

Vacy Public School Annual Report



2018



3321

Introduction

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

Karen Fonti

Relieving Principal

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Message from the Principal

Dear Vacy School Community,

It is and continues to be a privilege to lead and manage Vacy Public School. I would like to take this opportunity to say thank you to all the staff who have led and supported all the key initiatives and designed the most engaging and challenging learning experiences for our students. Your energy, passion and commitment to deliver learning that energises and empowers passionate and articulate learners is inspiring. It is a privilege for me to be part of this team.

The Parents and Citizens Association (P&C) has tremendously supported the school and shares our commitment to create a school with purposeful, successful learning for all students. Without the P&C we would not enjoy the same high quality environment, teaching and learning and extracurricular activities. Many parent volunteers help with reading, canteen, sport, uniform shop and fundraising and these contributions directly support all students to participate in opportunities that enrich their lives and build confidence and self-esteem. During 2018, the financial contribution made by the P&C of \$30 000, has enabled us to purchase our new playground equipment. A much needed and sorely missed resource within our school.

Again, I thank you all and I look forward to working with you in the future.

Kind regards,

Karen Fonti

School background

School vision statement

At Vacy Public School, we value all forms of education. Active learning, social relationships and diverse curriculum are at the core of everything that we do. Our students love learning, parents are always welcome and our school fosters quality country values.

School context

Vacy Public School is a P5 primary school comprising of five classes. Our student population has grown steadily over the last number of years and in 2018 the enrolment is 114 students including 5% of students from Aboriginal and Torres Strait Islander (ATSI) background.

Our school is an active member of the **Dungog Community of Schools** and students and staff regularly join together in combined events, initiatives and activities.

Vacy Public School draws upon the local village as well as small acreage farmlets in the Paterson/Allyn Valley. Our school values friendship and learning and our Positive Behaviour for Learning (PBL) focus areas are Respect, Responsibility and Safety. Our success is measured by the ways in which these values epitomise our school, in our students.

Key programs include a Before and After School Care service, a P&C run canteen, music tuition, performance groups, lunchtime interest groups which include Coding and STEAM activities and our Positive Behaviour for Learning (PBL) framework.

Our students enjoy an outstanding learning environment. Students are provided with a variety of opportunities to achieve their full potential and there are high expectations for learning and behaviour .

The release of the 2018 Resource Allocation Model (RAM) indicated a Family Occupation and Education Index (FOEI) of 84 and included significant equity funding for Location and Low Level Adjustment for Disability.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domains of Learning, Teaching, and Leading Vacy Public School is performing at level of Sustaining and Growing.

All of the staff at Vacy Public School participated in this process working as a team and although it was quite exhausting, we all came away with a sense of pride and accomplishment towards the document that we had produced and the insight into the strengths and weakness that were pinpointed . Our self–assessment and the external validation process will now 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

Quality Teachers, Empowered Students

Purpose

Well skilled teachers who take responsibility for their learning become effective future educators.

Overall summary of progress

The staff at Vacy Public School has worked extremely hard this year to improve outcomes for all students. This includes a large amount of professional learning that was undertaken throughout the year to upskill our staff so that quality teaching through enriched programs was able to take place throughout the school. Because of this, our students have thrived in their academic achievements; all progressing at a standard of which is in line with their ability level.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| Increase the percentage of students achieving in top 2 skill bands in NAPLAN Literacy and Numeracy assessment by 10%. | Time – Staff to observe other's practice. Afternoon Meetings for professional development Professional Learning Opportunities for staff \$500 per day for relief. | 2018 student results in NAPLAN reflect that we have 35.42% of students in Years 3 & 5 achieving in the top two bands in comparison to 23.61% in 2017. |
| All staff demonstrate the technology skills acquired through their own professional learning that impact on classroom operations particularly in Literacy and Numeracy. | Time – Staff to observe other's practice. Afternoon Meetings for professional development Professional Learning Opportunities for staff \$500 per day for relief. Computer Coordinator Role – \$5000 for 3 terms. | Confidence has been gained by all during the year but we realise that we still need to maintain a focus on improving our skills. This was reflected in the PDP annual review statements of staff. The introduction of the new technology scope and sequence also assisted us to show areas of the further need for professional learning in 2019. Discovery learning will be an excellent avenue for peer teaching opportunities to take place. The process of embedding technology in our programs will be continued in 2019 A smaller amount of time has been allocated as budgeting will be tighter in 2019. Role is shared and coordinated by J Babic |
| All students demonstrate improvements in academic writing skills as measured in NAPLAN, PLAN and Internal Data. | Academic Writing Initiative Professional Learning – \$500 per day for relief Karen & Maree. Professional development for all staff in Wednesday afternoon meetings. Time – Assessment collegial discussion. | Internal data reflects that students are implementing their newly taught strategies. This was particularly evident in the K–2 years. NAPLAN data was not an accurate measure due to the implementation of online testing. Strategies taught through the Academic Writing Initiative will continue to be implemented and taught in 2019. |

