

Oberon Public School

Annual Report



2018



2797

Introduction

The Annual Report for **2018** is provided to the community of Oberon 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.

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School background

School vision statement

Achieve, Inspire, Create.

Oberon Public School aims to be a dynamic learning environment where students are challenged to achieve in all areas of school life, are inspired to participate and strive for excellence and are supported to be creative innovators.

School context

A highly supportive relationship exists between Oberon Public School and the community. We maintain an emphasis on active citizenship and are dynamically involved in many community events & celebrations.

Oberon is geographically classified as rural and remote. The area is continuing to transition from a mostly rural, to an industrial, community. We serve a complex community.

There are positive links and close collaborations between Oberon Public School and Oberon High School. The school also has close working relationships with local preschool providers.

The school has around 240 students in eleven classes. We have a small cohort of Aboriginal and Torres Strait Islander students and students from non-English speaking backgrounds. All students are taught to respect and celebrate cultural diversity. We cater for the individual needs of students and provide a supportive learning environment offering a broad range of academic, sporting and cultural opportunities.

We place a high priority on supporting staff to be quality teaching practitioners through ongoing professional learning, reflective practice and collegial collaboration. We are an Early Action for Success School committed to developing students' literacy & numeracy skills.

Our strategic directions are child-centred and are focused on quality education, the building of positive self-esteem and provision of a broad range of engaging learning experiences.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the **Learning Domain** we assessed ourselves based on a range of evidence as **delivering** in Student Performance Measures, **sustaining and growing** in Reporting, Assessment, and Learning Culture and **excelling** in Wellbeing and Curriculum. Early Action for Success strategies and in-school professional learning to share practices has kept an unrelenting emphasis on quality teaching practice informed by student performance data related to the learning progressions.

In the **Teaching Domain** a range of data sources provided evidence of us **sustaining and growing** in Data Skills and Use and Professional Standards and **excelling** in Effective Classroom Practice, and Learning and Development. Our focus on up-skilling our executive team to act as the Instructional Leaders of their stage has been a key strategy in 2018. This has significantly increased their ability to lead the deeper collection and analysis of performance data to inform teaching practice.

In the **Leading Domain** evidence supported our assessment of **sustaining and growing** in School Planning, Implementation and Reporting and Management Practices and Processes and **excelling** in Educational Leadership and School Resources. The leadership team is cohesive and dynamic and have built significant depth in leadership abilities.

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:

Strategic Direction 1

Developing Deep Knowledge

Purpose

Inspire students to use skills and knowledge to solve real-life problems, produce innovative, high quality products and to become confident self-motivated learners.

Data analysis and monitoring will underpin student support, target setting and program development and delivery.

We will promote excellence in educational delivery through teacher professional learning and collaborative practice.

School systems will support educational collaboration between the school, parents and community.

Overall summary of progress

This year we engaged in the Building Numeracy Leadership Program. A team of 3 executive members of staff engaged in a series of professional learning conferences. We then scheduled Staff Development Days and Staff Meeting sessions where they were able to share learning with all members of staff. This has had a very significant impact on how we teach Mathematics. There has been a profound positive impact upon students attitude towards Mathematics and their own abilities. Number Talks have been instrumental in attaining this shift. Students are able to more clearly see and appreciate the application of Mathematics to real-life problem solving.

In 2018 we funded additional time off class for all members of the executive team and provided them with shoulder to shoulder support from the Deputy Principal Instructional Leader so they could better fulfil the role as Instructional Leader of their Stage Teams. A key component of this strategy was leading the data analysis with their teams to inform provisions for students. The strategy has increased Stage Team ability to identify 'on track' , 'off the boil' and 'focus students' and tailoring goal setting and programs to meet student needs.

The Instructional Leader time provided to executive staff also allowed them to lead Quality Teaching Rounds within teams. This year many of the rounds featured teachers implementing Building Numeracy Leadership strategies in their classrooms. This was very effective in ensuring consistent application in all classrooms across the school. It has been a significant advancement in collaborative practice allowing us to very actively promote excellence in educational delivery in Mathematics.

