

West Wyalong High School Annual Report



2017



8392

Introduction

The Annual Report for **2017** is provided to the community of **West Wyalong High 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.

Mr Gregory Sheens

Principal

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Message from the Principal

It is with great pride that we present this annual report to our community to celebrate the successes of the school over the past twelve months.

In 2017 we continued to see significant change across the school and student numbers continue to steadily grow. Following some extensive research, we lengthened our lessons to 80 minutes to enhance a more settled learning environment with less student movement, more opportunities to integrate best practice teaching and further time for teachers to provide quality feedback for our students. Student and staff surveys overwhelmingly supported this change and a more settled learning environment was observed.

Our teachers continued to be actively pursuing best practice teaching skills and regularly participated in professional development to improve student learning. The focus this year was to improve visible learning strategies and to provide better quality formative feedback to all students. Differentiating teaching and personalising learning continues to be a priority for our teachers at West Wyalong High school and I am extremely proud of the commitment shown by our teachers.

2017 was also a year for introducing additional structured support for improving student well being. We extended on the growth mindset culture and provided students with opportunities to undertake personal interest activities. These activities were successful in supporting students to connect, thrive and succeed with their individual well being. We intend to extend these well being opportunities further in 2018 and beyond.

We are extremely proud of our student achievements throughout the year both academically and through their involvement in sport and extra-curricular activities. Student involvement in community volunteering continues to grow and our links to the wider community have been strengthened through connections with our community radio, riding for the disabled, reading groups at the shire library and activities undertaken by our volunteers at the masonic retirement village.

We have completed the 2015–2017 school plan with many successes and our planning for the next three years is well underway.

Please examine this report and feel free to discuss any of the contents with me as we move into our next three year plan and strive for school excellence. I certify the contents of this report and believe that it is a balanced account of our school's achievements and areas for development.

School background

School vision statement

West Wyalong High School aims to ensure that all students exceed expectations. Our vision is that we create an environment in which students and staff constantly challenge themselves.

Our vision is :

- To ensure that student learning is personalised, connected in a purposeful way and all students become effective learners, leaders and active citizens, positively contributing to their community.
- To ensure teaching practice is constantly evaluated and adapted to meet the needs of all students..
- To encourage the sharing of teaching practice and to sustain an expert teaching team that leads teacher professional learning and research in effective pedagogical practices.
- To embed quality leadership and organisational structures to support innovation, relationships and sustainability.
- To build the leadership capacity of staff and students and ensure teachers are leading learning in the school and wider community.

School context

West Wyalong High School is a comprehensive rural education school that serves the town of West Wyalong and surrounding villages in the Bland Shire. School enrolment 7 to 12 is around 300 students.

The school has a long running and effective middle school program that supports the transition of students from years 5 and 6 to high school. This program involves all partner schools.

The school has productive relationships with the community and values the partnerships it has with the Bland Shire Council, the WW Local Aboriginal Lands Council and the Lake Cowal Foundation. The relationship with the Lake Cowal Foundation and the Evolution gold mine has continued an environmental education centre that services all schools within the region.

Our partnership with Ungarie Central School and Riverina TAFE Institute is solidified with a Trade Training Centre that provides training in Hospitality, Construction and Metals and Engineering.

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 2017, our staff at West Wyalong High School participated in whole school discussions focussed on the School Excellence Framework and its implications for developing a whole school approach to improving teaching and learning. Consequently time was dedicated during our weekly Teacher Professional Learning workshops and executive meetings to examine the School Excellence Framework and the provision of suitable evidence to evaluate and identify areas for school improvement. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provided an important overview to ensure our improvement efforts align with these high level expectations. Future teacher professional learning will support practices encouraging school excellence.

The School Excellence Framework identifies three levels of delivery across the three domains of Learning, Teaching and Leading. These levels of delivery are "Delivering", "Sustaining and Growing" and "Excelling". Using the results of the School Excellence Framework Self-Assessment Survey, and other evidence, we have determined that the school is either "Delivering" or "Sustaining and Growing" in our endeavors to achieve school excellence in each of the domains.

