

Mount Riverview Public School Annual Report



2017



4435

Introduction

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

Richard Giles

Principal

School contact details

Mount Riverview Public School

Rusden Rd

Mount Riverview, 2774

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

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

4739 2180

School background

School vision statement

Excellence, Care, Opportunity and Success

As a community at Mount Riverview Public School, we value optimism, empowerment, citizenship, excellence, the acquisition and use of knowledge in a 21st century context. We maintain high expectations in teaching and learning across Kindergarten to Year 6 by providing stimulating and engaging programs.

Mount Riverview Public School is committed to providing productive relationships between students, teachers, parents and the wider community. Our school is a place of excellence where children can achieve full potential in their academic, creative, personal, physical and moral development.

School context

Mount Riverview Public School is situated in the Lower Blue Mountains and is a proud member of the Lower Blue Mountains Learning Community (Blaxland PS, Blaxland East PS, Blaxland HS, Glenbrook PS, Lapstone PS, Mount Riverview PS and Warrimoo PS), a group of schools committed to working together to provide the best possible education for all students.

The school has a current student population of 220 (2017) servicing 125 families , including 7% from a non–English speaking background and 3% Aboriginal and Torres Strait Islander background.

At Mount Riverview we:

- have an experienced and dedicated staff, committed to achieving improved student learning outcomes;
- aim to provide students with the skills and knowledge to help them become life long learners in the 21st century;
- provide all staff opportunities to engage in quality professional learning activities aimed at improving outcomes for all students;
- acknowledge and showcase the academic, sporting, cultural and leadership;
- embrace the use of technology to enhance the learning programs of students;
- are committed to the social and emotional well–being of our staff and students;
- endeavour to instil our core values of "Be Respectful", "Be A Learner" and "Be Safe" through explicit teaching and high expectations at all times;
- are strongly supported by a hard working P&C and the wider community;
- have a strong primary–secondary transition program with our neighbouring high school for the benefits of our students.

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 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:

Learning

Mt Riverview PS are rated as:

- Delivering in both *Assessment and Reporting* and in *Student Performance Measures*
- Sustaining and Growing in *Learning Culture, Wellbeing* and in *Curriculum and Learning*

There are clear guidelines on how we support the students at Mt Riverview PS. All staff know their own students extremely well and are able to make adjustments in their teaching and learning programs and with the classroom environment to cater for the needs of the students to maximise their learning potential. The use of NCCD profiles, PLaAST and Learning Plans allow the staff to have open communication with the parents and students to modify learning conditions and to share this information with the rest of the staff, where appropriate. Wellbeing programs such as Bounce Back, Peer Support, Buddies and our SRC are embedded into our school plan and play an important role to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Mt Riverview PS has an excellent Kindergarten Orientation program that sets up a smooth transition from home to school. PLAN Data is collected from the time students start school and they are tracked through their stages of education to ensure that there is a smooth transition into high school. The assessments and data are analysed with consistency through assessment schedules and rubrics and are communicated to the parents and students through feedback, written student reports and parent/teacher interviews. The staff monitor all students through the analysis of internal and external performance measures and modify and adjust teaching and learning programs.

Teaching

The results of this process indicated that in the domain of Teaching Mount Riverview Public School rated as:

- Delivering in *Effective Classroom Practice, Data Skills and Use* and in *Learning and Development*
- Sustaining and Growing in *Collaborative Practice* and in *Professional Standards*

Mount Riverview Public School implement quality teaching and learning programs which are driven by student performance data. We strive to have happy and safe learning environments where students are engaged in student based learning. Staff are committed to achieving high standards and the feedback from classroom observations and the attainment of personal goals set through their Professional Development Plans (PDPs) allow this to happen. Staff look for ways to continue their own learning pathways. The data that is collected and then communicated through PLAN and the Annual School Report informs the future directions of our school. Staff work collaboratively to ensure that quality programs are in place. They support each other through staff and executive responsibilities and as colleagues with best practice through lesson observations and mentoring programs.

