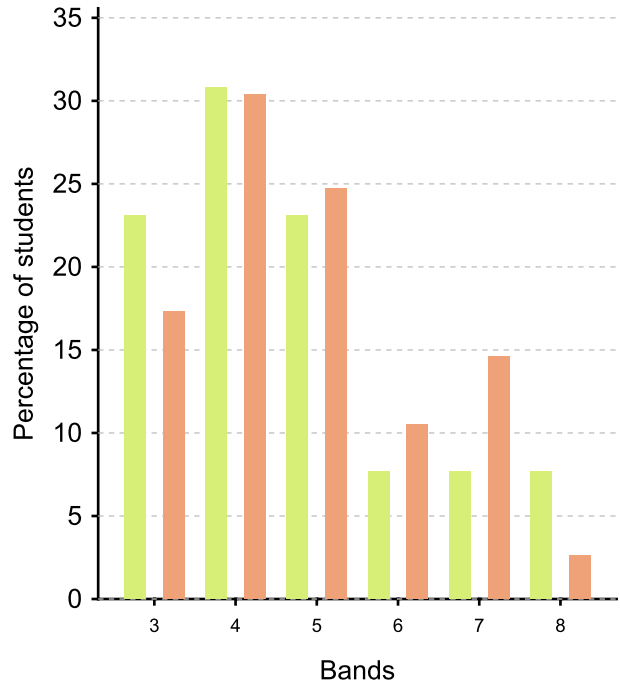
**Percentage in bands:**  
Year 3 Spelling



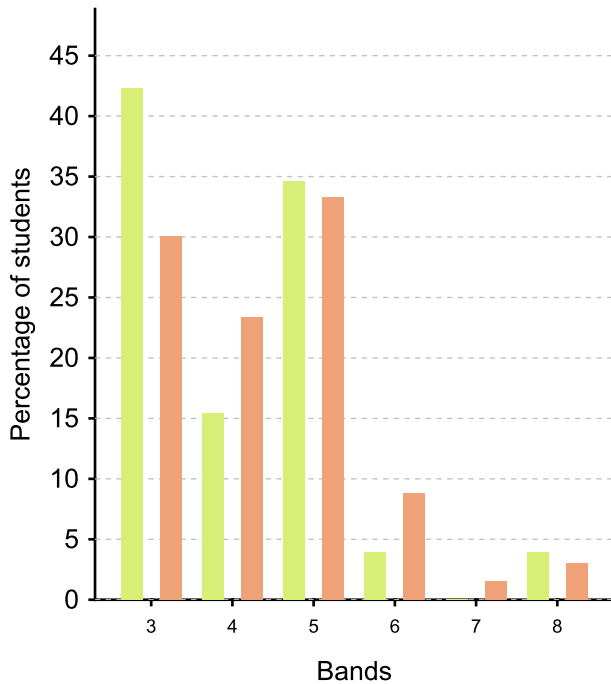
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading

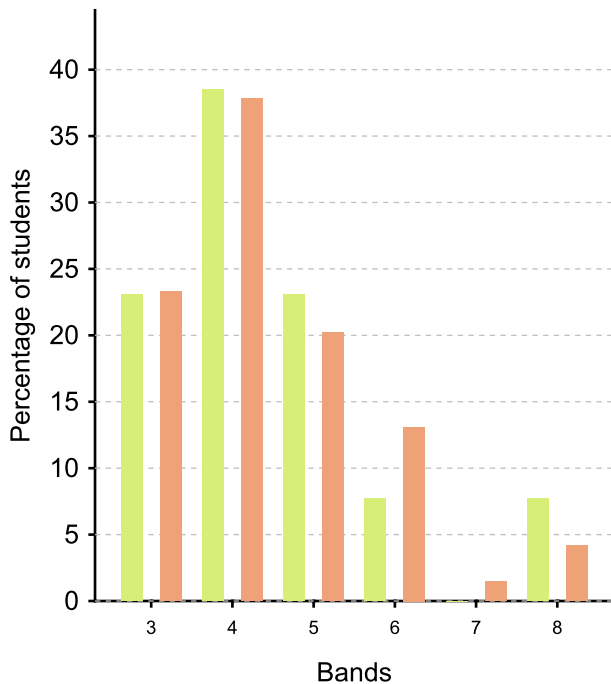


**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

NAPLAN data is used by the school to identify areas of strength and weakness within a cohort and to confirm teacher judgement. It is used to inform planning and programming and ensure differentiation to enable authentic student improvement measures are in place. It is by no means the only measure used by staff, but used in conjunction with classroom assessment, can add depth to teacher understanding of student

development.

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.

Aboriginal students at Wentworth are showing steady progress across their literacy and numeracy learning, commensurate with entry to school points. While this does not reflect in NAPLAN data, the school can be proud of the improvement made by Aboriginal students.

## Parent/caregiver, student, teacher satisfaction

The school has conducted both formal and informal surveys throughout 2017, using "Tell Them From Me" and gathering opinions from students, caregivers and staff. Key areas highlighted for development included improvement in modes of communication with parents and caregivers and streamlining the way in which notifications are made, regarding school events.

## Policy requirements

### Aboriginal education

Wentworth Public School provides support for all Aboriginal students, with each student having a Personalised Learning Plan that is developed in conjunction with parents and caregivers. The school endeavours to include culturally relevant experiences for all students and includes a focus on Aboriginal education across all Key Learning Areas. NAIDOC Day, Reconciliation Week and Harmony Day are all acknowledged and the school works in partnership with other local schools and organisations to provide relevant and engaging learning experiences to promote the outcomes desired in the Department's policy.

### Multicultural and anti-racism education

Through the acknowledgement of special days, curriculum management and provision of extra-curricular experiences, the school supports the implementation of multicultural education. Learning experiences are integrated across Key Learning Areas in all stages.

In 2017, two teachers undertook training as Anti-Racism Contact Officers. The school has a clear procedure to manage issues that relate to this area and the school actively promotes the inclusion of anti-racism perspectives in all teaching and learning, both within the classroom and in the playground.