

Mount Riverview Public School

Annual Report



2018



4435

Introduction

The Annual Report for **2018** is provided to the community of Mount Riverview 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

Excellence, Care, Opportunity and Success

As a community at Mount Riverview Public School, we value optimism, empowerment, citizenship, excellence, the acquisition and use of knowledge in a 21st century context. We maintain high expectations in teaching and learning across Kindergarten to Year 6 by providing stimulating and engaging programs.

Mount Riverview Public School is committed to providing productive relationships between students, teachers, parents and the wider community. Our school is a place of excellence where children can achieve full potential in their academic, creative, personal, physical and moral development.

School context

Mount Riverview Public School is situated in the Lower Blue Mountains and is a proud member of the Lower Blue Mountains Learning Community (Blaxland PS, Blaxland East PS, Blaxland HS, Glenbrook PS, Lapstone PS, Mount Riverview PS and Warrimoo PS), a group of schools committed to working together to provide the best possible education for all students.

The school has a current student population of 217 (2018) servicing 140 families , including 13% from a non-English speaking background and 5% Aboriginal and Torres Strait Islander background.

At Mount Riverview we:

- have an experienced and dedicated staff, committed to achieving improved student learning outcomes;
- aim to provide students with the skills and knowledge to help them become life long learners;
- provide all staff opportunities to engage in quality professional learning activities aimed at improving outcomes for all students;
- acknowledge & showcase the academic, sporting, cultural & leadership;
- embrace the use of technology to enhance the learning programs of students;
- are committed to the social / emotional well-being of staff & students;
- endeavour to instil our core values of "Be Respectful", "Be A Learner" and "Be Safe" through explicit teaching and high expectations at all times;
- are strongly supported by a hard working P&C & the wider community;
- have a strong primary-secondary transition program with our neighbouring high school for the benefits of our students.

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.

Learning

Mt Riverview PS are:

- Sustaining and Growing in Learning Culture, Wellbeing and Curriculum
- Delivering in Assessment, Reporting and Student Performance Measures

Teachers know their students well and make adjustments in teaching and learning programs. In 2018 all students who required additional support in their learning had a NCCD profile or Learning Plan written to show the adjustments made to cater for their learning needs. These were written in consultation with the students and their parents to continue to build positive partnerships in their learning. Meet the Teacher evening is held early in term one to talk about the class expectations and what will be taught throughout the year. Parent teacher interviews and Written reports are used to inform parents of their child's learning. The wellbeing of all students is fundamental in our teaching and learning programs. 2018 saw the introduction of PBL– Positive Behaviour for Learning. A committee was formed and then trained in playground procedures. All staff were involved in putting together the matrix to show our school rules in each of our playground areas. New procedures were put in place to have consistency across the school. Our Kindergarten and Year 6 to 7 transition programs continue to be highly successful. The school worked to revise and refine their focus on Writing with the introduction of the Seven Steps of Writing Program. All staff were trained and staff collaboratively programmed using the Seven Steps processes. Assessment tasks are embedded into most teaching and learning units of work. which are then used to inform future teaching..

Teaching

Mt Riverview PS are:

- Sustaining and Growing in Effective Classroom Practice and Professional Standards
- Delivering in Data skills and use and Learning and Development

Through using QTSS funding, a teacher was employed two days a week to support the learning needs of identified students in Stage 2 and 3 in the areas of Literacy and Numeracy. The focus areas in Literacy were Reading, where the students developed their Super 6 Comprehension strategies, and Writing, involving the Seven Steps of Writing processes through Imaginative and Persuasive text. In Numeracy the focus was on the strand Working Mathematically through problem solving. The professional standards have been part of our regular staff meeting discussions over the last year. Staff are very familiar with the standards and how they look in their classrooms. Staff completing their accreditation are supported by a mentor. Staff are committed to their own professional development which is evident in their annual PDP process.

Leadership

Mt Riverview PS are:

- Sustaining and Growing in School planning, implementation and reporting, School Resources and Management practices and processes
- Delivering in Educational Leadership

In 2018, teachers were provided increased opportunities to further develop their capacities as leaders through leading curriculum committees or were instrumental in leading the development of school policy. One such policy included the review of the school homework procedures. This required staff, student and parental consultation over the period of a term which lead to a change in the way staff allocated homework.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Successful, Engaged Learners

Purpose

To build the capacity of all students to achieve their full potential by promoting confidence, creativity, collaborative and critical thinking skills in a stimulating and engaging learning environment through quality teaching practices and differentiated curriculum.

