

Copacabana Public School

Annual Report



2017



4548

Introduction

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

Ben Thomas

Principal

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Message from the Principal

The 2017 school year has been rewarding and enjoyable. I have been extremely proud of the way our students have worked towards their individual learning goals. The staff, students and parents have also worked together to build a collaborative and caring learning environment. We have achieved our goal of providing personalised learning for every student through the implementation of evidence-based teacher practice and regular monitoring of student progress against the literacy and numeracy continuums. Establishing Performance and Development Plans for every teacher has also led to improved teacher quality through a specifically targeted approach to teacher professional learning. We have continued to provide a challenging and balanced curriculum, where students have opportunities to be involved a wide range of experiences such as creative and performing arts, sport, music, public speaking, debating, environmental and cultural studies. Our debating team again won the Central Coast section of the state debating competition, two dance groups were selected for the Central Coast Dance Festival and we successfully auditioned to be in Starstruck for the second year running. Our school achieved outstanding academics results in 2017. In NAPLAN, the value added to students through our positive growth statistics for Year 5 and Year 7 was well above the state average. In particular, the growth for students in reading and numeracy, was exceptional. This year we spent a significant amount of time preparing for our next 3 year school plan. Using community feedback, teacher and student feedback, we have developed a 20–20 vision for the school. I am passionate about the vision we have for this school, its students and for our community in general and excited about continuing to move Copacabana Public School forward into the future, with Personalised and Inspired Learning, Informed and Collaborative Teaching, Systematic and Supportive Leadership.

School background

School vision statement

Quality teaching and learning programs, driven by dedicated, committed and caring teachers that engage students within a strong, supportive and nurturing community environment.

School context

Copacabana Public School is located on the Central Coast of NSW. It has a stable population of children that come from predominantly middle to upper class dual income families. There has been a steady increase in enrolment numbers which has meant we have maintained 14 classes in 2017.

Copacabana Public School currently has eleven identified ATSI students with one child receiving integration funding support. There are 8% of students on Personalised Learning and Support Plans to support learning in the areas of Literacy and numeracy.

The school's motto "Effort Earns Success" reflects a whole school commitment to learning by students, staff and parents. Copacabana PS is a recognised leader in technology teaching and learning. Our positive student welfare program allows all students to be rewarded for individual achievements. Our Values Education program creates an atmosphere of mutual respect, acceptance and responsibility, with senior students participating in mentoring and leadership programs. Our engaging, vibrant learning environment caters for individual students' needs and talents. We support students requiring assistance, transition to school and high school programs, outstanding sport and physical education programs and opportunities to participate in creative and performing arts.

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.

Throughout the year all staff worked in their strategic direction teams to reflect on the school plan and milestones. Links were made to the elements of the School Excellence Framework and evidence was collected to support the level at which we achieved.

In the domain of learning we made significant gains in strengthening our approach to quality teaching and assessment to meet the needs of all learners. Differentiating curriculum delivery remained a focus and consistent monitoring of school-based assessment data ensured assessment was informing teaching. The school continued to provide and expand on the range of extra-curricular activities provided, to broaden student development. Key transition points were highlighted and extended programs were offered to students and families moving into Kindergarten and transitioning from Year 6 to Year 7. Copacabana Public School is proud of the high levels of achievement and performance on external assessments and celebrated our value-added results.

Our major focus in the domain of teaching has been training staff to implement evidence-based teaching practice. We have improved teaching methods in literacy through the introduction of L3 this year and remained committed to implementing Focus on Reading and Targeted Early Numeracy. The routine collection of continuum data associated with these programs, has ensured teachers have further developed their skills in analysing and using student assessment data to understand the learning needs of students and to plan for future learning. We are sustaining and growing in the area of collaborative practice and aim to develop more explicit systems for collaboration and mentoring next year.

Priorities in the domain of leading have been to strengthen our management systems and structures. The implementation of LMBR has supported some of the administration processes. However, we will focus on the area of wellbeing next year to ensure consistent practices support school operations and are communicated throughout the school and community. A variety of evidence supported our increased community engagement, with parents having the opportunity to engage in a wide range of school activities and provide feedback on future directions. Developing further ownership of the school plan through distributive leadership will continue to be a focus for next year.

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

Engaged Student Learning

Purpose

To provide quality teaching and learning programs that engages students through differentiated learning programs with the aim of improving growth in literacy and numeracy.