Next Steps

Professional learning will continue in 2019 to enhance our staff's understanding regarding the implementation of the new Literacy and Numeracy Learning Progressions and PLAN2. All staff will work in conjunction with our LaST to "Bump Up"

those students targeted through out 2018 NAPLAN results to improve student outcomes.

Upskilling teachers in their confidence and practice regarding the use of technology in the classroom will continue through our 'Discovery Learning' sessions where peer teaching can take place effectively and afternoon professional development. Our computer coordinators will continue to find ways to extend our students in STEAM activities such as Robocup and Game Jam.

Strategies taught through the Academic Writing Initiative will continue to be implemented and taught in 2019. Further professional development will take place in afternoon meetings so that all staff have expert knowledge on each strategy. A Vacy Public School Writing Scope & Sequence will be written. This will incorporate all aspects of grammar and punctuation as well as the writing strategies taught through our 2018 initiative.



Strategic Direction 2

Well-equipped students = Successful School

Purpose

Every child's unique ability will be fostered and enhanced through effective school programs and an environment that values diversity and success.

Overall summary of progress

Equity for all is reflected in the achievements of the students at Vacy Public School. In all areas of the school we endeavour to provide support for our students. Whether it be through the funding of extra staff, the implementation of extra curricula activities that enable all to strive and achieve or a supportive and inclusive behaviour system, everyone's needs are catered for. Our school's culture is positive and valued by all in the community.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| Every child's unique ability has been fostered by quality teaching and learning opportunities. | Professional Learning – \$500 relief for classroom teachers. Assessment Week x 4 – \$10,000 3 Way Conferencing Week x 4 – \$10,000 | Each and every one of our students at Vacy School has been provided with quality teaching and learning programs that have enabled them to thrive and find success. This is evident in the 3 Way Conferencing that we implemented this year where students, teachers and parents planned goals so that a clear learning progression was evident to all. Our support systems throughout the 2018 year have been well received by all and students in all stages have been able to utilise the service of extra assistance within their classrooms. Those students who have consistently used SLSO time have made significant progress especially in their reading. |
| PBL Set Tool indicates consistency of expectations across the school setting showing a reduction in the number of negative incidents reported. | Professional Learning – \$500 relief for classroom teachers. Signage – \$3000 | Our PBL is moving along with role statements being made and areas of improvement being looked at. It is good to see that all staff are on board and willing to lend a hand. Areas of improvement have been pinpointed in our recent PBL Tool check. |
| Increase the number of opportunities for students to connect, succeed and thrive within the school setting. | Teachers giving up their lunchtimes. Cooking resources \$150 | During the times that our Interest Groups were running, notable positive behaviour change was observed in the playground. Some students did not attend sessions and activities will be changed to try and cater for more student interest. |

Next Steps

A significant amount of money was spend tin 2018 to implement new support programs within the school. These programs worked efficiently and effectively to increase student outcomes for all. In 2019, these support programs will be again implemented however, funding sources will be limited and other means of release will be sort. Our LaST, who will be new to our school, will continue to work with teachers in supporting those students with needs. She will also target in Term 1 those who can be 'Bumped Up' with some extra time as reflected in our NAPLAN and internal data.