Overall summary of progress

Writing was our major Literacy focus for 2018. All staff were trained in the Seven Steps of Writing and the program was implemented in all of our classrooms. Resources were purchased to support the program implementation. Staff collaboratively programmed lessons and units of work based on the Seven Steps of Writing.

By the end of 2018, some classes in the school trialled using data walls. Stage 3 students set goals for both literacy and numeracy and they were updated according to achievements. Learning intentions were discussed at the beginning of many lessons.

Early Stage One teachers completed their training for Best Start Online and a program was developed for the Implementation of Best Start 2019.

Stage planning days were introduced which resulted in a more collaborative and consistent approach to developing and delivering units of work. As part of these planning days we also looked at the students which were a part of the LaST program and assessed their needs to determine whether they required further support

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students are achieving at or beyond the grade appropriate stage level in literacy and numeracy.	Professional Learning = \$4500 Classroom Posters = \$100	All staff completed their Seven Steps of Writing training early 2018 and resources were purchased for use in all classrooms.
100% of students can reflect on the learning intentions process to evaluate their progress and support conversations about their learning directions.	Nil	By the end of 2018 some classes trialled using data walls with Stage 3 students setting goals for the year in literacy and numeracy. All classes ensured learning intentions were discussed at the beginning of lessons.
Students are able to clearly articulate specific information about their own learning, growth and next steps through a 3 way interview process.	Nil	All students have had opportunities to share their learning experiences with parents, grandparents, etc during open classrooms, special days, interviews. They have been able to identify what the learning intention was for each activity, what their goals were and what was achieved.
Increase the proportion of students in the top two NAPLAN bands by 10% by 2020 from 2015–17 baseline data average.	QTSS FTE .4 allocation used for program differentiation across Stages 2 & 3, in writing and reading.	QTSS funding was used to employ a teacher 2 days a week to focus on improving reading comprehension and writing skills of the middle NAPLAN band students. in Years 3–6 to bump them up.

Next Steps

Professional learning will occur with staff in the area of Visible Learning. As part of this process staff will be trained in setting up personalised learning goals with their students in Literacy and Numeracy. Learning intentions, success criteria and effective feedback will also be part of staff professional learning. As a result students will have more ownership in their learning and can work towards achieving their personal goals. Constructive and critical feedback will be embedded as part of this practise and this will include student feedback and student self assessment.

Stage based planning days will be implemented every five weeks to ensure that our teaching is based on the current needs of the students. Units of work will be planned cooperatively and assessed over a five week cycle.

Updating the whole school scope and sequence to match the new Science and PDHPE syllabus will also be a whole school focus to ensure staff are up to date with the content they will be required to teach.

Strategic Direction 2

Relationships and Wellbeing

Purpose

A school community working together to be safe, respectful learners by fostering a safe, caring environment.

Students are empowered to develop attitudes, values, skills and behaviours enabling them to become active, productive and emphatic members of the community.

Overall summary of progress

In 2018, Positive Behaviour for Learning (PBL) was a major focus in the school. A PBL committee was established and the committee underwent 3 days of intensive training. The committee then trained the rest of the staff over several staff meetings. A PBL school matrix, flowchart and referral slips were developed in consultation with the whole staff. For 2018 the PBL focus was on playground behaviour. As a result, the restructuring of the school behaviour system to include tokens called "Warins" were introduced as a reward for positive behaviour. The new system was implemented at the same time as a review / information meeting held with the community.

All teaching staff at Mount Riverview Public School participated in The Positive Partnerships online training. All staff became aware of students in their classroom who were diagnosed with Autism and parent meetings were held to develop learning programs using the Positive Partnerships matrix.