Overall summary of progress

All staff were involved in the development of explicit processes to collect, analyse and report on internal student and school performance data. Five weekly data collection guided differentiated teaching and learning programs.

Three Kindergarten teachers were trained in the Language, Learning and Literacy (L3) program to ensure the curriculum provision in Kindergarten was evidence-based and responsive to individual needs. Two Assistant Principals completed training as Phase 1 Focus on Reading facilitators and continued professional learning for all staff to implement the Focus on Reading program.

Performance and Development Plans were developed in collaboration with stage supervisors to negotiate goals and identify professional learning needs aligned to Australian Professional Standards.

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">• An increase in the number of students moving from bands 3–6 (70%) in numeracy in Year 3.• A reduction of students in the lower 2 bands (0%) in numeracy in Year 3.• An increase in the number of students moving from bands 6–8 (30%) in numeracy in Year 5.• A reduction of students in the lower 2 bands (18%) in numeracy in Year 5.• At least 60% of students achieving growth between the bands in numeracy in Year 5.	<p>\$7,920– Casual relief</p> <p>\$11,000– L3 course costs</p> <p>\$500– Mathematics resources</p>	<p>44% of students in Year 3 achieved at Proficient (top 2 bands) for NAPLAN numeracy.</p> <p>15% of students in Year 3 were in the lower 2 bands for numeracy.</p> <p>36% of students in Year 5 achieved at Proficient (top 2 bands) for NAPLAN numeracy.</p> <p>6% of students in Year 5 were in the lower 2 bands for numeracy.</p> <p>89% of Year 5 students achieved at or above expected growth in numeracy.</p> <p>82% of Year 7 students achieved at or above expected growth in numeracy.</p>

Next Steps

Introduction of the Language, Literacy and Learning (L3) program for Stage 1 to ensure evidence-based pedagogy is supporting reading from Kindergarten to Year 2, through L3 and supporting reading from Year 2 to Year 6, through Focus on Reading.

Continue to build on teacher understanding of using the literacy and numeracy continuum to track student progress, evaluate the effectiveness of their teaching and deliver differentiated teaching programs.

Continue to modify school-based assessment to more closely align with syllabus outcomes and continuum markers.

Strategic Direction 2

Quality Teaching

Purpose

To ensure teachers have the capacity to implement high quality curriculum to meet the needs of all students.

Overall summary of progress

A beginning teacher induction program and handbook was completed and distributed to newly appointed staff in 2017. Assistant Principals and teacher mentors supported beginning teachers to complete the checklist of activities to better understand whole school systems, programs and practices.

All staff completed professional learning aligned with individual Performance and Development Plans and school strategic directions. This helped to further support their capacity to deliver high quality teaching practice. Program feedback and lesson observation feedback also supported teachers to revise teaching and learning programs and evaluate their teacher practice.

Following extensive professional learning and unpacking of the new history and geography syllabus documents, a whole school scope and sequence was written and is now embedded in teaching and learning programs across the school.

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">• All staff K–2 trained in TEN.• All staff 3–6 trained in TOWN.• Staff 1–6 trained in Focus on Reading.• All staff achieve proficiency standard by 2017.• All staff implement History syllabus in 2016.• All staff implement Geography syllabus in 2017.• Growth data in NAPLAN bands inclusive of Years 3–7.• Growth in percentages of children achieving outcomes in higher clusters in K–2 numeracy through the implementation of the TEN program.	<p>\$265– Clarke Rd Money Program</p> <p>\$4,953– Casual relief</p> <p>\$3,200– Lesson observations</p>	<p>100% of staff trained in Focus on Reading Modules 2 and 3.</p> <p>One permanent and one temporary staff member achieved proficiency accreditation through NESA.</p> <p>A whole school Scope and Sequence was developed and implemented for Geography and History.</p> <p>100% of staff trained in TEN and TOWN.</p> <p>100% of Kindergarten and Year 1 students achieved at or above expected TEN continuum levels in Early Arithmetic Strategies.</p> <p>95% of Year 2 students achieved at or above expected TEN continuum levels in Early Arithmetic Strategies.</p>

Next Steps

Set up a curriculum team to begin the initial professional learning around the new science and technology syllabus. Investigate units of work that will align to the new syllabus and allow for more hands-on, inquiry-based learning opportunities.

Formalise coaching and mentoring structures to further develop quality teaching in the area of technology.

Set up support structures for new staff to ensure the Focus on Reading program is implemented effectively in all primary classes.