Leading

The results of this process indicated that in the domain of Leading, Mount Riverview Public School rated as:

- Delivering in *Leadership* and in *School Planning, Implementation and Reporting*
- Sustaining and Growing in *School Resources* and in *Management Practices and Processes*

Staff at Mount Riverview Public School support a culture of high expectations and community engagement which lead to whole school improvements. Staff and student leadership opportunities empower them to make decisions within the school that will maximise learning outcomes. The many extra–curricular activities that are made available to students give them the opportunities to develop further. Parent participation is strong at Mount Riverview and all staff, students and parents are proud of the programs and achievements that occur at school. These achievements are constantly communicated through the school newsletter and Annual School Report. School planning allows us to monitor and resource programs that are linked to our strategic directions in the school management plan. Communication is vital and we are always looking for ways to improve our school structures through parent surveys and the Tell Them From Me surveys.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Successful, Engaged Learners

Purpose

To produce quality teaching programs and practices that explicitly teach students to be literate, numerate and creative thinkers, who are independent and collaborative learners, deep and logical thinkers with the ability to obtain and evaluate information in a disciplined way.

Creating quality 21st century learners and digital citizens where students are engaged and responsible for their own learning.

Overall summary of progress

Students were actively engaged in their learning, seeking support when needed. Professional learning and dialogue took pace throughout the year around assessment and evidence gathering. All staff used common assessment tasks to place students on the literacy and numeracy continuums which was used to differentiated teaching and learning programs throughout the year. Through the use of equity funding all students requiring specialised support were identified and received support through our LaST program. With P&C assistance quality literacy and numeracy resources were purchased to support teaching and learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the number of students performing in the top two bands of NAPLAN based on 2012–14 data levels average by 8%.	Literacy and numeracy funds – \$3000 Resources \$5000 TPL funds – \$4000	NAPLAN data shows 65% of Year 3 students and 36% of Year 5 students were in the top two bands for reading. NAPLAN data shows 62% of Year 3 students and 30% of Year 5 students were in the top two bands for numeracy. The 8% target was achieved for Year 3 but wasn't met for Year 5.
Student reports show student progress along literacy and numeracy continuums using PLAN data.	QTSS funds – teacher relief TPL funds (teacher relief) – \$4500	All students K–6 had their progress mapped against the literacy and numeracy continuums with over 80% of students achieved age appropriate markers School scope and sequence updated for literacy and numeracy.
All teachers will evaluate and reflect on current research and practice in the use of existing and emerging 21st century teaching tools and strategies to support student learning.	L3 program for Kindergarten teachers \$3000 7 Steps Writing – four staff trained (TPL) \$3000 Resources – \$10 000	Early Stage 1 (Kinder) staff completed L3 training. All staff worked in stage groups developing common units of work to support learning in 21st century learning and common assessment tasks. Four teachers were trained in the 7 Steps to Writing Success with the remainder of staff to be trained in 2018.

Next Steps

2018 will see a focus on:

- transferring current practice with literacy and numeracy continuums across to literacy and numeracy learning progressions.
- 'Assessment for Learning' practices (learning intentions, success criteria, feedback) are embedded in all teaching and learning programs.
- Professional learning to build quality differentiated learning experiences that are collaboratively planned and explicitly taught.

Strategic Direction 2

Relationships and Wellbeing

Purpose

To create a safe, stimulating and secure environment that supports the core business of learning.

To promote positive, respectful relationships between all members of our school community where the wellbeing and resilience of staff, students and community members are highly valued.

Building a 21st century learning environment where everyone works collaboratively to support students' academic, physical, social & emotional wellbeing.

Overall summary of progress

Enhancing student wellbeing remained a priority throughout the year. As a KidsMatter school, Bounce Back and our orientation programs (Kindergarten and high school transition) were implemented to improve student resilience and promote positive relationships. These programs were reviewed through school surveys and the Tell them From Me Surveys. Learning and Support Team (LaST) meetings regularly reviewed learning programs and student support throughout the year. Our Multicultural Day was another successful event strengthening positive relationships within the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School 'wellbeing' team steering all wellbeing programs (Kids Matter, Peer Support, Aboriginal Education, G&T, e.t.c) to challenge and stimulate learning experiences and opportunities for all students.	RAM Equity loadings \$50000 Resources \$2000	The Learning support Team regularly met each month to ensure student needs were discussed and addressed. All wellbeing programs were reviewed to ensure they were still meeting needs and providing desired learning experiences and opportunities for students.
Students have a sense self-worth, self-awareness and personal identity, embracing opportunities, making rational and informed decisions and accept responsibility for their own actions.	Resources \$3000	Over 86% of students participated in extra sporting opportunities offered at school with over 70% of students participating in extra curricula activities. Bounce Back continued to be implemented across all classes targeting self-awareness, self-worth and resilience. Personal identity and family identity have been recognised and celebrated through our Aboriginal Elder program Multicultural Day.
Students develop resilience and respect for themselves, others and the environment resulting in a decrease in the number of negative behaviours reported.	Resources \$1000	The school continued to provide leadership opportunities for students across the school. Executive analysis of playground incidents has shown a growth in student resilience across all stages. Data from the Tell Them From Me survey shows a high percentage of students with a positive respect for themselves and their peers.