As part of a review of the school's Wellbeing Framework, the policies for anti-bullying and discipline have been reviewed by staff and the community and will continue to be implemented in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will embed wellbeing practices across the curriculum.	PBL committee training – 12 casual relief days Nil	A team of teachers were trained in PBL for the playground. Positive Partnership (PP) training for all staff using online modules.
Increased levels of happiness reported by students, staff and parents measured by school surveys and a reduction in the number of referrals to executive staff and the Learning Support Team.	Nil	School policies for anti-bullying, discipline and well-being have been reviewed and will continue to be implemented in 2019.
Students are aware of self in order to make rational and informed decisions and accept responsibility for their actions.	<ul style="list-style-type: none">• Aboriginal background loading (\$1500.00)• Low level adjustment for disability (\$1000.00)	All students who have received support throughout 2018 have had a NCCD profile maintained and a personal learning plan implemented. All Aboriginal students had a learning plan created in consultation with their parents and teacher outlining their goals for the year.

Next Steps

In 2019, the PBL committee will launch Positive Behaviour for Learning in the classroom. Warins will be used as tokens for positive classroom behaviours. Students will be given a whole school reward for achieving a collective amount of tokens received from the playground. Teachers will reward their classes for receiving a set amount of tokens for classroom behaviour. A PBL focus of the fortnight will be introduced which will include lessons on Safe, Respect and being a Learner.

Playground expectations will be printed on signs and displayed around the different areas of the school.

Strategic Direction 3

Quality Teaching and Leadership

Purpose

To build the capacity of all staff, as leaders, through professional development aligned with the school plan to deliver a collaborative practice of sustained high expectations and shared responsibility for improving student engagement and learning.

Overall summary of progress

In 2018, all staff Professional Development Plans (PDP's) were aligned to the strategic directions in the school plan. Professional learning opportunities were prioritised and linked to staff PDP, school directions and the Australian Professional Standards for teachers. All staff PDP's were self evaluated and in consultation with the school Principal collaborative discussions on achievements and future directions were negotiated.

As part of a school wide visual literacy focus all classes participated in creating movies for a school film night. Student lessons on writing, storyboarding, camera shots and camera angles as well as editing techniques were delivered during Term 3. Some of the students films were then selected to be shown at the Blue Mountains 'Films by the Eucalypt' festival.

Two early career teachers completed their accreditation and achieved proficiency.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has a high performing staff as measured against the 'Australian Professional Standards', whose capacities are continually built to ensure every student experiences high quality teaching.	Nil	Two early career teachers completed their accreditation and achieved proficiency. External Validation processes, looking at data, were identified and professional learning was sought for visual learning and data walls to be further developed in 2019
Teachers engage in professional discussion and collaboration to improve teaching and learning across the school through negotiated observations of classroom teaching practice with feedback to improve professional knowledge and practice.	Nil	All staff wrote their PDP aligned to the school plan. Professional learning was then linked to their PDP and school directions. PDP's were self evaluated mid year with a meeting with the principal at the end of the year to discuss achievements and future directions.
Assessments are developed, sourced and used regularly to help promote consistent and comparable judgement of student learning.	Nil	Through stage meetings staff collaboratively develop programs which include assessments and student feedback opportunities in order to develop consistent teacher judgement.

Next Steps

In 2019, staff will continue to develop Professional Development Plans based on the school's strategic directions and linked to the Australian Professional Standards for teachers. Opportunities for staff to visit each others rooms will become a focus as part of the Quality Teaching Rounds (QTR) process. A school team will attend professional learning to be equipped with the QTR process.

Visible Learning professional development will become a focus for 2019. Staff will be trained in getting their students to develop personal learning goals in Literacy and Numeracy as well as setting learning intentions and success criteria within their lessons.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Equity – \$10 791	<p>Aboriginal funding was used to develop Personalised Learning Plans negotiated with the student, parents and teacher.</p> <p>The Aboriginal Elder program continued to be successful ensuring the links between the indigenous and non-indigenous community were strengthened.</p>
English language proficiency	English Language Proficiency Equity Funding	The school's Learning Assistance Support Teacher (LaST) developed programs throughout the year to support the needs of students in literacy and numeracy. The programs were then implemented by the schools Student Learning Support Officers(SLSOs).
Low level adjustment for disability	Equity Funding – \$80 731 Teacher relief –	All students identified by teachers as needing literacy and/or numeracy support were placed on the LaST program. This list was reviewed and modified each term based on need. Learning support plans were developed and implemented with the support of the school's SLSOs and parent volunteers. All students who received support for ten or more weeks had NCCD records completed.
Quality Teaching, Successful Students (QTSS)	Quality Teaching Successful Students (QTSS)	Quality Teaching Successful Students(QTSS) funding was used to provide additional support for the students in Years 3–6. A teacher was employed 2 days a week to try and bump up students who were sitting in the middle two Naplan bands in reading and writing.
Socio–economic background	Socio–economic Equity – \$12 773	Literacy and numeracy programs were developed by the school's LaST for those students identified as needing support from the Learning and Support Team. Programs were then delivered by the school's SLSOs and parent volunteers. Student progress tracked through data analysis and recorded on continuums.
Support for beginning teachers	Beginning Teacher Support – QTSS funding	Funding was used to continue supporting our early career teachers. The program focussed on quality observation, feedback and collaborative practice. As part of the program opportunities were made available for team teaching and collaborative programming.
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	106	115	109	103
Girls	108	112	109	112