Strategic Direction 3

Community Engagement and Partnerships

Purpose

To provide an active and engaged community resulting in a more collaborative and effective environment for staff and students.

Overall summary of progress

In 2017, a school Facebook page was utilised as another avenue of communication for parents to access school information and for the school to showcase student achievement through a "class of the week" initiative. The community response to this page was overwhelmingly positive. In response to parent feedback, we also introduced the Remind app. This completed a 3 pronged communication system that allowed effective dialogue between the school and home.

The introduction of whole school enrichment days in the areas of technology, Mathematics and Science allowed every student to be involved in Gifted and Talented (GAT) education. It also led to an increase in the number of parents engaged in learning at the school and ultimately, to parents with specific areas of expertise supporting GAT education by leading programs in coding and Creative Arts.

Student Prefects attended the National Young Leaders Day and as a result, were involved in the management of processes and procedures for monitoring attendance at official whole school functions and programs. They gathered and collated this data throughout the year. Student leadership was also promoted across the whole of Stage 3, with all students being trained as peer support leaders.

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">• All staff and community are committed to the school's strategic directions and practices to achieve educational priorities.• Increase of 50% in parent responses to communication provided by school as measured by number of responses returned in the form of surveys and attendance at community forums and parent teacher meetings.• Increase of 20% in teacher/parent/community involvement at facilitating school enrichment programs and community events.• Increase in student numbers attending school based enrichment programs.• Increase parent/community attendance at monthly P&C meetings.	<ul style="list-style-type: none">\$510– GAT enrichment days\$2,640– GAT relief\$300– 5 Lands Walk\$500– Young Leaders Day\$1,000– Parent helpers morning tea, Mother's day and Father's day.\$4,400– Dance & Star Struck relief\$3,714– Ukuleles	<ul style="list-style-type: none">100% of students attending GAT enrichment and Science Technology Engineering and Maths days.22% of the parent community attending whole school enrichment days.Every staff member was allocated to a strategic direction team and participated in regular planning and evaluation meetings, led by school executive.Increase from 290 to 558 likes on the school Facebook page.An increase to an average of 1100 views per post on the school Facebook page.89% of parents signing up and using the new communication app initiative, Remind.41% of parents providing survey feedback on school transition programs.

Next Steps

Continue to develop our communication systems with parents and promote the use of these to new families.

Ensure opportunities for parents to meet with the classroom teacher are given early in the school year.

Continue to provide a balance of extra-curricular opportunities for students throughout the year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,828	<p>All Aboriginal students were involved in a process of consultation and review to develop a Personalised Learning Plan. This ensured that 100% of Aboriginal students were supported by differentiated learning within their classroom to achieve individual goals.</p> <p>100% of Aboriginal students attended Brisbane Water Secondary College cultural program and worked with Maurice Goolagong on a school mural.</p> <p>43% of Aboriginal families attended a combined networking BBQ with families from Avoca Beach Public School and Kincumber Public School.</p> <p>One student was nominated for an Excellence in Education award at the annual Tjudibaring AECG awards night and was named overall winner of the Academic Achievement category.</p> <p>Copacabana students learnt about reconciliation and connection through their participation in the Five Lands Walk. 100% of students contributed to this wider community event through their involvement in music, dance, singing and the arts.</p>
English language proficiency	\$2,466	<p>An EALD teacher was employed for 42 hours to assist one student to gain English language proficiency. An experienced practitioner developed an individualised program and supported the classroom teacher to incorporate strategies in their teaching program.</p>
Low level adjustment for disability	\$20,083– School Learning and Support Teacher	<p>Employment of a School Learning and Support Officer for 5 days a week allowed intensive support for identified students on Personalised Learning and Support Plans.</p>
Socio–economic background	<p>\$3,150– Gifted and Talented programs</p> <p>\$2,200– Casual relief</p> <p>\$3,714– Ukuleles</p> <p>\$1,700– Mathletics</p>	<p>100% of students participated in school enrichment days in the areas of Mathematics, Science and technology.</p> <p>Twelve students participated in a talented Ukulele group, meeting weekly and performing in the wider community on three occasions.</p> <p>Three classes used Ukulele as a dedicated music program and 2 students were selected in music leadership roles to maintain and distribute instruments at lunch times.</p> <p>100% of students from Year 1 to Year 6 engaged with Mathletics to support the achievement of outcomes in Mathematics. An average of 51 tasks were completed by each student.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	152	158	176	191
Girls	147	158	155	154