Our Focus lessons for Term 1, 2019 have been planned and the staff/committee will continue to tweak the behaviour flowchart and update signage around the school to best suit the clientele. Further training and PBL Adobe Connect sessions are being attended and viewed by the appropriate staff.

We would now like to see all our students participating in a least one activity group in Term 1, 2019. Evaluation surveys

will be given out at the end of the Term to students and staff. 2019 will be a year that can focus on areas of student interest and due to the introduction of new staff, more opportunities will become available during lunchtime sessions.



Strategic Direction 3

We Connect

Purpose

Effective partnerships underpin quality education. Students feel a sense of belonging and safety and they value their education.

Overall summary of progress

Connecting with our school community is an area of importance in all aspects of our school. We value their contributions not only in the planning of projects within the school but also in the learning journeys for our students. We endeavour as a school, to provide our school community with the best service we possibly can so that they feel welcomed. Our students play a key role all that we do which provides them with the responsibility and leadership skills they need so that they can develop into individuals.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| Students and parents feel involved in school decision by collaborating with staff thus becoming a voice in the school community. | Time – Principal and class teachers | Our SRC have worked with the rest of the school community to choose and purchase our new playground equipment. The discussions taking place within the classrooms shows that all students are reflecting on what is happening in the school. Surveys also indicate that students feel valued and understand our processes and especially those linked with behaviour. |
| Student's participate in decision making regarding their own personal learning goals and other whole school programs enhancing their sense of belonging. | Teacher relief \$5000 | Mid year data showed that parents enjoyed the 3 Way Conferencing process. We had excellent attendance and valuable, positive input through our survey responses. Attendance figures showed that we had a decrease in the number of parents coming at the end of Term 3 conferencing sessions. We believe this is mainly due to our first round being so close together. |
| Parents utilise various forms of communication to gain information to better serve the needs of their children and school community. | Time – Staff preparation of news items Licence for Skoolbag | Communication methods have definitely improved in 2018 with the use of Skoolbag and FaceBook to assist. Parent satisfaction surveys show that most parents use all forms of communication as a tool. Some parents however, are continually missing information and have told us that they do not read newsletters etc. Our new website is difficult to manage and further training is needed so that our staff can use it more efficiently. Parents also indicated that the format of our newsletters with the Term diary attached and class item news was excellent. |
| Stronger connections are formed with local businesses and community members. | Student excursion costs total \$20. Teacher relief at \$500 per day. Time for teachers and Principal. | Parents were invited to share their expertise with students during Interest Group sessions. Students participated in local competitions such as the Gresford Show, Operation Art (MRAG) and the Tocal Field Day. Various donations were sort by the P & C amongst the community to go towards our playground equipment. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Stronger connections are formed with local businesses and community members. | | <p>Principal met with Daracon as part of a survey concerning the Martins Creek mining development project.</p> <p>Students supported drought relief projects through fundraising and lessons.</p> <p>Kindergarten students visited the Williams Family Dairy to supplement their science unit.</p> |

Next Steps

The Principal will meet with the SRC in 2019 every three weeks to consult with student members. Members will then report back to their classes. SRC have been effective but need to be more visible in the school in 2019.

Our 3 Way Conferencing sessions will take place again in Terms 1 and 3 in 2019. We will only be offering times throughout the final week of each term that are before and after school or during teacher release to save money.

Our communication calendar will be implemented again in Term 1, 2019. Our newsletter will also go out fortnightly as a trial in Term 1. Parents will be surveyed at the end of the term to gauge satisfaction. Our new website needs to be updated with photographs and good news stories consistently.