Student enrolment at Mount Riverview Public School has remained steady over the past four years, maintaining nine classes in 2018.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.3	95.7	96.2	95.9
1	95.5	97.1	96.5	95.5
2	95.5	95.8	97.1	94.9
3	96.1	95.3	95.9	97.6
4	96.6	95.7	96.6	96.5
5	96.3	96.7	95.6	93.9
6	93.9	95.9	94.9	93.2
All Years	96	96	96.1	95.3
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

Regular attendance at school is essential to assist students to maximise their potential. Clear processes and procedures are in place at Mount Riverview Public School to support and manage non-attendance. Information regarding school attendance is sent home to all families at the beginning of the school year outlining expectations. Teachers mark class rolls daily and monitor their rolls for patterns of both partial (later arrival or early leaving) and non-attendance of students.

Non-attendance is dealt with promptly through the following of procedures by office and teaching staff. Initially the class teacher will contact the parent should the student's attendance be of concern. In the event of the student's attendance not improving, the class teacher will discuss with their supervisor the attendance issue and a meeting will be arranged with the parent. Should the student's attendance continue to give cause for concern then, as a final step, support from our Home School Liaison Officer will be accessed.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.15
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

Mount Riverview Public School had no staff changes during 2018 and currently employs one identified Aboriginal staff member.

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

Professional learning and teacher accreditation

Mount Riverview Public School strongly supports teacher quality through strategically planned and evidence based professional learning which is aligned to the school plan and professional development plans.

Teacher professional learning opportunities were provided to all staff to address whole school priorities and individual professional development. Professional learning funds allow teacher release from class and payment of course fees. The school's professional learning program included weekly staff meetings,

external workshops and conferences, school development days and collaborative planning opportunities. All staff completed mandatory training that targeted student/staff health and wellbeing. These included first aid/CPR, anaphylaxis, asthma, emergency care, child protection and code of conduct.

Teacher professional learning is differentiated to teacher needs and all staff completed their Professional Development Plans (PDPs) to allow them to reflect on their teaching practice and to develop goals for the year. In 2018 there was a school focus on improving writing outcomes for all students. As part of this focus all staff were trained in the '7 Steps of Writing' program. The skills and resources gained from this professional development were then implemented in all class teaching programs. Another focus for professional development was "Positive Behaviour for Learning". The school committee all received training in this program and then delivered the training back at school for the remaining staff. This first stage of training then allowed the school to roll the program out into the school behaviour. Other professional learning activities have focused on building teacher capacity in assessing and program differentiation through stage planning days.

During 2018 Mount Riverview Public School had two staff members complete their accreditation through NESAs.

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	149,160
Revenue	2,114,168
Appropriation	1,955,745
Sale of Goods and Services	9,763
Grants and Contributions	146,755
Gain and Loss	0
Other Revenue	0
Investment Income	1,905
Expenses	-2,072,480
Recurrent Expenses	-2,072,480
Employee Related	-1,808,883
Operating Expenses	-263,597
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	41,688
Balance Carried Forward	190,848

At Mount Riverview Public School a small committee consisting of the School Administrative Manager, school executive and staff representatives meet to determine how to best use funds available.

Expenditure at Mount Riverview Public School supports the smooth, effective operations of the school. Funds carried forward are to cover commitments for unpaid salaries, ongoing costs for utilities and for ground, building and equipment maintenance. Expenditure is planned in alignment with the strategic directions of the school plan with the budget reviewed regularly. The school plan ensures sufficient funds are conserved for contingencies as well as the replacement and acquisition of assets and resources to best meet the educational needs of students.

