

# Ramsgate Public School

## Annual Report



2018



3830

## Introduction

The Annual Report for **2018** is provided to the community of Ramsgate 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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Principal

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# School background

## School vision statement

A vibrant community working together to ensure that students from Ramsgate Public School will take with them a set of skills, values and knowledge that will see them become informed, creative and productive members of our community and our society.

## School context

Ramsgate Public School with a population of 555 students prides itself on being the centre of its community. Enrolment to the school is highly sought after due to the school's outstanding reputation. The school is supported by a dedicated parent community. Our students come from diverse socio economic and cultural backgrounds. Staff professional learning has developed Growth Mindset approaches to develop "the whole child" in a strengths based and future-focussed context. Our highly professional and dedicated staff is committed to achieving academic growth for all students with one year of learning achieving one year of growth. Staff professional learning is strategically designed to ensure ongoing improvement in pedagogy. Student academic, performance, social, cultural and sporting achievements are showcased and celebrated at every possible opportunity. The school has a wide range of extra-curricular activities with a strong focus on the arts and sport. Student wellbeing is underpinned by Positive Behaviour for Learning. There is a focus on innovative pedagogy to support future-focussed learning including an established Bring Your Own Device model and professional learning on Flexible Learning strategies and pedagogy.

## 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 School Excellence Framework domain of **Learning**:

Ramsgate Public School is sustaining and growing in the Learning domain. There is demonstrated commitment within the school community to guarantee that all students are making progress with their learning. This has been demonstrated through the dedication and implementation of *Positive Behaviour for Learning*, ensuring that there are positive, respectful relationships which have created optimum conditions for student learning across the whole school. Through continued dedication to quality teaching and professional learning there is a learning culture that ensures students connect, succeed, thrive and learn and the school supports this by providing evidence-based practices in Literacy through programs such as *Language, Learning and Literacy* across K-2 and Focus on Reading for 3-6. In Numeracy the school has successfully implemented the program *Targeted Early Numeracy K-2* and is continuing to develop teachers in the area of Numeracy in 3-6, through the *Building Blocks* program. The implementation of these programs have allowed for a strategic planned approach whereby the school collects, analyses and uses data to improve outcomes for all students. The school has identified a need to strengthen its reporting to ensure that it is providing clear, timely and accurate feedback to parents which has been integrated into the school plan and milestones. It aims to engage parents through the implementation of parent workshops and information sessions which will improve understanding of student learning and strengthen student outcomes. In the area of student performance measures, the leadership team has undergone training around Scout reports and will continue to develop classroom teachers' skills in utilising and analysing Scout to review school performance measures and ensure that we maintain equity.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**:

Ramsgate Public School is sustaining and growing in the Teaching domain with a culture of continuous improvement and collaboration to improve student learning outcomes. All teaching staff develop professional goals, allowing them to take personal responsibility for improving their professional practice, reflecting, planning and monitoring their learning. With a whole-school commitment to identifying and understanding the most effective explicit teaching methods, particularly around literacy and numeracy as aligned with the school plan, teachers implement evidence-based strategies to ensure high quality teaching takes place. To optimise the learning progress for all students across the full range of abilities, teachers identify areas in which they require targeted professional learning to support these students and collaboratively

work to develop each other's professional growth.

There are explicit systems for collaboration and feedback within the school with the focus on improving and sustaining quality teacher practice. The collaborative planning model that was introduced this year has facilitated greater professional dialogue and collaboration within the school. With this, adjustments were made to allow for targeted professional learning to be delivered during this time, the small group settings allowing for more meaningful engagement and evaluation of the professional learning for whole school improvement. Expert teachers model effective strategies to help improve teacher learning and classroom observations with professional, specific and timely feedback that drives ongoing school-wide improvement in teaching practice. Student learning is monitored to measure growth and an analysis of data allows teachers to evaluate teaching practices and implement strategies to address individual learning needs as they arise.

Ramsgate Public School's focus is now to have greater consistency in the use of a range of assessment strategies to determine teaching directions, monitor and assess student progress, and reflect on teaching effectiveness across the school.