Continued support throughout 2019 is needed and welcomed by our community members. Interest will be gauged at our Parent Information Evening early in Term 1 and teachers will continue to approach outside agencies if they can offer our students another form of teaching and learning experience.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Aboriginal background loading | SLSO time – \$3 700 Student excursion costs – \$150 | Through the introduction of new knowledge obtained through professional learning, we reflected on our practice throughout the school. This indicated that most of the programs and procedures we were following at Vacy were good however, they could and needed to be done better. in regards to Aboriginal Education. We pinpointed ways in which we could improve in a short space of time and implemented these, highlighting them in our programs. Our indigenous students continued to attend various events offered within our LMG and SLSO time using allocated funds was fairly distributed so that student outcomes improved. |
| Low level adjustment for disability | Professional Learning \$500 teacher relief/per day SLSO time – \$14 894 | Learning and support programs assisted students in literacy and numeracy. Resources were acquired to support phonics and other classroom reading programs. This enabled our students to have effective material to support their individual needs.. SLSO time was effectively used within the classroom and supported both individual and small groups of students when required in all stages. |
| Quality Teaching, Successful Students (QTSS) | Allocated funds – \$18 950 | <p>Money for additional staff has allowed us to implement programs such as the filmmaking/coding mentioned above so that all of our students and staff can gain experience and professional learning in this area of focus.</p> <p>It has also allowed certain staff members to be released from class so that they can improve their learning journey as beginning teachers by fulfilling the requirements set out through the process of accreditation.</p> |
| Socio–economic background | Allocated funds – \$18 650 | <p>Are we financial enough to implement our plans so that our school is meeting the needs of all? Do we have the staff expertise to be able to sustain our plans for 2019? Are our programs 100% inclusive for all?</p> <p>Our Socio–economic funds were allocated towards providing our students with extra staff. This enabled our five classes to operate with class sizes being that of the recommended intake by the department.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 60 | 56 | 53 | 60 |
| Girls | 50 | 48 | 53 | 56 |

Student enrolments at Vacy School have shown a steady growth throughout the year with a final enrolment number of 117 at the end of 2018. Our anticipated enrolment number was 110 for 2019 at the end of 2018 with the actual figures calculated in February to be 108. As of 2017, Vacy Public School are unable to take any out of area enrolments.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 95.2 | 92.5 | 96.7 | 92.9 |
| 1 | 92.4 | 94.8 | 95.2 | 96.4 |
| 2 | 91.6 | 95.5 | 96.1 | 92.8 |
| 3 | 92.5 | 93.1 | 96.1 | 96.6 |
| 4 | 94.8 | 92.7 | 94.8 | 95.5 |
| 5 | 94.9 | 93.7 | 94.6 | 93.2 |
| 6 | 94.8 | 95.3 | 82.8 | 92.2 |
| All Years | 93.6 | 93.9 | 94.4 | 94 |
| 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 Vacy Public School Attendance Policy is reviewed annually and our procedures are assessed and brought in to line with the requirements of the Department of Education. Attendance is monitored extremely carefully at Vacy School and parents are informed regularly about the importance of their child's participation at

school. Vacy Public School has an excellent attendance record. This is evidence of the value that our parents and caregivers have regarding their children's education.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Classroom Teacher(s) | 4.59 |
| Learning and Support Teacher(s) | 0.3 |
| Teacher Librarian | 0.2 |
| School Administration and Support Staff | 1.61 |

*Full Time Equivalent

At Vacy Public School we have:

- 1 Teaching Principal
- 1 Relieving Assistant Principal/Classroom Teacher
- 4 Classroom Teachers
- 1 LaST (Part-Time)
- 3 Student Learning and Support Officers
- 1 School Administrative Manager (SaSS)
- 2 School Administrative Officer (SaSS)
- 1 General Assistant

We have no Aboriginal or Torres Strait Islander staff members.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 90 |
| Postgraduate degree | 10 |

Professional learning and teacher accreditation

During 2018, 2 staff members (temporary/casual) achieved the level of proficiency in their accreditation. One other casual staff member, has also been

supported during this process and is awaiting her results from her submission. At Vacy Public School as part of Strategic Direction One in our current School Plan, all staff, both teaching and SaSS, have been encouraged to undertake further development in not only areas of the curriculum pinpointed in the School Plan but also in areas of personal interest.

Our executive and SAM have had extensive training in the many new systems being implemented into the office such as SAP, EFPT, HR Payroll and LMBR. Our budget allocation was exceeded by approximately \$7000 throughout the year.