In the domain of Learning, our efforts have primarily focused on interpreting data and student work samples to gain a deeper understanding of the literacy abilities of our students and developing strategies for increasing student engagement. Faculty learning culture frameworks were embedded across all areas of teaching to provide students with regular visible learning stimulus. A literacy coach was employed to evaluate and improve literacy strategies to improve teaching and student learning.

Improving student wellbeing was a strong focus in 2017 through a continuation of growth mindset strategies and through the provision of personal interest groups. Effective strategies were implemented to improve student well being including trialing the "Rock and Water" program, a girls empowerment day and other specific wellbeing workshops.

In the domain of Teaching, we primarily focussed on visible learning strategies and implementing best practice from the "What works best" document. Teacher professional learning included sharing expertise about differentiation and implementing current research related to formative feedback and assessment. Teachers continued to develop skills in interpreting data and responding to identified student weaknesses. Teachers utilised data gathered from a variety of sources including SMART data, work samples and results from PAT testing. During professional learning sessions they collaboratively developed strategies for targeted teaching.

Teachers at West Wyalong High School remain committed to high quality teaching and to provide engaging lessons and learning opportunities by implementing evidence-based strategies. Teachers are incorporating peer observations, reflections and feedback to evaluate the effectiveness of their teaching.

In the domain of Leading, our priorities have been to identify aspiring leaders and build leadership capacity in these teachers and students through the provision of mentoring and coaching. We have reviewed and maintained our student leadership program, continued staff performance and development planning with peer observations and reflection meetings to support the implementation of these plans.

The consistency and effectiveness of implementing our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report and building the capabilities of staff to create a dynamic school learning culture.

Our self-assessment process will assist the school to refine our new 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

Active Learning

Purpose

An analysis of longitudinal data shows low progression and proficiency in reading and writing across the whole school. For students to achieve a Band 4 or higher in the HSC they must complete year 10 at cluster 16 on the literacy continuum. Active learning is needed to ensure all students progress with a year's learning equal to a year's growth.

Overall summary of progress

In 2017, to align with the educational needs of our students, West Wyalong High School transitioned to a four period day timetable. The additional lesson time and reduction of student movement from class to class enabled teachers to explicitly deliver a lesson culture framework. This framework integrated best practice teaching strategies including clear lesson intentions, success criteria, effective literacy activities and opportunities to reflect on student learning. Teachers continued to undertake professional learning to further understand methods of integrating best teaching practice to engage student learning. This required teachers to further develop skills in differentiating teaching and learning, effective feedback and strategies to promote a "growth mindset" in students.

All teachers participated in collaborative professional learning that analysed current student data and work samples to develop strategies for personalising student learning. As a result, teachers developed a deeper understanding of the variety of literacy and numeracy abilities of students and were able to differentiate their teaching. Our teachers collaborated with teachers from our partner schools and participated in a growth mindset workshop/presentation. This professional learning activity extended strategies for improving student engagement and the development of a collaborative approach to active learning.

2017 student work samples continued to reflect more structured, sequenced and coherent writing skills using the ALARM matrix. Teachers are providing more formative, engaging and timely feedback to direct student learning. Students are learning the benefits of a growth mindset approach to challenges and the introduction of personal interest groups is aiding in the general wellbeing of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth in value-added writing minimum 0.4	\$8000	All teachers continue to undertake professional learning that includes strategies for improving writing. This has included further strategies for incorporating A Learning and Responding Matrix (ALARM) and through the provision of targeted literacy teams. A small group approach, utilising support teachers to enhance writing. Student work samples are reflecting better structured responses and a better understanding of the questioning verbs.
Growth in value-added reading minimum 0.4	\$1800	Literacy teams were continued in 2017, with a specific focus on Years 7 to 9 students who were experiencing significant difficulties with their reading. PAT-R testing was used to identify students and formed part of the base line data for these students. Post PAT-R testing demonstrated improved reading and comprehension for 85% of the students involved in this program.
Student progression along the literacy continuum	\$37500	All teachers continued to be active participants in evaluating student work samples and test results to personalise learning for students in Years 7 to 10. Teacher professional learning activities included year group meetings to map students on the literacy continuum and formulate strategies for promoting student progression. Professional

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student progression along the literacy continuum		learning also included Dylan William strategies for effective formative feedback to better respond to student needs.