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	95	93.4	95.1
1	95.8	94.3	92.5	93.4
2	96.1	94.2	93.1	93.3
3	95.5	94.6	93	93.4
4	95.2	95.2	92.8	93.1
5	94.9	94.4	93.8	94.4
6	95.2	94.4	92.9	93
All Years	95.6	94.6	93.1	93.7
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

At Copacabana Public School the resolution of attendance difficulties is reached with the following strategies:

- meeting with the student and parents
- referral to the school's Learning and Support Team to identify and implement strategies that address the learning and support needs for the student
- development of a school-based attendance improvement plan with the student and parents
- engaging identified groups of students in programs that support regular attendance and punctuality
- referral to the school counsellor

- working collaboratively with other government or non-government agencies
- use of interpreters and translated materials where needed
- seeking advice about culturally appropriate responses from relevant services and working collaboratively with them.

This year a reward system was introduced to acknowledge positive attendance. Canteen vouchers were handed out randomly at morning assemblies to encourage students to arrive at school on time. Students were also striving to achieve 100% attendance each semester to qualify for 'lunch with the principal'.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on the Aboriginal composition as a proportion of their school's workforce. Copacabana Public School has 6% of teachers who are Aboriginal. Our school enjoys a close relationship with the Tjuidibaring Aboriginal Education Consultative Group.

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	6

Professional learning and teacher accreditation

In 2017, professional learning at Copacabana Public School was given a high priority. All professional learning, where possible, was research-based to ensure quality and currency. Evaluation of professional learning was used to determine the impact on student achievement. The main focus in 2017 was the Language, Learning and Literacy (L3) program and Focus on Reading program.

The Learning Support, library and computer coordinator networks were attended each term and this supported the development of our Learning Support Teacher, Librarian and Release from Face to Face teacher. All staff attended a Kincumba Learning Community network once a term in the areas of Aboriginal Education, History and Geography, Transition and Learning Support.

School Development Days allowed staff to complete compliance training and strengthen collaboration between teachers.

One permanent staff member completed their accreditation at proficient level in 2017 and another permanent staff member completed the maintenance phase of their accreditation.

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	150,676
Revenue	2,732,421
Appropriation	2,568,123
Sale of Goods and Services	2,179
Grants and Contributions	159,975
Gain and Loss	0
Other Revenue	0
Investment Income	2,144
Expenses	-2,615,303
Recurrent Expenses	-2,615,303
Employee Related	-2,282,269
Operating Expenses	-333,034
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	117,118
Balance Carried Forward	267,794

Copacabana Public School finance committee meets each term to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the HR budget tool and the Electronic Financial Planning Tool.

The intended use of funds available from 2017 is to upkeep air conditioning units, upgrade technology in the school and the infrastructure to support it. We also intend to establish a formalised whole school mentoring program with a proportion of the funds available.

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	2,314,876
Base Per Capita	50,586
Base Location	0
Other Base	2,264,290
Equity Total	88,086
Equity Aboriginal	4,828
Equity Socio economic	9,922
Equity Language	2,466
Equity Disability	70,870
Targeted Total	13,349
Other Total	29,039
Grand Total	2,445,349

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.