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	1,665,722
Base Per Capita	42,154
Base Location	0
Other Base	1,623,567
Equity Total	104,295
Equity Aboriginal	10,791
Equity Socio economic	12,773
Equity Language	0
Equity Disability	80,731
Targeted Total	56,735
Other Total	40,331
Grand Total	1,867,082

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

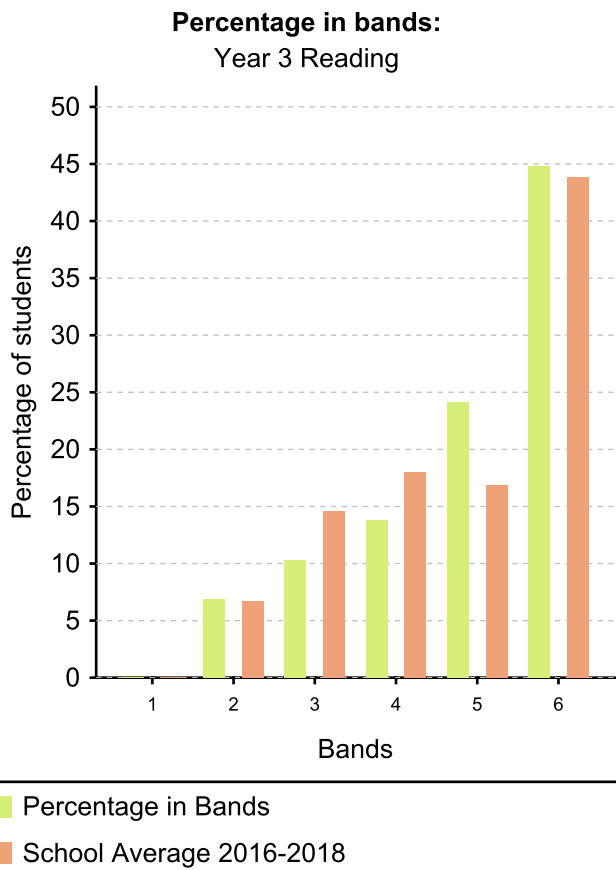
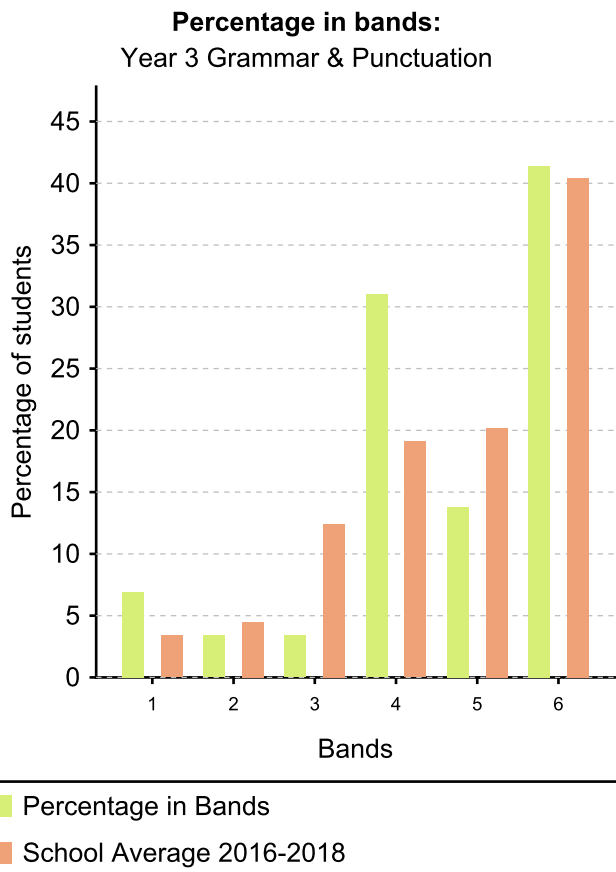
NAPLAN

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.