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 | 66,520 |
| Revenue | 1,169,549 |
| Appropriation | 1,069,010 |
| Sale of Goods and Services | 0 |
| Grants and Contributions | 99,640 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 899 |
| Expenses | -1,215,750 |
| Recurrent Expenses | -1,215,750 |
| Employee Related | -1,049,199 |
| Operating Expenses | -166,551 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -46,200 |
| Balance Carried Forward | 20,320 |

Our school's financial management processes and governance structures throughout 2018 meet all policy requirements as set out by the Department of Education. Throughout 2018 many substantial changes occurred regarding the systems used within all schools such as the introduction of SAP and the new EFPT budgeting system. This impacted greatly on the financial management within the school as training had to be undertaken by not only the SASS staff but also the Principal and Executive to be able to understand

and implement the changes correctly.

At Vacy Public School, our budget team (Principal, SAM and Executive) met frequently to manage our budget so that funds were spent to resource the areas that we had noted in our new School Plan. Areas such as learning and support staffing, professional learning for teachers and SASS staff and the purchase of resources to enhance school projects in Writing, Technology and the Arts were all major areas of expenditure throughout the year.

Throughout the year, our school community were kept up to date with our financial status and plans within the school and the purchase of new playground equipment became the major focus for our P & C.

Funds that are being carried over to 2019 will be used to further enhance the learning of our students and the development of our 2018–2020 three strategic directions.

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 | 905,382 |
| Base Per Capita | 20,497 |
| Base Location | 9,030 |
| Other Base | 875,855 |
| Equity Total | 69,130 |
| Equity Aboriginal | 3,951 |
| Equity Socio economic | 18,652 |
| Equity Language | 400 |
| Equity Disability | 46,128 |
| Targeted Total | 72,679 |
| Other Total | 20,142 |
| Grand Total | 1,067,333 |

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.

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 2018, all students in Years Three and Five participated in online testing for the first time. The Writing component for Year Three however, was still in written form. Due to this factor, our results are somewhat marred this new process of testing and this must be taken into account when looking at student data especially in Writing.

Online testing, as in the Literacy component of NAPLAN, was a new process for the students sitting the test in Years Three and Five. This must be taken into account when analysing data.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

2018 student results in NAPLAN reflect that we have 35.42% of students in Years 3 & 5 achieving in the top two bands in comparison to 23.61% in 2017.

Parent/caregiver, student, teacher satisfaction

Utilising the "Tell Them From Me" survey tool with a scale ranging from 1 (lowest) to 10 (highest) and Survey Monkey, parents, staff and students participated in surveys that established feedback to the school in all facets. This information was then used to pinpoint areas that needed to be improved and areas that our school community felt that we were working well in.

After consultation these are the results of our surveys.

We found that Staff:

- value education
- feel that parents and students are important in the decision making process
- feel that wellbeing is a priority for themselves and their students
- support and understand our PBL systems
- believe that community connections need maintaining and are critical in each student's learning journey
- student centred programs are vital
- feel supported by their leadership and have visibly seen positive change managed within the school
- have been satisfied with the professional learning opportunities they have been given

Our Students:

- see themselves as active learners who are provided with engaging programs
- have positive social relationships at school
- value their learning and the opportunities they are inclusively given
- are presented with a diverse curriculum

The Community feel that:

- communication methods have improved with a

variety available to suit their individual needs

- PBL is supported and understood
- our school is friendly and inclusive
- parents are valued
- we offer a diverse curriculum
- the school offers a country feel and people count
- there is social support for students and parents

All data was used and shared with our parent body.

Policy requirements

Aboriginal education

The school implements programs that increase awareness for all students about Aboriginal history, culture and contemporary issues.

Aboriginal perspectives are embedded within our curriculum structures across the key learning areas.

Aboriginal students are supported and participate in culturally significant events including NAIDOC celebrations involving Aboriginal art, storytelling, cultural history and dance.

Multicultural and anti-racism education

Multicultural perspectives are embedded across the key learning areas.

Studies of specific countries and cultures are undertaken in Stage 3 classes and other cultural aspects, such as Australia's cultural heritage and beliefs and celebrations from around the world, are investigated in Stage 1 and 2 classes.