We once again took advantage of the large numbers of parent and community visitors in the school during Education Week and Grandparents day to actively engage them in feedback on what we do well and in identifying areas for improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data monitoring from external and school sources provides evidence of increasing numbers of students achieving expected growth or being provided with individual learning support in Literacy & Numeracy.	Approx \$748,387 from Equity, Targeted Funding and operational sources covered employment of: LaST, SLSOs, Lit/Num Support Teacher, Speech Therapist, QT Support, Interventionist and Deputy Principal Instructional Leader.DP	K – 2 staff effectively and consistently assess against progressions and respond to student needs identified. 3 – 6 staff improving knowledge and use of progressions. Progress monitoring K – 6 informed access to LaST, SLSo and Interventionist and Extension teacher Support. 93 of our 240 students were provided with individual support programs as per the National Consistent Collection of Data definitions.
A range of data provides evidence that executive staff are increasing their skills as the Instructional Leader of their team.	Approx \$90,707 funding from Professional Learning QTSS and operational sources was used.	Executive staff led Quality Teaching Rounds within their teams with a focus on embedding Building Numeracy Leadership Strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A range of data provides evidence that executive staff are increasing their skills as the Instructional Leader of their team.		Executive led their teams in the analysis of a range of student performance data and jointly planned targeted responses to the analysis. All executive introduced to SCOUT data packages.
A range of data demonstrates increased capacity of staff to progress towards achieving aspirational professional development goals.	Staff were supported through additional release time to work with stage leaders.	Goals articulated in Professional Development Plans (PDP) were clearly linked to school plan goals, the School Excellence Framework and/or the Australian Professional Standards for Teachers. Reflections on progress were completed regularly and showed thoughtful evaluation with some goals modified in response to progress. A number of staff completed accreditation at Proficiency with others maintained accreditation at Proficiency and Highly Accomplished Level.

Next Steps

In 2019 we will further enhance executive ability to act as instructional leaders by establishing an off-class 3–6 Instructional Leader position. We will also fund an off-class Support Leader position to work with SLSOs and Support Staff. The Deputy Principal Instructional Leader EAfS will continue to work with Interventionist and Literacy/Numeracy Support staff K – 2..

Stage Leaders will introduce all staff to SCOUT Data next year and lead them in its effective use.

In 2019 there will be an increased emphasis on teachers providing a range of data to support their reflections on progress towards achieving their personal development goals.

Strategic Direction 2

Promoting Student Well-Being

Purpose

Promote the positive self-esteem that is essential for students' well-being and academic & social success.

Direct instruction, clear expectations and consistent implementation of behaviour expectations allow us to establish safe and dynamic learning environments maximising productive learning time.

Providing students with a range of leadership opportunities supports positive self-esteem and promotes self-efficacy.

We promote the importance of education and collaborate with parents to ensure high attendance.

Overall summary of progress

Building Numeracy Leadership strategies have greatly impacted student confidence and self-esteem as learners. There is a range of both quantitative and qualitative data that provides evidence of a significant improvement in students attitude towards learning and improved belief in their abilities..

In 2018 we introduced regular visits to Columbia Aged Care Home. This has had great benefits for both the students and our aged citizens. The visits have promoted active citizenship and increased students ability to interact positively in social settings.

Our Positive Behaviour for Learning strategies have remained a central focus for all staff to ensure we provide clear expectations of behaviour and ensure fair and consistent application of rules in all settings. We provide many supports and recognitions to students to help them comply with behaviour expectations and to be recognised for doing so. We have strengthened processes around Tier Two interventions for students with significant extra behaviour needs and have introduced Tier 3 level supports.

We continue to work with parents and community on promoting high attendance. Our kindergarten transition program includes a session which sets down expectations and reemphasises the importance of attendance in foundational years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of student well-being and engagement are evidenced through a range of data sources..		<p>Students level of participation remain very high in all school and extra-curricular activities.</p> <p>Our end of year school magazine provides a rich source of data to support our claims of both involvement and satisfaction.</p> <p>PBL data indicates that positive behaviour incidents consistently outnumber negative incidents.</p> <p>Student achievement is regularly recognised in a variety of ways</p>
Improve school processes to gauge and respond to student and parent satisfaction with school processes and activities.		<p>We engaged in a range of consultations with community. This included taking advantage of the high numbers of parents engaged in Education Week activities to seek feedback.</p> <p>Consulting regularly with the P & C Committee on a range of Educational Decisions.</p>

Next Steps

Attendance in kindergarten has ben highlighted as a concern and will be a focus area in 2019. We have already included

an information session on attendance in the Kindergarten Transition Program. We will follow–this up in 2019 with regular newsletter items and the importance of high attendance will be highlighted in the parent information sessions held in Term 1.