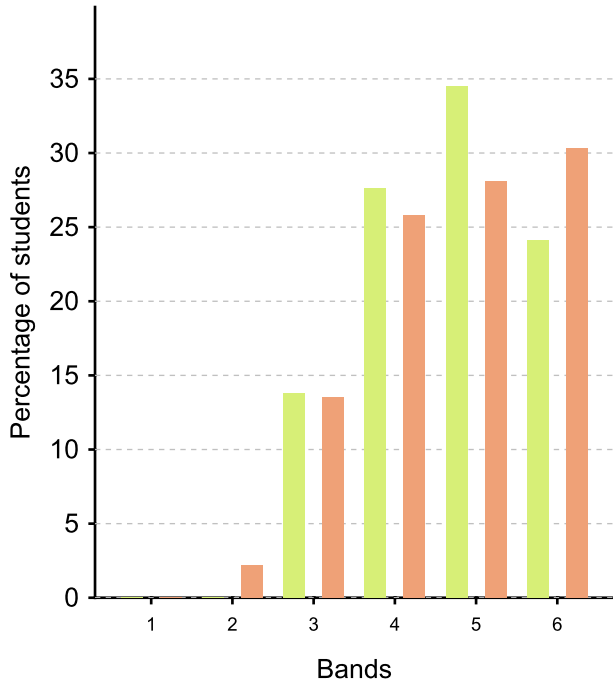
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

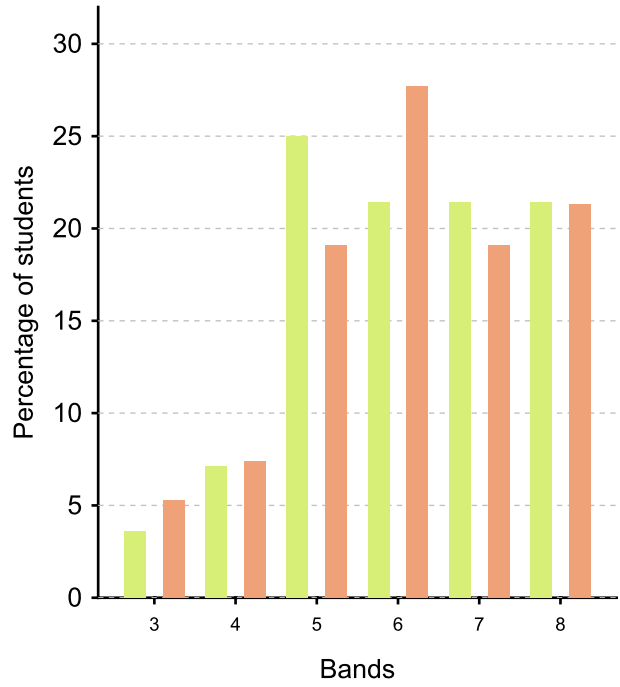
At Mount Riverview Public school, in reading, our Year 3 cohort had 69% at proficiency level compared to the state at 48%. Our Year 5 cohort were 32% with the state at 35%.