Next Steps

2018 will see a focus on:

- A refresher professional learning program of KidsMatter for staff.
- Parent workshops will be offered in addition to help build connections between the school and home.
- The school wellbeing program will focus on developing and maintaining positive relationships. The school will begin the universal training of PBL.
- The Learning Support Team will continue to meet regularly each month to review student needs.

Strategic Direction 3

Quality Teaching and Leadership

Purpose

Enhancing school leadership and teaching excellence for a modern 21st century school, inspiring others in innovative and creative thinking practices as identified in the Melbourne Declaration.

Teachers will be responsible for their own ongoing professional learning, ensuring quality teaching is occurring in all classrooms. They will have the capacity to meet the diverse needs of our students.

Teachers will have a deep knowledge of the *Australian Professional Teaching Standards*.

They will have opportunities to engage in appropriate individual, team and shared professional learning, resulting in leadership in all areas.

Overall summary of progress

Staff took on leadership roles for curriculum areas, leading professional learning and dialogue to ensure successful implementation of syllabi in teaching and learning programs. All staff took responsibility for the implementation of their Performance and Development Plans (PDPs), fine tuning the process to ensure alignment with the Australian Teaching standards. With the use of QTSS funds all staff invited the school executive and a critical friend into their classroom to observe their practice. Leadership opportunities were available for the school executive, aspiring staff leaders and student leaders throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the Australian Professional Teaching Standards and guides their professional learning, practice and capacity to improve student learning.	QTSS funds – teacher relief Professional learning funds \$2500	All teachers aligned their Performance and Development plan goals to Australian Professional Standards for Teachers. All goals were more explicit and linked with the school plan which meant that professional learning funds were better utilised. One teacher successfully gained accreditation at the level of Proficient.
Quality pedagogy and consistency in teacher judgement will be facilitated through explicit quality criteria, high expectations and innovative 21st Century practices.	Professional learning funds \$2000	All teachers worked in stage groups for programming and assessment resulting in a consistency of practice across all classes in improving student learning outcomes. Scope and sequences were reviewed across the school and common assessment practices developed which ensured consistent teacher judgement across classes.

Next Steps

2018 will see a focus on:

- All teachers moving into the maintenance cycle of the accreditation process.
- All non-teaching staff will have quality, concise Performance and Development Plans in place.
- QTSS funding used to drive a program of 'classroom walkthroughs' allowing the sharing of quality professional knowledge and practice.
- Collaborative programming and assessment will continue to be refined to ensure improvement in student engagement and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Equity – \$12 000	<p>All Aboriginal students had a Personalised Learning Plan that was negotiated with the student, parents and teacher. All plans were reviewed and updated regularly.</p> <p>Our Aboriginal Elder program continued to be very successful throughout the year continuing the school's journey of improving Aboriginal knowledge and forging stronger links with the community.</p>
English language proficiency	English Language Proficiency Equity Funding \$719	The school's Learning Assistance Support Teacher (LaST) developed programs throughout the year to support the needs of students in literacy and numeracy. The programs were then implemented by the schools Student Learning Support Officers (SLSOs).
Low level adjustment for disability	Equity funding – \$46 000 Teacher relief – \$2 000	All students identified by teachers as needing literacy and/or numeracy support were placed on the LaST program. This list was reviewed and modified each term based on need. Learning support plans were developed and implemented with the support of the school's SLSOs and parent volunteers. All students who received support for ten or more weeks had NCCD records completed. Student progress was tracked and recorded on continuums.
Quality Teaching, Successful Students (QTSS)	Quality Teaching, Successful Students (QTSS)	Quality Teaching Successful Students (QTSS) funding was used to provide additional support for the school's early career teachers. It was also used to release executive staff to work individually with teachers in mentoring programs and to provide general support according to teachers' Performance and Development Plans.
Socio-economic background	Socio-economic Equity – \$14 661	Literacy and numeracy programs were developed by the school's LaST for those students identified as needing support from the Learning and Support Team. Programs were then delivered by the school's SLSOs and parent volunteers. Student progress tracked through data analysis and recorded on continuums.
Support for beginning teachers	Beginning Teacher Support – \$4 063 QTSS funding	Funding was used to continue supporting our early career teachers. The program focussed on quality observation, feedback and collaborative practice. As part of the program opportunities were made available for team teaching and collaborative programming.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	99	106	115	109
Girls	97	108	112	109