The Student Representative Committee will be reformed in 2019 as a conduit to gauge student opinion and satisfaction levels.

In PBL in 2019 we will be concentrating on improving systems for capturing the impact of Tier 2 interventions and introducing Tier 3 Interventions.

Strategic Direction 3

Providing a Broad Range of Opportunities

Purpose

Build life-long commitment to learning, healthy living and active citizenship by offering varied opportunities to engage in academic, sporting, cultural and community activities.

These pursuits can help overcome isolation and make students aware of the rich variety of opportunities available to them encouraging them to hold high personal aspirations and goals.

We collaborate with the wider school community to ensure opportunities exist to participate in school activities and to contribute to educational decision making.

Overall summary of progress

Students are provided with a wide-range of sporting, cultural and extra-curricula activities. The P & C Committee work closely with us to ensure these opportunities are available to all students. This includes running a Healthy Food Canteen available to students 5 days per week.

The P & C also funds our collaboration with Mitchell Conservatorium of Music providing access to school music, choir and band programs led by expert musicians. This engages and benefits each student in the school.

The P & C also fund the Life education Van program within the school.

The school uses further Remote Location funding to cover bus costs for all excursions, subsidise swimming programs and allow students to attend visiting performances.

The school collaborates with the P & C in educational decision making and uses a range of community consultation processes to gain feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve school responsiveness to data determining stakeholder satisfaction levels with the type and frequency of sporting, cultural, community and extra-curricular opportunities offered.	Rural and remote funding \$37,844	Student levels of participation were high. School funding was utilised to enable inclusion in activities where family finances would not have allowed participation. Improved processes allowed us to be proactive in offering supports rather than waiting upon parental requests.
Increase the satisfaction levels of parents and partner schools and organisations with transition programs.		In response to feedback the kindergarten transition program was rebadged as the OPSIE Tots Program giving students extended time at school. The High School transition program was also refined in response to stakeholder feedback. Support student transition was extended and the general transition intense phase was shortened.

Next Steps

Further completed and planned evaluations of transition programs will lead to ongoing refinement in both kindergarten and high school programs.

In response to stakeholder feedback the very well-attended Grandparents' Day will be transferred to Term 4 in 2019. this will allow us to take advantage of warmer temperatures to extend the range of activities grandparents can view or

participate in.

We will continue and build upon the Columbia Aged–Care Facility visits. In 2019 we hope to facilitate reciprocal visits to allow residents to engage in a number of on–site activities at the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$22,955	<p>All Aboriginal and Torres Strait Islander students had an Individual Learning Plan. (ILP)</p> <p>Some funding provided teacher release to develop ILPs and to engage in parental/carer consultation meetings where needed.</p> <p>All classroom teaching programs included ATSI content and perspectives and students school-wide are encouraged to be culturally aware and sensitive.</p> <p>ATSI students were supported to participate in the full range of school sporting and extra-curricular activities including excursions and performances.</p> <p>Senior ATSI students engaged in a Contemporary Aboriginal Art Project that has established a permanent student art collection.</p>
English language proficiency	\$400	Funding is used to support development of Individual Learning Programs for target students where needed or to supplement school cultural resources.
Low level adjustment for disability	<p>Total \$145,415 comprising:</p> <p>\$104,113 Learning and Support Teacher (LaST)</p> <p>\$10,00 – employ Speech Therapist</p> <p>\$10,000 – SLSO</p> <p>\$21,302 funds employment of Student Learning Support Officers (SLSO)</p>	<p>LaST teacher employed to:</p> <ul style="list-style-type: none"> – test all students new to school – devise and implement ILPs for targeted students across all stages. <p>Speech Therapist employed 20 days per year to test identified students and to develop and deliver individual programs addressing a range of speech difficulties.</p> <p>Employ SLSO 1 day per week to deliver Boy's Program to senior boys in danger of disengaging. Program helps boys develop social and practical skills guided by a positive adult male role model.</p> <p>Employ SLSO support within classrooms to support students with low level disability needs.</p> <p>–</p>
Quality Teaching, Successful Students (QTSS)	\$42,374	<p>Funds are used to support teacher participation in Quality Teaching Rounds. This year there was an emphasis on viewing the impact Building Numeracy Leadership was having on teaching practice. Observations clearly show that teachers are effectively applying strategies, particularly number talks, across K – 6 classrooms.</p> <p>Stage 3 pre and post assessment data collected over the second semester shows a strong positive effect both on student</p>