Next Steps

As part of the 2018–2020 School Plan, we will embed best teaching practice through personalising learning, improved methods of feedback and by the use of a common lesson culture framework within classroom teaching.

Strategic Direction 2

Explicit Teaching

Purpose

Teachers need to know how to maximise their impact in the classroom. All interventions have an impact but we need teaching strategies/programs that add value to student learning. We want all teachers to know the impact they have on learning based on research and the evaluation of data. We need to identify and develop those teachers who have powerful influences on student learning and acknowledge excellence and expert teachers.

Overall summary of progress

In 2017, West Wyalong High School teachers continued to undertake evidence based professional learning for improving student learning outcomes. All teachers were allocated to year group teams and collaboratively analysed student work samples and assessment data to determine student learning progressions. Teachers shared their expertise about personalising learning and differentiating teaching to cater for all students. Aligning with current research, all teachers were trained in methods for providing quality assessment and feedback. As a result, teachers implemented and evaluated formative assessment and feedback based on individual student needs.

The formation of literacy teams and literacy coaches have been successful strategies for better understanding student needs and targeted approaches to explicit literacy teaching.

Our school community continued to develop a positive learning culture and students continually experienced "growth mindset" language and opportunities. All teachers integrated "growth mindset" strategies into their classroom and adopted consistent approaches to our eighty minute lessons. All teachers embedded a faculty learning culture framework with the explicit use of lesson intentions, success criteria, differentiated literacy activities and opportunities for student reflection of learning and teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers use lesson intentions, success criteria and feedback in their lessons.	\$4900	Professional learning throughout 2017 continued to focus on evidence based approaches to effective teaching. A literacy coach was employed to collaboratively evaluate the effectiveness of targeted lessons and to differentiate teaching strategies. All teachers implemented a lesson culture framework that included visible learning strategies and quality formative feedback.
Teachers evaluate the impact of their teaching via value-added analysis	\$8000	All teachers participated in professional learning related to interpreting data and responding appropriately through differentiating teaching. PAT testing for reading and numeracy was trialed during 2017 and explicit strategies were integrated by teachers to improve student growth. Significant growth was evidenced in Year 7 and 9 NAPLAN results.

Next Steps

As part of our 2018–20 school plan, explicit teaching strategies will continue to be a focus within professional learning along with strategies for enhancing student motivation and engagement. Particular focus will include strategies for continuing student growth through to the HSC.

Strategic Direction 3

Inspiring Leading

Purpose

Inspiring leading occurs at all levels in the school and is essential to the ongoing success and improvement of the school. All staff are responsible for student learning, development, engagement and success. The development of leadership skills in staff and students is critical to ensure a self-sustaining and self-improving school community. Developing the expertise and professional capabilities of leaders and teachers to deliver quality education for children and young people, and lead improved learning outcomes.

Overall summary of progress

In 2017, student leadership teams continued with a structured approach to leadership and skill development. Students continued to experience a range of leadership opportunities through public speaking at assemblies, debating, sports coaching, peer support and mentoring. The school continued to support students in attending external programs including the Young Women's Leadership Academy, Lions Club Youth of the Year and the Rotary Leadership Camp.