Student enrolment at Mount Riverview Public School has remained steady over the past three years, maintaining nine classes.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	97.3	95.7	96.2
1	97.1	95.5	97.1	96.5
2	96.6	95.5	95.8	97.1
3	96.7	96.1	95.3	95.9
4	95.8	96.6	95.7	96.6
5	95	96.3	96.7	95.6
6	96.8	93.9	95.9	94.9
All Years	96.4	96	96	96.1
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

Regular attendance at school is essential to assist students to maximise their potential. Clear processes and procedures are in place at Mount Riverview Public School to support and manage non-attendance. Information regarding school attendance is sent home to all families at the beginning of the school year outlining expectations. Teachers mark class rolls daily and monitor their rolls for patterns of both partial (later arrival or early leaving) and non attendance of students. Non attendance is dealt with promptly through the

following of procedures by office and teaching staff. Support from our Home School Liaison Officer is accessed as necessary.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.95
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	0

*Full Time Equivalent

During 2017 we had a couple of staff changes due to retirements. Mrs Rodger retired and Ms Stockton was appointed through merit selection. Mrs Howat retired at the end of Term 1 with her position filled temporarily by Mrs Ellison for the remainder of the year. Mrs McKellar, our School Administration Manager, retired at the end of Term 2 with Mrs Beard appointed through merit selection.

At Mount Riverview Public School we have one staff member with an indigenous background working at our school.

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 completed the mandatory training requirements that target student / staff health and wellbeing, especially those that centred on workplace health and safety. These included First Aid/CPR, anaphylaxis, asthma, emergency care, child protection and code of conduct.

All staff at Mount Riverview Public School participated in professional learning activities throughout the year designed to build their capacity to achieve the key priorities set out in our school plan and their individual performance and development plans. The main activities during the year were Language, Learning and Literacy (L3), Positive Partnerships, syllabus (English, Mathematics, Science, Geography and History) implementation and review and processes and strategies to support children with challenging behaviours. During staff and stage meetings all staff worked with and explored the school excellence framework and the Australian teaching standards in preparation for the external validation process the school participated in.

In addition, several staff were involved in professional learning activities that have been designed to build the capacity of early career teachers. In addition to professional learning identified in the performance and development plans, these teachers participated in the school's early career teacher induction program and were supported through additional release each week for teacher mentoring.

We have three teachers accredited at proficient at the end of 2017. Pre 2004 appointed teachers will be accredited at proficient in January 2018.

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	75,932
Revenue	1,964,464
Appropriation	1,786,629
Sale of Goods and Services	27,495
Grants and Contributions	149,116
Gain and Loss	0
Other Revenue	0
Investment Income	1,224
Expenses	-1,891,237
Recurrent Expenses	-1,891,237
Employee Related	-1,680,263
Operating Expenses	-210,974
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	73,227
Balance Carried Forward	149,160

Expenditure at Mount Riverview Public School supports the smooth, effective operations of the school. Funds carried forward are to cover commitments for unpaid salaries, ongoing costs for utilities and for ground, building and equipment maintenance. Expenditure is planned in alignment with the strategic directions of the school plan with the budget regularly reviewed. The school plan ensures sufficient funds are conserved for contingencies as well as the replacement and acquisition of assets and resources to best meet the educational needs of students.

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	1,603,100
Base Per Capita	34,692
Base Location	0
Other Base	1,568,409
Equity Total	107,019
Equity Aboriginal	12,448
Equity Socio economic	14,661
Equity Language	719
Equity Disability	79,191
Targeted Total	42,286
Other Total	19,359
Grand Total	1,771,764

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.

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 their student performance for their top two NAPLAN bands.