The results of this process indicated that in the School Excellence Framework domain of **Leading:**

Ramsgate Public School is working towards excelling in the Leading domain. The principal is the primary instructional leader and sets up a culture of high expectations, placing an emphasis on community engagement which results in a sustained and measurable whole school improvement. The school has placed an emphasis on instructional leadership and has developed the capacity of a number of staff to lead evidence based pedagogies such as *Language, Learning and Literacy*, *Targeted Early Numeracy*, *Focus on Reading and Building Blocks for Numeracy*. This has allowed Ramsgate to become a professional learning community which is focused on continuous improvement of teaching and learning.

A focus on school resources has seen a 7 year plan unfold and the most recent focus has been on flexible learning environments. This saw the leadership team consult with other schools and the futures learning directorate to ensure that it would optimise learning, within the constraints of the school design. After running a successful trial in the Early Stage One classrooms in 2017, the leadership team evaluated the effectiveness of pedagogies and flexible learning environments and by the middle of 2018, saw the whole school K-6 implement future focused learning environments.

Ramsgate Public School has strong links with its parents, community and Bayside networks. The planned and proactive use of school resources serves the overarching strategic direction of the school community and provides benefits to all stakeholders of the school.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Highly Effective Learning

#### Purpose

Effective learning programs provide explicit instruction, engagement and multidimensional learning experiences. Learning experiences promote responsible, resilient and respectful citizens who can work independently and collaboratively

#### Overall summary of progress

This project which combines Visible Learning and Growth Mindset is scheduled to begin in 2019

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students demonstrating the use of goals to improve their learning and wellbeing.		This project is scheduled to begin in 2019
An increase in students K–6 articulating and applying formative feedback in Literacy by referencing "Visible Learning" strategies.		This project is scheduled to begin in 2019
An increase in students K–6 articulating and applying formative feedback in Numeracy by referencing "Visible Learning" strategies.		This project is scheduled to begin in 2019

#### Next Steps

All staff will participate in intensive training around visible learning. Data will be collected in order to inform the directions of the project. Leadership teams will be formed to spearhead collaborative goal setting and planning for a three year improvement project.



## Strategic Direction 2

### High Quality Teaching

#### Purpose

To maximise teacher engagement and improve student learning by supporting a committed, professional team of teachers who are highly trained and engaged in a collaborative environment using an evidence-based approach

#### Overall summary of progress

In 2018 Ramsgate Public School has enhanced collaborative practice across our school community.. The embedded and explicit systems in place for collaborative teaching practices have ensured that teachers and students are learning in consistent, supportive and positive environments where their specific needs are continually being met through teachers employing evidence –based teaching practices to maximize student growth. Teachers share their expertise with others, encouraging them to continually evaluate, refine and modify current practices to meet the changing needs of students and build capacities of colleagues. The collaborative, consistent school wide approach to classroom management sees that students engage in productive learning environments and promote student responsibility of their own learning. Planned time for professional dialogue, classroom observation, modelling of effective practice and provision of timely and specific feedback between teachers drives ongoing school wide improvement in teaching practice and student results. They collaboratively work together to improve teaching and learning in their classrooms, with mentoring and coaching support provided to ensure ongoing development and improvement. There is an integrated approach to quality teaching to ensure teaching and learning programs are dynamic and reflect the needs of students based on their assessment data.

After extensive research and planning by the leadership team, the introduction of flexible learning environments has been introduced across the school, including within the classroom and in the outdoor environments. An impact since the introduction of the futures learning environment has seen the creation of an optimal and engaged learning for all students. The learning environments are strategically used to improve student outcomes and high quality service delivery by teachers. As a result students have become skilled collaborative and critical thinkers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased collaborative planning resulting in Consistent Teacher Judgement and implementation of precision feedback and instruction.	Each class teacher ( including both teachers on shared classes) have been allocated 40 mins above RFF entitlement per week.	<p>Each week all class teachers on each stage spend 80 minutes collaboratively planning.</p> <p>Stage teams participated in targeted professional learning such as Focus On Reading, Mathematics Building Blocks.</p> <p>Professional Learning Communities established with teachers sharing resources and expertise in planning across the curriculum. This fostered distributive leadership with different teachers having opportunities to lead meetings. 90% of teachers surveyed reported positive collaboration and feedback which has impacted upon teaching practice.</p> <p>Improved consistency of teacher judgment through shared work samples and marking rubrics, particularly in Writing. 90% of teachers surveyed reported an increase in consistent teacher judgement.</p>
Increased evidence of flexible teaching and learning pedagogy embedded within teacher practice.	<p>All classrooms have flexible seating furniture.</p> <p>T4L allocation used for more chromebooks to be purchased.</p>	<p>Each stage has 2 open classroom spaces. ( four open classrooms across the school)</p> <p>Flexible Learning Committee established to share experiences, expertise and support for best practice.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased evidence of flexible teaching and learning pedagogy embedded within teacher practice.		<p>Observation time available for all classroom teachers to observe open classroom environments.</p> <p>Increased use of Google Classroom and Google suite for students and teachers, particularly in Stage 2 and 3 resulting in increased use of technology to enhance learning and collaboration.</p> <p>Google Team drives established for Stages to share and collaborate programs and resources.</p>