Aspiring teachers were identified and leadership pathways were collaboratively developed to enhance whole school leadership capacity. The introduction of literacy coaching and formalising the leadership of professional learning teams continued to inspire leadership at West Wyalong High School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All executive staff participate in coaching and/or mentoring activities	\$22000	Coaching and mentoring activities are evidenced through formalised sessions between Head Teachers and their teachers. Teachers identified aspirations for undertaking leadership opportunities and were given mentoring and coaching for leadership progression. Collaborative leadership practices were embedded in teacher Performance Development Plans and supported through coaching and mentoring.
All staff lead ongoing evaluation of best practice.	\$15000	Performance Development Plans, weekly whole school professional learning workshops and external professional development courses have continued to focus on school excellence and quality teaching. Literacy coaching and classroom observations contributed to evaluating best practice and "what works best" in the classroom.
More than 50% of students are involved in leadership activities.	\$7000	More than 50% of our students are active participants in leadership teams and attend formal leadership meetings. During these meetings they are undertaking leadership programs relevant to their year group. Our leadership teams are leading whole school assemblies, peer to peer mentoring, peer support and volunteer programs. Students are also developing leadership skills through their involvement in coaching and officiating junior sporting teams, fund raising for charity events and involvement in debating and public speaking challenges.

Next Steps

Leadership succession planning and formalised approaches to coaching will form an important part of the 2018–20 school plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$24000	Funding was utilised to provide individual support for our students in the form of subsidised travel, uniform assistance and to develop further cultural awareness for our wider school community. We employ an Aboriginal support teacher to assist with the development of appropriate resources, improve student cultural connection and aid with links to local resources. Funds have also been allocated to support the students attending the Proud and Deadly awards, NAIDOC debates, public speaking and other indigenous experiences. Resources have also been allocated to celebrate NAIDOC week and to support students participating in the Elsa Dixon education support traineeship.
Low level adjustment for disability	\$26000	Funding was utilised to support students in specialised environments and for mainstream integration. Resources were allocated to the professional learning of staff, program adjustments and whole school intervention strategies. Further resources were allocated to a targeted student withdrawal program and small class tutoring by employing an additional school learning support officer.
Socio-economic background	\$105000	Funding was allocated to the cost of the Family Referral Service to improve attendance and the general wellbeing of our families in need. Funds were used to supplement casual employment to support program development and resources for identified students. Financial assistance was provided to students for excursions, uniforms and other educational resources. Funds were allocated to the provision of educational devices such as laptops and digital learning programs for improving literacy and numeracy.
Support for beginning teachers	\$16000	WWHS continues to provide casual relief to support our beginning teacher induction program and external opportunities for beginning teacher professional development. Casual relief was also allocated to support beginning teachers involved in peer observations, mentoring and collaborative professional learning .

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	138	122	134	145
Girls	164	160	142	162

West Wyalong High School enrolment data reflects an increase in the total student number for 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.4	91.9	92.2	93.2
8	91.9	89	89.4	90.5
9	89.2	89.9	88.2	91
10	89.2	89	85.6	88.5
11	92.4	89.4	91.8	90.1
12	89.4	92.8	91.1	91.2
All Years	90.9	90.2	89.5	90.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

West Wyalong High School student attendance rates during 2017 are very consistent with state wide averages in DoE high schools. West Wyalong utilises the support of the Home School Liaison Officer and the Family Referral Service to help support our school attendance policy and improve student attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	13
Employment	10	15	47
TAFE entry	0	0	13
University Entry	0	0	27
Other	0	0	0
Unknown	0	0	0

West Wyalong High School organised some post school short courses in RSA/RSG and Food Handling to increase the employability prospects of students seeking full and part time employment. Thirteen students applied for university entry and all of these students were offered their first choice course option.

Year 12 students undertaking vocational or trade training

50% of Year 12 students undertook vocational or trade training courses in either Primary Industries, Construction, Hospitality, Aged Care or Metals and Engineering.

Year 12 students attaining HSC or equivalent vocational education qualification

All 30 Year 12 students enrolled in 2017 attained a HSC qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	5
Classroom Teacher(s)	21.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	7.58
Other Positions	1

*Full Time Equivalent

West Wyalong High School had three indigenous people employed in 2017.