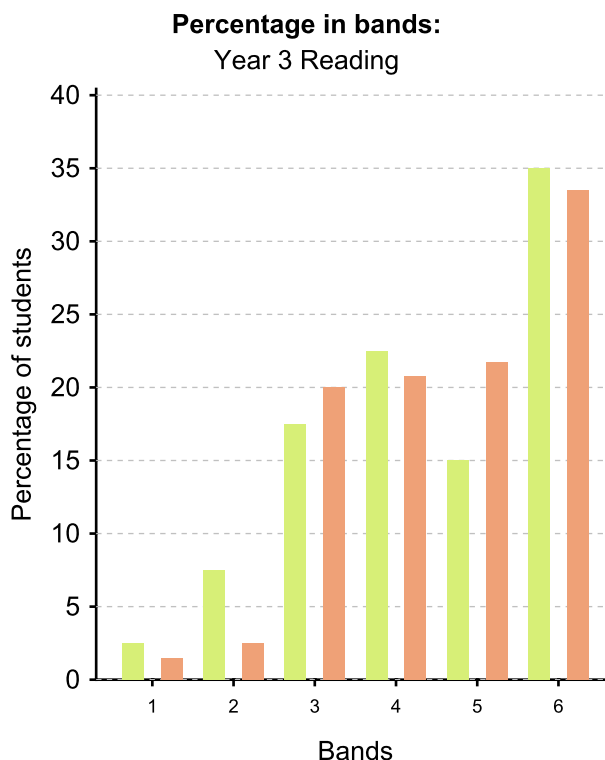
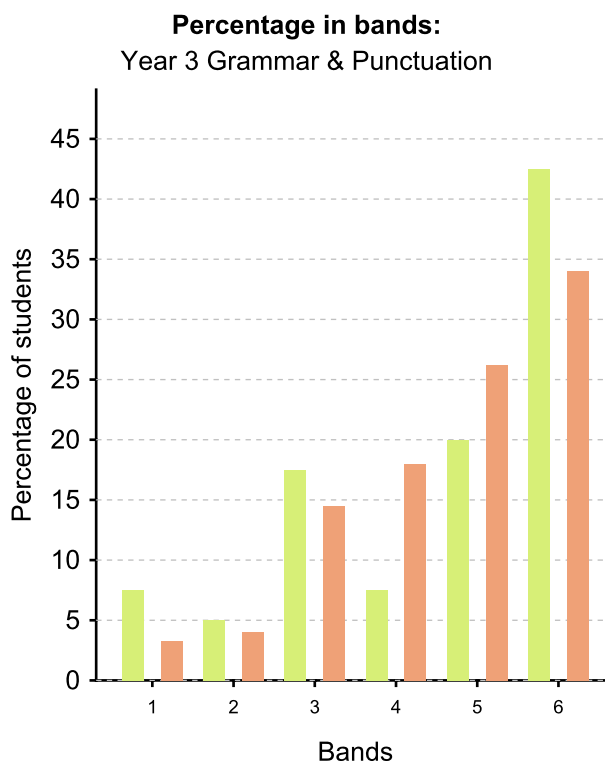
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

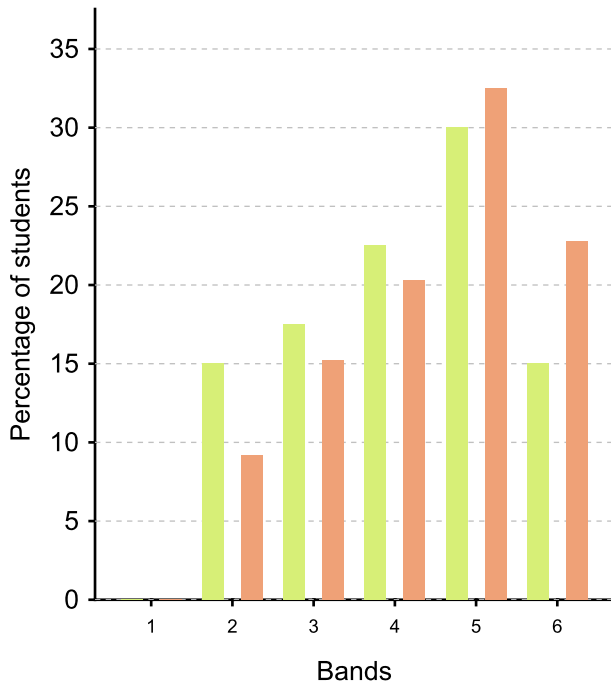
NAPLAN

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.

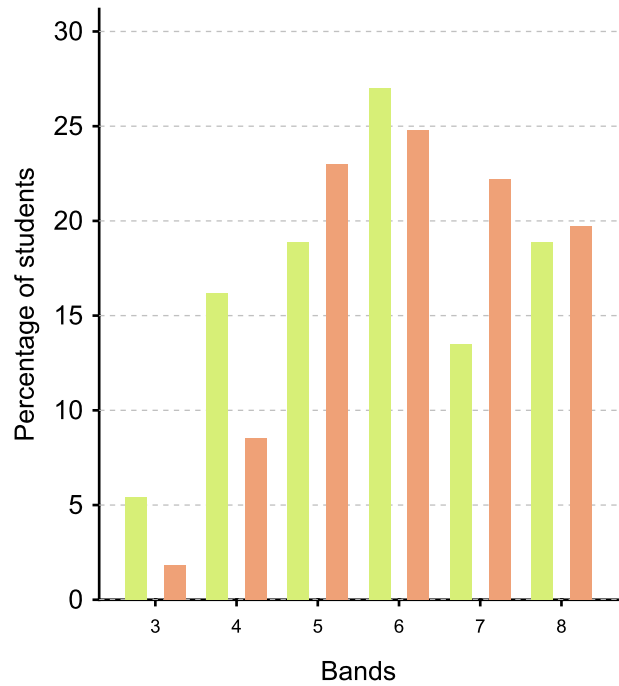
Year 7 students were above state average in all areas of literacy. Year 3 excelled in writing, with 60% achieving at Proficient (top two bands) and in grammar, where 63% of students were in the top two bands. Year 5 students achieved outstanding growth in reading with 74% achieving at or above expected growth. A focus for future improvement will be to increase the percentage of students in Year 3 and Year 5 in the top two bands for spelling.