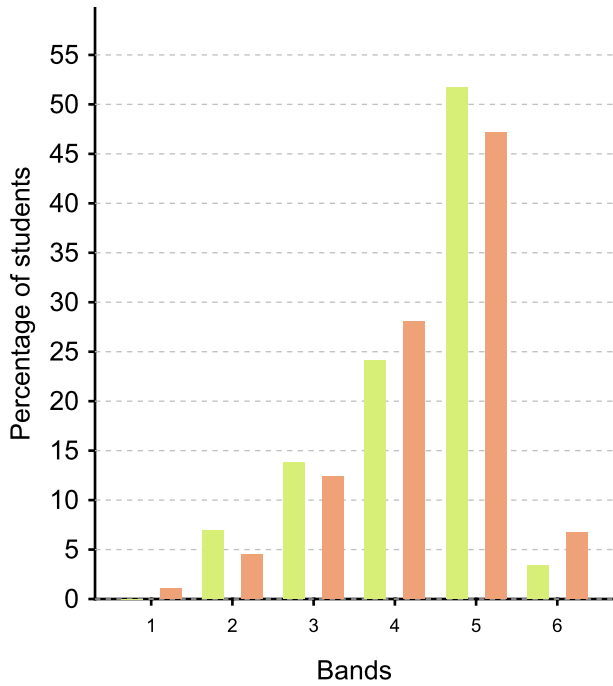
Percentage in bands:
Year 3 Spelling



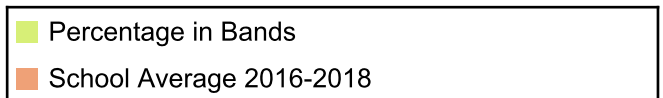
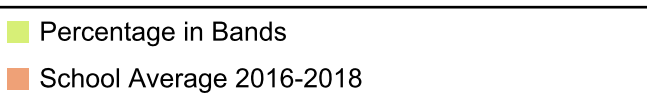
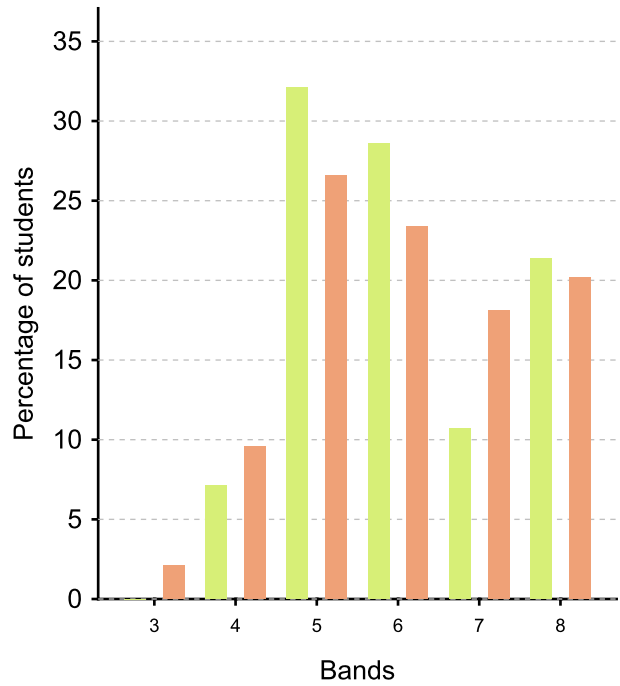
Percentage in bands:
Year 5 Grammar & Punctuation



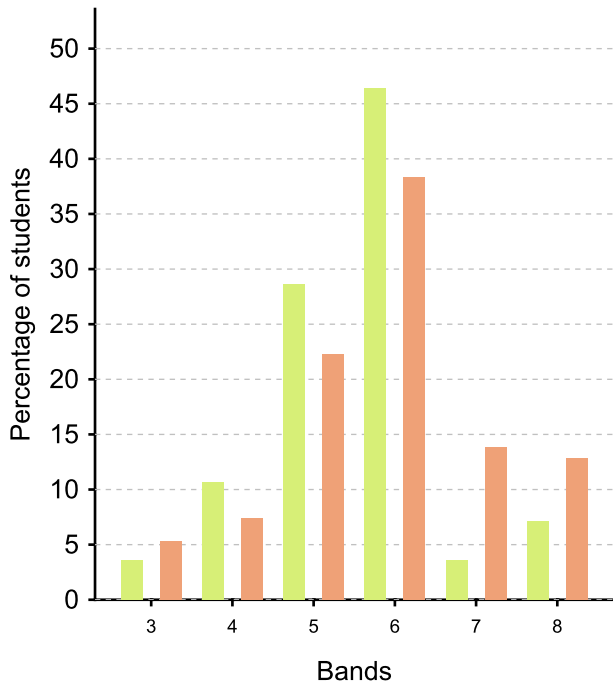
Percentage in bands:
Year 3 Writing



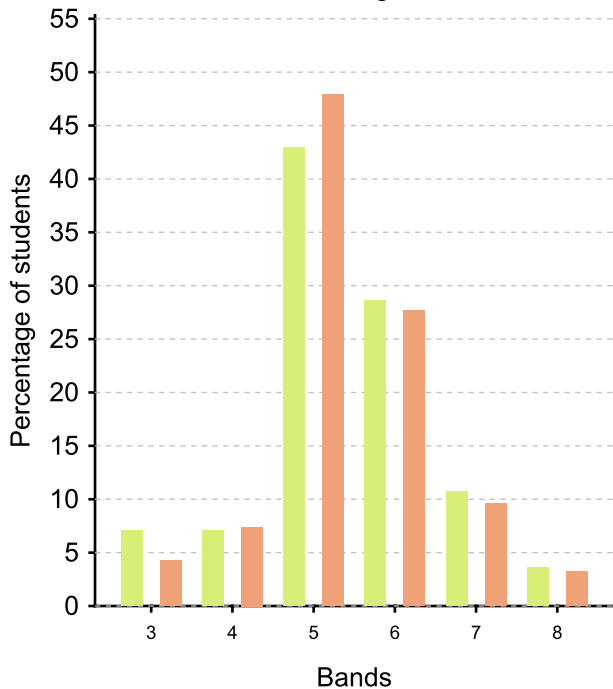
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



At Mount Riverview Public school, for numeracy, our Year 3 cohort had 53% at proficiency level compared to the state at 40%. Our Year 5 cohort were at 30% compared to the state at 29%.