## Next Steps

Continuation of this model of collaborative practice throughout 2019. The Visible Learning project to be initiated in 2019 will be a key driver of this time, particularly in the initial phase.

Spirals of Inquiry into other areas of concern/interest in each stage with the opportunity for distributive leadership of areas of inquiry.

Continuation and improved use of data from PLAT, PAT Maths, NAPLAN and teacher assessments to guide effective teaching programs and practice.

Continuation of open shared teaching environments utilising surveys and reflection of best practice to evaluate impact on students' learning.

Expand the Flexible Learning committee and invite schools from within the Bayside Community of Schools, who are interested in implementing future focused classrooms and pedagogy.

To continue to develop a strong interschool relationship with the Bayside of Community Schools around Flexible Learning.

## Strategic Direction 3

### Self-improving Community

#### Purpose

Strategic and effective leadership to develop a culture of high expectations and shared responsibility for student success and school wide improvement, through engagement and collaboration with parents and the broader community

#### Overall summary of progress

Strategic Direction 3 seeks to strengthen student success through community engagement and professional collaboration with the broader community. Parents and carers have been surveyed on school values and this data has informed our planning for PBL redesign and the explicit teaching of values.

The Bayside Action Research projects have been reframed as a cross-school professional learning project on Visible Learning. This has been coordinated between two Bayside member schools; Ramsgate PS and Carlton South PS, for a three year implementation.

The Ramsgate Shadow Executive mentoring program has continued and resulted in further participants achieving substantive Assistant Principal roles. The program has been reviewed with very positive feedback from Ramsgate staff for the program to continue.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent and carer participation in surveys and increased satisfaction as reported by Tell Them From Me survey data.		57 responses were received in 2017 Tell Them From Me. 32 Positive response, 14 negative and 11 neutral responses. Parent surveys were coordinated through our SRC who used iPads and SurveyMonkey tools to survey parents and community regarding School wide values. This data was used to inform our planning for PBL redesign and explicit teaching of values K–6.
Teaching staff at Ramsgate PS will collaborate with Bayside colleagues in developing and implementing annual Action Research Projects in Literacy and Numeracy to improve teacher practice across the Bayside Community of Schools.		The implementation of a three year project on Visible Learning (Corwin) has been negotiated with Carlton South PS for implementation 2019–2021.
Increased number of teachers undertaking leadership responsibilities.		During 2018 the RPS Shadow Executive program continued with two new staff joining the team for mentoring opportunities and authentic leadership experiences and guidance.  Ramsgate Staff have delivered professional learning and engaged in leadership responsibilities within stage teams during collaborative learning sessions.