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	10

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by West Wyalong High School staff in 2017 including weekly whole school collaborative learning workshops. We continue to adopt an evidence based approach to professional learning and we utilise current research and the schools excellence framework to inform our teaching and learning. Teachers undergoing accreditation are provided with the necessary support and opportunities to satisfy mandatory accreditation requirements.

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.

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

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

	2017 Actual (\$)
Opening Balance	0
Revenue	612,510
Appropriation	576,832
Sale of Goods and Services	1,975
Grants and Contributions	33,200
Gain and Loss	0
Other Revenue	0
Investment Income	504
Expenses	-318,339
Recurrent Expenses	-318,339
Employee Related	-132,946
Operating Expenses	-185,392
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	294,171
Balance Carried Forward	294,171

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.

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	4,043,310
Base Per Capita	42,837
Base Location	64,803
Other Base	3,935,669
Equity Total	257,090
Equity Aboriginal	23,829
Equity Socio economic	105,402
Equity Language	0
Equity Disability	127,859
Targeted Total	201,840
Other Total	142,064
Grand Total	4,644,304

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.

West Wyalong High School NAPLAN average scaled growth results in Year 7 reading and spelling is equivalent to the state average, in writing our school is slightly above state average, in grammar our school is slightly below state average. Year 9 NAPLAN results reflect growth above state average in reading and

grammar. Writing and spelling are equivalent to the state average.

West Wyalong High School NAPLAN average scaled growth results in Year 7 numeracy is slightly below state average. Year 9 numeracy results are slightly above state average scaled growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the *Premier's Priorities: Improving Education Results*, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 7 and Year 9 students in the top two bands has remained steady for both reading and numeracy.

Another reporting requirement from the *State Priorities; Better services – Improving Aboriginal education outcomes* is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. West Wyalong High school had Year 7 six aboriginal students complete NAPLAN with one student achieving a Band 8 in numeracy and 1 student achieve a Band 8 in reading. In Year 9, five aboriginal students participated in NAPLAN.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Students studied a range of courses including ATAR eligible and non-ATAR patterns of study, with approximately 50% of students undertaking vocational courses. The achievements at Bands 5 and 6 in 2017 is comparable to previous years.

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 the opinions of parents, students and teachers about the school. Their responses are presented below:

The majority of Year 7 parents see the transition process and the structure of Year 7 home classes as a positive experience for their children.

Parents continue to support opportunities to visit the school and engage in positive relationships.

Parents support the continual focus on literacy, technology integration and the aim to improve overall outcomes.

Policy requirements

Aboriginal education

West Wyalong High School received Aboriginal background funding in 2017. We utilised this funding to undertake the following;

A dedicated week of learning experiences and celebration for NAIDOC with resources allocated to guest speakers and activities.

- Individualised career experiences including links with universities and private providers of further education, in particular the education sector.
- Regular weekly assembly focusing on acknowledging the traditional owners of our land.

In collaboration with the West Wyalong Lands Council, our school continued to strengthen its connections between Indigenous and non Indigenous Australians in our community with the involvement of guest presenters and performers throughout the school year. Through the use of local guest speakers, students were able to gain a better understanding of the local community and the history and culture of the Wiradjuri nation. Teachers continue to enhance students understanding of Aboriginal history, culture and contemporary Australia with Aboriginal education incorporated into programming across the curriculum.

As a result of these initiatives:

- We have provided career experiences for aboriginal students seeking further study at TAFE, university and in specialist areas such as education
- We have successfully promoted the Elsa Dixon program to enable students to undertake a School Based Traineeship linked to school teaching and teacher support.
- All Aboriginal students have personalised learning plans that provided goals and targets for students and teachers.
- We have integrated weekly acknowledgment of Aboriginal heritage through student leadership addresses.
- More Aboriginal students are participating in tutoring, mentoring and leadership programs.

Multicultural and anti-racism education

In line with the School plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning that included strategies for differentiating classroom instruction to cater for cultural differences.

We recognised Harmony day and other significant cultural events through leadership presentations at whole school assemblies.