Percentage in bands:
Year 3 Spelling



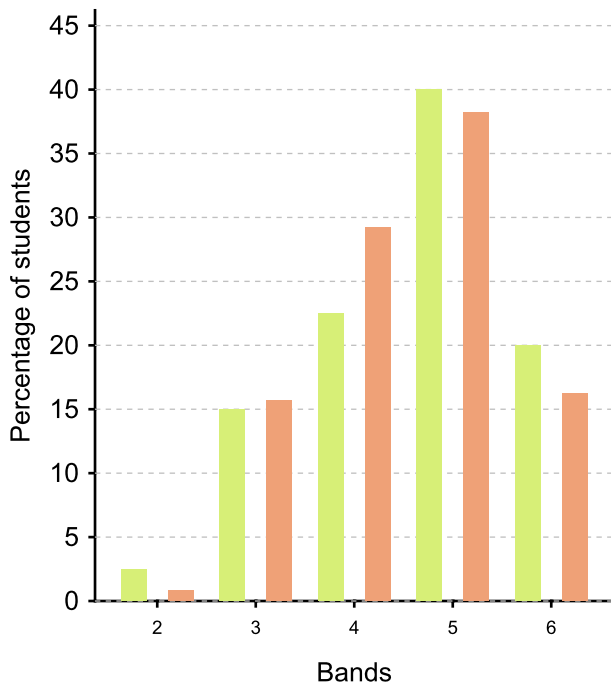
Percentage in bands:
Year 5 Grammar & Punctuation



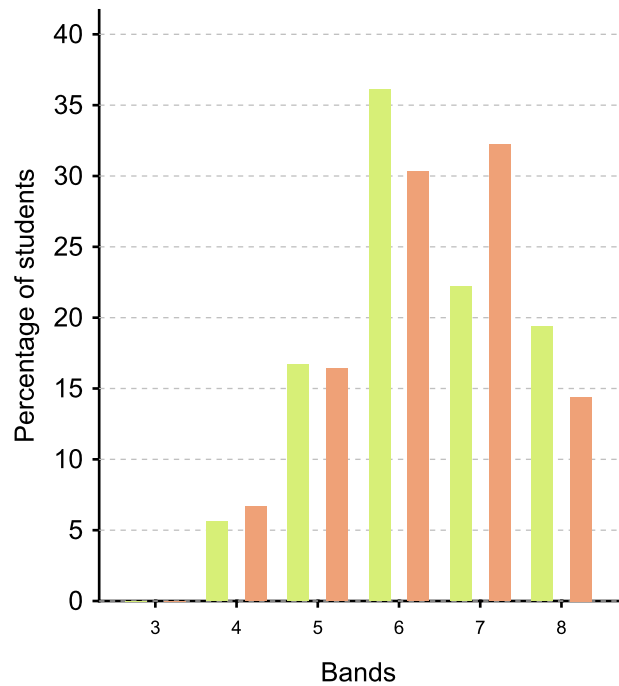
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



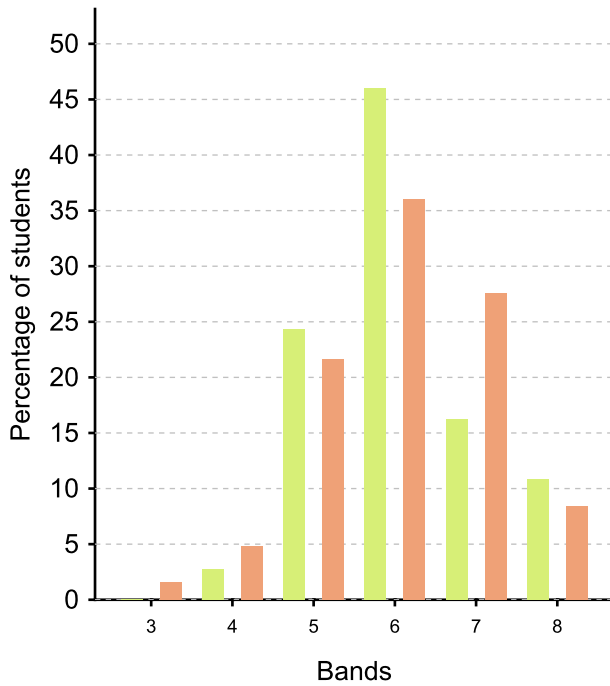
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