At Mount Riverview Public School, in reading, our Year 3 cohort had 65% at proficiency level compared to the state at 51%. Our Year 5 cohort were 36% with the state at 40%

For numeracy, our Year 3 cohort had 62% at proficiency level compared to the state at 43%. Our Year 5 cohort were at 26% compared to the state at 33%.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The responses are presented below.

Parents

Parents were invited to participate in the *Tell Them From Me* survey in October which ranked responses to a variety of questions from 0–10. Responses were:

- Parents feeling welcome when they visit the school – 9.3
- Parents feel they can easily talk to their child's teacher – 8.9
- Parents feel the administrative staff are helpful when they have a question / problem – 8.8
- Parents felt their child's reports were written in terms they understood – 8.7
- Parents felt their child was encouraged to do their best work – 8.6
- Parents felt teachers had high expectations for their child to succeed – 7.9
- Parents felt teachers took account of their child's needs, abilities and interests – 8.1

In addition to these responses, 61% of parents have talked to their child's teachers about learning or behaviour on more than three occasions and approximately 70% of parents were involved in school activities (P&C, volunteering, canteen, etc).

From the survey the school was also able to identify the area of helping parents support their child's learning at home as a topic that would be of interest for parent workshops in 2018.

Students

Response data for students in Years 4–6 were:

- Over 86% were involved in sporting activities offered within school
- Over 68% participated in at least one of the extra curricula activities offered
- 79% felt they were accepted and valued by their peers at school
- 89% felt they had friends they could trust and who helped them make positive choices
- 96% felt that school was useful and would have a strong bearing on their future

From the survey the school was able to identify student engagement in their learning as an area of development for 2018 as there were only 67% of student who felt they were interested and motivated.

Teachers

Teacher response data (0–10) shows:

- Works with school leaders to create a safe and orderly school environment – 8.3
- Talk with other teachers about learning problems of particular students – 8.8
- Teachers set high expectations for student learning – 9.1
- Link new concepts to previously mastered skills/knowledge – 8.8
- Discuss with students ways of seeking help that will increase learning – 8.6
- Work with parents to help solve problems interfering with their child's progress – 8.1

From the survey the school was able to identify the area of using technology to provide feedback to students and to help students set goals for learning new technological skills. In addition to this the school also identified the area of asking parents to review/comment on their child's work in the form of 3–way interviews as an area to explore.

Policy requirements

Aboriginal education

Mount Riverview ensures that its practices and procedures are consistent with the Department's Aboriginal Education Policy. Aboriginal perspectives are incorporated in a meaningful way as part of the Learning Across the Curriculum content in all syllabus to enable children to gain a greater understanding of Aboriginal history, culture and issues.

During the year all students of Aboriginal background had a Personalised Learning Plan (PLPs) developed. These plans support their learning through targeted strategies matched to their needs. Their goals have been developed in consultation with the student, parent and teacher. These plans are regularly reviewed and updated.

Throughout the year we continued our Aboriginal Elder program visits, linking the program with our History and Geography syllabus. Aunty Julie continued to work with class teachers to deepen student knowledge and experience of both traditional and contemporary Aboriginal history and culture. During Term 4 the school undertook an external snapshot of our Aboriginal education programs. Through the review the school confirmed that it had a welcoming environment for all who visit the school. It is a culturally safe environment where Aboriginal students and parents are proud of their heritage. There is also a strong view that the school makes a genuine attempt at including Aboriginal perspectives in all curriculum areas and that this work is not tokenistic.

In 2018 the school will continue this journey with the

aim of strengthening the sense of belonging within our community.

Multicultural and anti-racism education

During 2017 family culture and heritage was promoted and celebrated. The studies of other cultures and an understanding of our cultural diversity is included in English and history programs. Students participated in activities during Harmony Day to help them understand how Australian of different backgrounds live together and make Australia a special place to live.

In Term 3 the school held their Multicultural Day where each staff member selected a different cultural activity from around the world. In addition to the staff activities there were several family groups who had also organised a workshop activity based on their cultural background. Students moved through the activities in their peer support groups with everyone enjoying a multicultural lunch. The day was a huge success and a highlight of our multicultural activities throughout the year.

Each year a staff member is elected and trained as our Anti Racism Officer. This representative is prepared to support any concerns that may arise in this area with the support of the whole community.