Quality Teaching, Successful Students (QTSS)	\$42,374	<p>attitudes towards maths and problem solving ability..</p> <p>A range of data sources from other stages corroborate the positive impact on student attitudes towards maths.</p>
Socio-economic background	<p>\$233,197</p> <p>Includes \$31,234 Priority Schools Funding</p>	<p>Employment of SLSOs to provide in-class support on students who require additional support and individualised programs.</p> <p>Employment of an interventionist to work with 'at risk' students identified through Early Action for Success (EaFS) Program.</p> <p>Increase Deputy Principal Instructional Leader from 0.8 to 1.0 position K – 3 to support EaFS implementation.</p> <p>Fund additional release for Executive Team members to give them designated time to act as Instructional Leader of their Stage Team. This includes leading quality teaching rounds with their team and leading data analysis.</p> <p>Employ temporary teacher 0.3 to assist delivery of literacy and numeracy programs.</p> <p>Employ temporary teacher 0.6 to lead extension programs 3 – 6.</p>
Support for beginning teachers		<p>Two temporary teachers achieved proficient teacher accreditation in 2018.</p> <p>Two teachers maintained accreditation at Proficient level.</p> <p>One teacher maintained accreditation at Highly Accomplished level.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	135	136	138	131
Girls	109	119	104	109

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	91.6	92.5	89.4
1	92.1	92	91.5	90.3
2	91.6	91.4	92.2	92.1
3	90.5	90.7	91.7	92.6
4	91.5	90	92.1	90.1
5	92.4	90.8	92	91
6	92.8	92	90.2	91.7
All Years	92.1	91.2	91.8	91
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school closely monitors attendance and uses a range of strategies to promote full attendance. These include:

* Inclusion of attendance and absence requirements in transition to kindergarten program.

* Regular inclusion of information about attendance, notes and exemptions in the school newsletter.

* Attendance issues standing item at weekly staff meetings.

* Referral to Learning and Support Team of students

with attendance below 90%.

* Three meetings per term between principal and Home School Liaison Officer to analyse data and plan responses.

* Letters of concern to parents.

* Personalised Attendance Plans and HSLO intervention

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.53
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.47

*Full Time Equivalent

Two members of the staff are of Aboriginal descent.

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

In 2018 two teachers completed accreditation at Proficient teacher level. A further two members of staff successfully maintained accreditation at Proficient level and one maintained her accreditation at Highly Accomplished level.

Mandatory Training included:

* Child Protection, Cardio Pulmonary Resuscitation and Anaphylaxis, Code of Conduct, Working with Children Clearance, new Human Resources procedural training and Performance and Development Planning.

School directed professional learning catered for whole of school and individual professional learning needs and included:

* Literacy Learning – L31 & L3K, Quality Teaching Rounds, Building Numeracy Leadership conferences and on-site workshops, PBL, Managing Anger and Potential Aggression, Catering for Hearing Impaired Students, Completing an Access Request, Critical Incident Training, National Disability Scheme and Learning and Support Teacher Training,

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	571,676
Revenue	3,010,460
Appropriation	2,920,228
Sale of Goods and Services	12,040
Grants and Contributions	74,962
Gain and Loss	0
Other Revenue	0
Investment Income	3,230
Expenses	-2,900,368
Recurrent Expenses	-2,900,368
Employee Related	-2,742,786
Operating Expenses	-157,583
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	110,092
Balance Carried Forward	681,768

Oberon Public School works with SALM/Schools Support Finance Manager to ensure our financial management processes and governance structures meet financial policy requirements.

Some salaries and expenses for Term 4 had not been processed when this report was generated and will significantly reduce the amount which appears to have been carried forward.

There are clear strategies for expenditure of carried forward funds in 2018 which are reflected in the 2019 school plan and budget.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,888,472
Base Per Capita	46,795
Base Location	37,844
Other Base	1,803,832
Equity Total	401,967
Equity Aboriginal	22,955
Equity Socio economic	233,197
Equity Language	400
Equity Disability	145,415
Targeted Total	227,884
Other Total	254,626
Grand Total	2,772,949

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.