Less than 10 Aboriginal students completed NAPLAN

testing in 2018.

Parent/caregiver, student, teacher satisfaction

In 2018, Mount Riverview Public School sought the opinions of students, staff and the community through the Tell Them From Me 'Partners in Learning' surveys. The surveys rank responses to a variety of questions on a scale from 0–10. Results in all areas for students, staff and parents were close to or above state average.

A small proportion of our total parent community responded to the survey. We aim to promote and communicate the importance of the survey better in 2019 in an effort to improve the participation rate. Parents told us:

- parents feel welcome 7.5
- parents are informed 6.5
- parents support learning at home 6.7
- school supports learning 6.9
- school supports positive behaviour 7.5
- safety at school 7.5
- inclusive school 7.6

Policy requirements

Aboriginal education

Mount Riverview Public School ensures that its practices and procedures remain consistent with the Department's Aboriginal Education Policy. In 2018, Mount Riverview Public School continued to embed Aboriginal education perspectives across the curriculum with a strong emphasis in History and Geography lessons. In addition, during the week of our NAIDOC celebrations Aboriginal perspectives were focused on for the whole week to enable all students to gain a greater understanding of Aboriginal history, culture and issues.

At the start of the school year all students of Aboriginality had a Personalised Learning Plan developed in consultation with their parents and class teacher that supported their learning through targeted strategies matched to their needs. Acknowledgement of Country is part of all formal assemblies at Mount Riverview Public School and is delivered by the School Captains and Vice Captains at the beginning of each assembly.

Our Aboriginal elder program continued in 2018 with Aunty Julie. Aunty Julie worked closely with the class teachers to develop lessons linked to the students learning in History and Geography. Her focus was to strengthen the links between the indigenous and non-indigenous community as well as deepening student knowledge and experience of traditional and contemporary Aboriginal history and culture.

In 2018, all students at Mount Riverview Public School were surveyed to come up with an animal that they would like to represent the school as a totem. The

majority of students chose the rainbow lorikeet which is known as a 'Warin' in Darug language. The Warin has now become the school totem and has also been used as the symbol for our school PBL reward system where the students can earn Warins for positive behaviour in the classroom and out in the playground.

The Indigenous students of Mount Riverview Public School were also given the opportunity to participate in the NAIDOC Cup which is an annual sporting event held at Hunter Fields in Emu Plains coordinated by the Nepean Community and Neighbourhood Services. The indigenous students of the school are able to invite a non-indigenous friend to attend the day. Mount Riverview entered a Stage 3 netball team in which they made the semi-finals. All students who attended the day were given the opportunity to participate in sport and or cultural activities and meet other indigenous students from neighbouring schools in the local community.

Multicultural and anti-racism education

At Mount Riverview Public School multicultural education perspectives are embedded across the curriculum. The study of other cultures and an understanding of cultural diversity is taught through English, History and Geography programs.

In 2018, students across Years 3–6 participated in the Multicultural Public Speaking competition. This has become an annual event for the students to showcase their understanding and knowledge about diversity and multiculturalism and what it means to them. As part of a library research project Year 6 students underwent several lessons researching information about the country of Vietnam. The students then were required to display their information into a powerpoint presentation and present this information to the librarian. Some students were then chosen to present their work to the Country Women's Association from the local area.

Harmony Day activities in 2018 were celebrated by classes undergoing activities related to the theme of Racism, No Way! Each class focused on lessons related to identifying what racism is and the challenges around dealing with racial issues in society.

In 2018, Stage 3 History units included 'Australian Migration in the 20th Century, and 'The Australian Colonies.' These units deal with how multiculturalism has impacted our society and the challenges migrants had to face when migrating to Australian society. Year 6 students also participated in Chinese language lessons with a Chinese teacher through a series of connected classroom sessions.

At Mount Riverview Public School a staff member is trained as the Anti Racism Officer. This representative deals with any issues or complaints related to this area.