#### Next Steps

Further use of SRC Parent/carers surveys on school wide initiatives. This consultation will be used to provide students with authentic opportunities to engage our wider community and provide planning to be informed by community needs. The Visible Learning project is a three year professional learning undertaking which will commence in 2019. This project will see collaboration across two Bayside Schools; Ramsgate PS and Carlton South PS. The Shadow Executive mentoring program will continue for a further 18 month cycle with two new participants.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$9260	<p>PLPs developed in consultation with parents</p> <p>Increased support from Elders beyond the school</p> <p>Family Yarn Sessions each term led to greater parent participation Ramsgate Public School</p>
<b>English language proficiency</b>	\$272, 843	<p>ESL teachers worked within classrooms to target the areas of grammar and punctuation in writing. They have supported the collaborative sharing project by supporting students and teachers in integrating learning.</p> <p>Several newly arrived students were supported with a withdrawal program in order to develop their survival language to allow them to participate with confidence in the classroom.</p>
<b>Low level adjustment for disability</b>	\$159,341	<p>The LST has supported teaching staff in identifying and implementing strategic adjustments for students with additional needs. Support has also strengthened staff capacity on identifying sensory, processing, physical and cognitive needs and the application of appropriate and strategic adjustments. Processes have also supported staff in enhancing home–school communication and consultation of plans and records of adjustments for students</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	.999 FTE	<p>QTSS funds were used for the implementation of weekly peer collaboration and programming sessions. This included the implementation of professional learning in literacy in small groups. Funds were also used to provide teacher mentoring within classrooms.</p>
<b>Socio–economic background</b>	\$39, 737	<p>Funds were used to ensure greater equity of participation in programs and access to resources for all students</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	274	289	302	277
Girls	261	254	268	264

The student enrolment profile has remained over the past four years after increasing steadily the previous five years. There is an expectation that enrolments will remain steady with some slight increases over the next four years.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.8	94.8	94.5	92.9
1	93.9	93.8	94.3	94.7
2	95.5	93.8	93	93.9
3	94.4	94.5	94.3	94.6
4	94.1	93.9	94.3	94.4
5	94.5	94.4	92.8	93
6	94.4	93.3	94.3	92.2
All Years	94.2	94.1	94	93.8
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

Non attendance is managed in accordance with NSW DET guidelines. Parents are required to provide information to the school regarding absences. Unexplained or unsatisfactory levels of student absences are followed up formally with written communication. Parents are supported through the Learning Support Team if they require help with school refusal or separation anxieties. The school works

closely with The Home School Liaison Officer for ongoing attendance concerns.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.91
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	2.2
School Administration and Support Staff	4.06

\*Full Time Equivalent

There are currently no Aboriginal or Torres Straight Islanders employed at Ramsgate Public School.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0.48

### Professional learning and teacher accreditation

All teachers are accredited through NESA to be eligible to teach in NSW Public Schools. Teachers participated in well structured professional learning throughout the year. Professional learning is reflective of the strategic directions identified in the school plan. Professional learning was delivered by school leaders as well as professionals within and beyond the Department of Education.. The major focus areas were:

- L3 stage K–2
- Educational Leadership
- Quality Teaching Practices
- Focus on Reading
- Using Data to inform practice
- Collaborative Practices to reflect upon and improve student learning experiences

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	525,959
<b>Revenue</b>	5,059,400
Appropriation	4,713,519
Sale of Goods and Services	10,856
Grants and Contributions	328,495
Gain and Loss	0
Other Revenue	100
Investment Income	6,430
<b>Expenses</b>	-4,927,223
Recurrent Expenses	-4,954,467
Employee Related	-4,278,862
Operating Expenses	-675,605
Capital Expenses	27,244
Employee Related	0
Operating Expenses	27,244
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	132,177
<b>Balance Carried Forward</b>	658,136

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,805,015
Base Per Capita	110,220
Base Location	0
Other Base	3,694,795
<b>Equity Total</b>	481,181
Equity Aboriginal	9,260
Equity Socio economic	39,737
Equity Language	272,843
Equity Disability	159,341
<b>Targeted Total</b>	132,218
<b>Other Total</b>	164,936
<b>Grand Total</b>	4,583,351

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.

- The School Administration Officer and Principal attended extensive professional learning to ensure that new budgetary requirements were implemented. The school became a SAP school from the beginning of 2018 which saw the implementation of a whole budget that included Human Resources costs for the first time.
- Employee related expenses were largely teacher salaries. School administration and support staff made up a smaller portion of this budget.
- The school completed the refurbishment of classrooms to allow for flexible learning spaces. Synthetic turf was purchased to improve outdoor learning and play spaces.
- The roll out of new digital interactive screens for classrooms began in 2018 and will continue into 2019 and 2020. These screens will replace aging interactive whiteboards and projectors in classrooms and the library.