For some schools, there may be variability in the results this year which was unexpected and not consistent with previous years

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Literacy results show that:

* In Grammar and Punctuation the school average growth rate was 75.27 compared to a school education group (SEG) growth rate of 71.71.

* In Grammar and Punctuation 52% of students achieved or exceeded expected growth.

* In Reading school average growth was 93.62 compared to SEG rate of 81.10

* In Reading 54% of students achieved or exceeded expected growth

* In spelling school average growth was 100.48 compared to SEF rate of 87.23.

* In writing 56% of students achieved or exceeded expected growth.

In Numeracy results show that:

* In Numeracy school average growth was 98.5 compared to SEG rate of 95.03

* In Numeracy 54% of students achieved or exceeded expected growth

Value added data indicates that from Kindergarten to Year 3 and from Year 3 to Year 5, the school is operating at the sustaining and growing level against the School Excellence Framework when assessing Student Performance Measures.

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 on student performance for the top two NAPLAN bands in Reading and Numeracy.

In Year 3 Reading 30% of students performed in the top two bands.

In Year 3 Numeracy 28% of students performed in the top two bands.

In Year 5 Reading 10% of students performed in the top two bands.

Parent/caregiver, student, teacher satisfaction

In 2018 we surveyed parents and the wider community on what they thought the school was doing well and gathered suggestions on what we could improve or add to our offerings.

Parents and community acknowledged excellence across the school in:

* teaching practice

- * catering for the welfare and wellbeing of students through consistent application of our Positive Behaviour for Learning strategies
- * maintaining a cohesive teaching and support team
- * fostering happy and engaged students
- * music and visual arts programs
- * making learning fun and relevant
- * management practices
- * looking after the safety and welfare needs of students
- * providing for the individual support needs of each child
- * being inclusive and welcoming
- * maintaining strong community ties.
- * fostering active citizenship

Suggested areas for improvement included:

- * change the timing of Grandparents Day. (This aligned with our own plans. Rescheduling into warmer months will allow us to offer a wider range of activities for grandparents to view and join in.)
- * investigate the options for adding more interest clubs e.g. Minecraft, over the lunch break.
- * improve heating in the hall
- * better toilet facilities
- * enhance Kinderstart program by offering longer sessions or an earlier start than Term 4. (this was another change we had already begun. This year we ran an OPSIE Tot program which will be evaluated to inform further enhancements to the program in 2019.)
- * offer more programs e.g. dance, drama, sport.

Policy requirements

Aboriginal education

Oberon Public School received Aboriginal background funding in 2018.

Funding was utilised to ensure that Aboriginal and Torres Strait Islander (ATSI) students could fully participate in the range of school and extra-curricular activities available. This included covering excursion and performance fees where required.

In 2018 all ATSI students had Individual Learning Plans. There was a strong emphasis within these on capable students being supported to achieve at proficient level or higher, in a range of external and internal assessments. Very strong individual growth

was achieved by students and in Early Stage 1 and Stage 1 in particular, ATSI students were amongst the highest performing students in the school.

Some Aboriginal Funding was also used to support team leaders to act in Instructional Leadership roles within their teams. This allowed the close examination of student performance data, the development of learning programs and identification of individual learning goals of ATSI students

The principal also ran an art project with senior ATSI students on contemporary Aboriginal Art. Their works will form the basis of a permanent collection that will be added too in the future. ATSI students were also represented in art works selected for inclusion in Operation Art and Waste to Art.

Mid-way through 2018 we were fortunate enough to have a new member of the teaching staff appointed who is Aboriginal. Her high levels of music and sporting talent are benefitting all children in the school and providing a very fine role model. Her class has also directly benefitted from her cultural knowledge and connections.

Multicultural and anti-racism education

Class programs provide evidence of inclusion of multicultural perspectives within teaching and learning programs. Teaching programs foster students' of culture and cultural diversity. Students are taught how to avoid racism and how to be active citizens within a democratic, multicultural society.

Yearly and half-yearly reports reflect the successful teaching of cultural awareness and social inclusion. Direct feedback is given to parents on students ability to understand and appreciate the standpoints of a range of cultural groups.

Our PBL sessions directly address the importance of avoiding racist behaviour and culturally insensitive remarks. Our Quality teaching round coding continues to provide school-wide evidence of high levels of social support and inclusivity of all students.