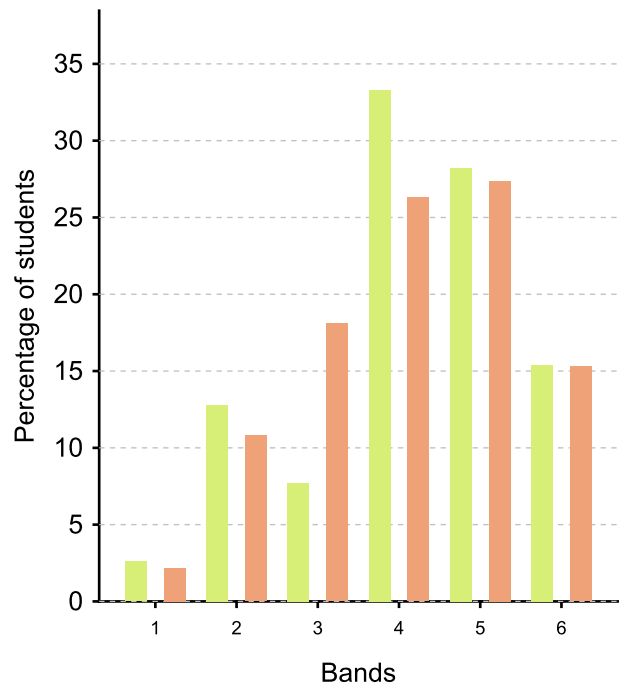
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



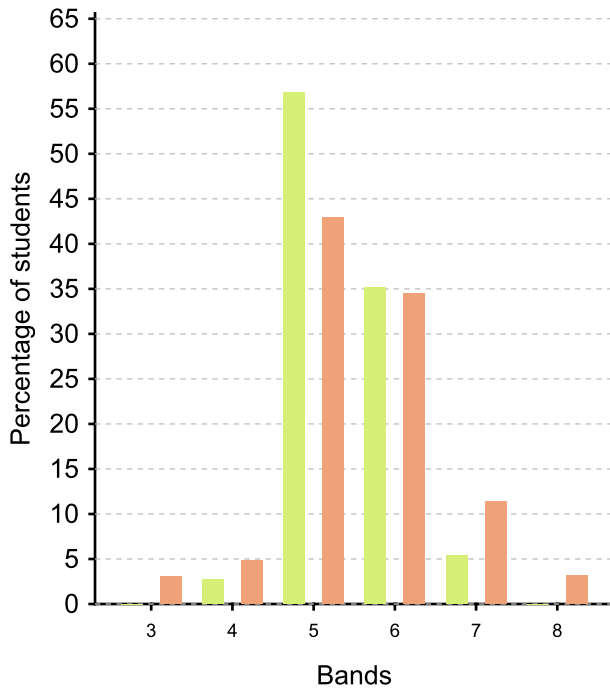
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



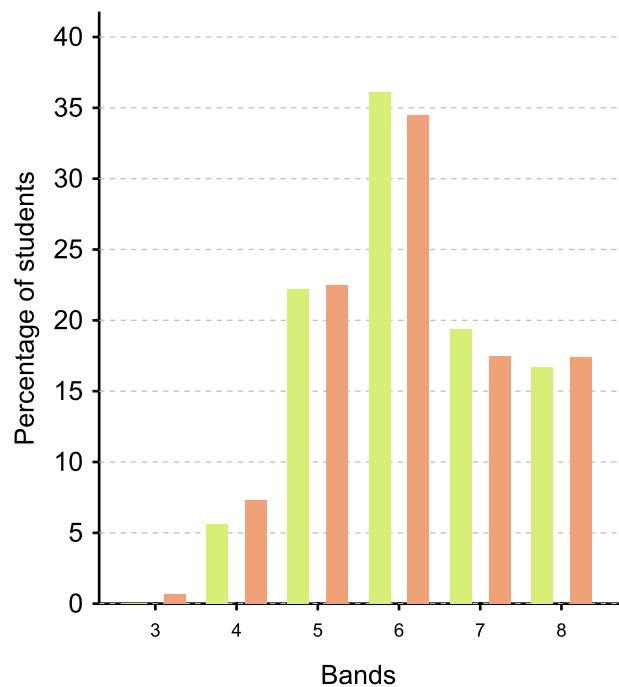
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