### Financial summary equity funding

# 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. In 2018, for the first time, students in some schools across Australia took NAPLAN in an online format, Ramsgate was one of these schools. As students for both online and paper tests are assessed on the same literacy and numeracy content, results can be reported on the same NAPLAN assessment scale. However, during the transition years when comparing results across years, consideration of the different test formats needs to be taken into account.

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.

A review of the 2018 NAPLAN online results showed that of the 90 students who sat the assessment, 47% achieved in the top bands for Literacy. Due to the increased assessment capability of the online test it was possible to access information about higher performing students beyond the top two bands 5 and 6 levels expected in Year 3. 8% of students in Year 3 achieved results in bands higher than Band 6 for Literacy. 38% of the students achieved in the mid bands for Literacy while 14% achieved at minimum standard in this area.

A review of the 2018 NAPLAN results showed that of the 80 year 3 students who sat the assessment in numeracy, 30% were in the top two bands with a small number of students achieving beyond band 6. 56% achieved in the mid bands for numeracy and 13% achieved at a minimum standard.

NAPLAN results are one measure used by the school when planning for future learning in literacy and numeracy.

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.

The NSW Government are working towards increasing the proportion of NSW students, including Aboriginal students in the top two NAPLAN bands.

## Parent/caregiver, student, teacher satisfaction

2017 TTFM parent survey indicated that parents were concerned about communication. Many new communication strategies were put into place and address these concerns. In 2018, Parents were once again surveyed and asked about the school's approach in communicating about their children's learning. 69% of parents responded that they were either satisfied or extremely satisfied. 8% were dissatisfied. We asked what the school could do to improve in its communication of learning and whilst there were no consistent responses, the idea of having more parent teacher meetings was suggested by several of the respondents. Several other respondents replied that they were very happy and did not feel the need for any changes. In 2018 TTFM data provided trend data for drivers of student outcomes across eight domains. Effective Learning Time demonstrated a 5% increase across the twelve month period. Rigor a 3% increase. Advocacy at school had a 10% increase which was the largest change followed closely by Positive Teacher–Student Relations 9% and Positive Learning Climate 9%.

# Policy requirements

## Aboriginal education

Ramsgate Public School has developed strong partnerships between school, family and the community, which has led to an increase in engagement and a strong sense of identity amongst our Aboriginal students. We hosted our annual Personalised Learning Pathway Afternoon Tea, inviting Aboriginal and Torres Strait Islander students and their parents as well as the Aboriginal Education and Well-being Advisor to collaboratively develop student's personalised goals and encouraged parents to continue to check in with teachers throughout the year. Our Cultural Yarn group was successfully implemented twice throughout each term and involved our school's Aboriginal Educational Liaison Officer and also saw parent representatives running workshops for our students with a focus on identity, local area resources and Dreaming Stories. The Cultural Yarn group was also an initiative for students to develop their friendships and connections and to work together to develop projects. Some of our Stage 3 students also represented our school in the Yarn Up Competition, they attended two workshop days and then presented at NSW Parliament House. Our school also celebrated NAIDOC Week by involving students K-6 in a full day engaging workshop with KooMurri. Teachers at Ramsgate Public School also attended professional learning around Koori Art Expressions and our Aboriginal Education Liaison Officer also continued to network with other schools as a part of being a Stronger Smarter Leader.

## Multicultural and anti-racism education

Ramsgate Public School meets the needs of students who require support in the acquisition of English as an additional language or dialect. The specialist teachers (EAL/D) collaboratively program with class teachers to ensure that students' have access to all curriculum areas and develop language required to achieve success. Teachers at Ramsgate Public School continue to build culturally inclusive teaching and learning programs. Teachers help students engage in intercultural understanding activities which facilitate positive interactions and relationships within the school community. Ramsgate Public School celebrated Grandparents Day, where students invited grandparents into the classroom and celebrated by sharing a meal with their grandparents embracing the cultural backgrounds of their family. Harmony Day's message of "Everyone Belongs" saw students and teachers come together to mark the occasion by wearing orange to represent inclusiveness, diversity, respect and belonging. Intercultural understanding is a key capability in NSW syllabuses and part of the national curriculum. At Ramsgate Public School teachers use texts and picture books selected for their value in developing an intercultural understanding. There is also a fully trained ARCO, who helps with educating students and staff around policies and any issues that may arise regarding racism.