NAPLAN numeracy results were extremely positive in 2017. Year 3, Year 5 and Year 7 were all above state average for the percentage of students achieving Proficiency. A highlight was our growth statistics, with 89% of Year 5 students achieving at or above expected growth and 82% of Year 7 students at or above expected growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2017, in accordance with the *Premier's priorities*:

Improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. At Copacabana Public School, in Year 3, 50% of students were in the top two bands for reading and 44% in numeracy. In Year 5, 42% of students were in the top two bands for reading and 36% in numeracy.

Parent/caregiver, student, teacher satisfaction

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

In 2017, the school sought opinions about each major school event, transition programs and the vision for our school as it enters the next three year planning cycle. School-based surveys and the Excellence in School Customer Service 360 Reflection Tool, were used to gather responses. These responses are presented below:

- 41% of parents involved in transition programs replied to the survey and 94% of these responses rated transition programs overall to be extremely useful. Specific feedback from the Kindergarten Headstart Program was, "Brilliant program! So empowering for us to understand how we can better support our child's learning."
- 19% of the parent community and 53% of teachers responded to the 360 Reflection Tool. The four areas of focus were effective communication, commitment to customer service, working collaboratively and consistency and vision in planning. In all areas parents and teachers felt we were meeting or exceeding community expectations. The three specific areas of strength were identified as inclusivity, teamwork and customer service. An area for development was seeking feedback from parents about how well the school communicates and engages with them. Feedback on the new Remind app was generally positive. One comment made was, "The new Remind app has been a great addition to the school. Brilliant communications from both teachers and the office".
- Students reported an overwhelming positive response to the Enrichment Days offered each term. 100% of students agreed or strongly agreed that they enjoyed participating in these days and that they would like to participate in more enrichment days in 2018. Parents also supported this initiative, with positive feedback about the school being, "open for parents to come and participate".

Policy requirements

Aboriginal education

Aboriginal education was again a focus in 2017. All Aboriginal students were involved in a process of consultation and review to develop a Personalised Learning Plan (PLP). This process ensured that 100%

of Aboriginal students had a PLP to support differentiated learning within their classroom to achieve individual goals.

The school celebrated National Aboriginal and Islander Day Observance Committee (NAIDOC) Week with a live performance being held at the school.

Reconciliation Week was also celebrated with all students participating in activities in class time.

Reconciliation and connection was the focus for all Copacabana students participating in the Five Lands Walk this year. 100% of students contributed to this wider community cultural event through their involvement in music, dance, singing and the arts.

This year we had an Aboriginal student nominated for an Excellence in Education award at the annual Tjudibaring AECG awards night and was named overall winner of the Academic Achievement category.

A special feature of 2017, was the strengthening of the wider network of Aboriginal families and our cultural awareness program. Our school hosted a BBQ for Aboriginal families from Copacabana, Avoca Beach and Kincumber. Local elder, John Oates, was in attendance to welcome new families and support the network. Ensuing discussions about each of the families totems, resulted in all Aboriginal students and two teachers from Copacabana Public School attending Brisbane Water Secondary College to work with Maurice Goolagong on cultural awareness activities. The result of this program was a collaboratively designed artwork depicting every students totem animal and their family's nation. The mural will be displayed in our newly formed cultural garden in 2018.

Multicultural and anti-racism education

The Values Education Program at Copacabana Public School has ensured that multicultural education and the associated values, including tolerance and acceptance of all cultures, is embedded in all teaching and learning programs. The staff and students celebrated World Harmony Day on the 21st March. A focus was on cultural diversity and acknowledging the positive contributions that different cultures make to the Australian community. As a result of participation in these activities, class murals, signifying peace in our world, were created and displayed in classrooms. A school ukulele and drumming group was formed this year and this provided an opportunity for students to become immersed in cultural activities. Ukulele and African drumming groups performed in the school musical, at the Copacabana school fete and at special assemblies.

An additional teacher was trained as an Anti-Racism Contact Officer (ARCO) in 2017, to support our commitment to the elimination of racial discrimination.