

Werrington County Public School

Annual Report



2018



4541

Introduction

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

Tracie Duclos

Principal

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School background

School vision statement

Werrington County Public School has a proud tradition of educating students to their full potential.

Our school provides an engaging, enriched education through collaboration and perseverance.

School context

Established in 1982, the school has developed a culture of excellence and is currently educating a number of students who are the children of the original students from its inaugural years. Numbers have been steadily increasing with our highest enrolment reaching 441 in 2018. This includes 8% Aboriginal or Torres Strait students and 11% of students coming from NESB.

We currently have 17 mainstream classes and 3 special education classes. We have 2 Multi-categorical classes and an Autism class.

The staff are committed to ensuring quality teaching and learning programs are taking place with a personal commitment to pursuing professional learning. The staff are held in high esteem within the community.

Our school community displays strong support for our endeavors. Parents are involved in the school in a variety of ways such as members of committees, gross motor helpers, assisting with coaching of sporting teams, reading and mathematics tutors and library assistants.

Our strong school culture values student achievement and we have large attendances when celebrating our students and school successes. Many families attend the school's special events including Education Week celebrations, Grandparents Day, music and dance festivals, open days and assemblies.

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 overall results of this process indicated that in the Domains of Learning, Teaching and Leading our school is sustaining and growing. In the individual elements of Student Wellbeing our documentation indicated that we are excelling in this area. In many of the other elements we found, whilst our programs, policies and procedures are excellent, the large percentage of new staff to the school this year, meant these were not consistent across 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

Quality, innovative learning

Purpose

To provide an evidence based, stimulating learning environment that integrates technology and embeds quality teaching and professional practice.

Overall summary of progress

Staff have continued to develop their understanding of planning, implementing, assessing and reporting in all curriculum areas with a focus on the implementation of the new Geography syllabus and further knowledge development surrounding English and mathematics, Science and Technology and History in particular.

*Professional learning at school and network levels has provided staff with knowledge and strategies to collaborate to effectively plan and implement all syllabuses.

* The Performance and Development Framework guided the professional development directions for all staff with the support of a Teacher Mentor. The establishment of staff goals at whole school, stage and personal levels enabled staff to work collaboratively to achieve whole school and stage goals and have individualised direction from the Teacher Mentor and Executive to guide personal development.

*The increase in technological resource availability and further development of future focused learning opportunities has resulted in greater opportunities for teachers to integrate and embed technological skill development and opportunities for student use across all key learning areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers (including beginning teachers and new staff to WCPS) will be implementing evidence based learning programs.	Teacher Mentor – \$62,468 Beginning Teacher funds – \$6,893	An induction program was implemented with our early career teachers. This included having the opportunity to work closely with a mentor each week.
Performance and Development Plans (PDP's) for all staff demonstrate performance management and professional development which are linked to the school plan and Australian Professional Standards for Teachers.	Teacher Mentor Professional Learning(PL) funds – \$27,215	Performance and Development Plans were developed by all staff. Teacher professional learning is aligned with their PDP goals and the School's targets. Teacher observation, teaching and learning programs and teachers presentations demonstrated achievement of the goals and improved teacher performance.
Professional learning programs and quality teaching practices develop knowledge, understanding and skills of all teachers to apply evidence based teaching practices, assessment strategies and future focused learning experiences.	Assistant Principal off-class – \$104,113	The school's professional learning plans ensured that each class teacher's learning programs had defined learning intentions and designated success criteria. This improved the quality of assessment processes as well as timely and informed feedback to students.
At least 35% of students achieve in the top two bands for NAPLAN reading, writing, numeracy.	Executive and teachers Extra LaST –\$104,113 Extra SLSO – \$72,855 Integration funds – \$42,464	Year 3 – Reading 33%, Writing 31%, Numeracy 20% Year 5 – Reading 24%, Writing 10%, Numeracy 18% We have decreased the percentage of students in the lower two bands in comparison to last year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers have an expectation that student growth will be demonstrated on internal school progress and achievement data.	Professional Learning Extra Support Staff	Teachers have an understanding of assessment procedures and use this data to successfully inform their development of learning programs to address student needs. Professional learning sessions were developed that allowed teachers to begin working with the Progressions.

Next Steps

The Teacher Mentor role will continue as all teachers rated its effectiveness extremely high.

The Teacher Mentor will continue to develop professional learning opportunities to address the specific PDP goals of teachers as well as those to address stage and school goals according to the School Plan.

As many teachers, both in permanent and temporary roles, are early in their careers, the teacher mentors weekly program will continue to support them. Beginning Teacher funds will continue to be used to allow for extra mentor sessions throughout the week.

Our NAPLAN results are increasing slightly from previous years. Our boys percentages in Writing in both Year 3 and 5 are below our girls. This will continue to be a priority.

Strategic Direction 2

Welfare, attainment and engagement

Purpose

To create personalised, inclusive, meaningful learning experiences in response to students' individual skills and abilities in a safe, respectful, supportive environment.

Overall summary of progress

*Teachers have continued to develop a greater understanding of the analysis of internal and external assessment data. Executive and the Teacher Mentor have guided staff in their use of PLAN and SMART data to assist their understanding of the needs of student based on formal assessment data.

*Teachers have also undertaken professional learning to improve their understanding of differentiated learning experiences that can be implemented to develop student learning in areas of need. Teachers have continued their professional learning in developing Individualised Education Plans (IEP's) and Personalised Learning Plans(PLP's) to ensure student learning needs are met.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students have an understanding of and are demonstrating expected growth on internal school progress and achievement data.	LaST SLSO AP off-class	PLAN data collected and analysed regularly by staff. Teachers and students have a better understanding of the purpose of lessons through the use of learning intentions and success criteria. Feedback to students is timely and future learning is established.
All students are actively connected in meaningful, engaging and rewarding learning experiences that embrace every students' individuality, strengths and abilities.	AP off-class LaST teachers	The AP being off-class is instrumental in providing information and assisting teachers to develop learning programs that address individual needs. IEPs are developed in conjunction with parents and students. The staff provide numerous extra curricular activities throughout the day to extend students learning in all KLA's.
Students are provided with opportunities to become confident and resilient learners with positive self esteem which enables them to become risk takers in their learning.	Bounce Back Program	Staff were trained in this resilience program which was implemented across the school. Other programs utilised to support student's welfare are Circle Time, Peer Support and the Peer Leader program where seniors students run lunchtime programs for our younger students who need assistance with social skills in the playground.

Next Steps

- Teachers continue to develop their understanding of explicit teaching practices, assessment and feedback to inform future planning through internal and external professional learning.
- Teachers develop an understanding of new literacy and numeracy assessment procedures (Progressions) and implement knowledge to provide informative data for future planning.
- Continue to improve learning and support identification and implementation mechanisms with regular and improved communication between key stakeholders to address student learning needs.

Strategic Direction 3

Collaborative and supportive community

Purpose

To foster active involvement and develop the capabilities in our educational community through a culture of collaboration and engaged communication.

Overall summary of progress

*In 2018, WCPS continued the successful implementation of PBL school-wide. We successfully focused on building positive relationships across the school community and further developed a consistent and positive approach to student wellbeing and learning. PBL strategies were implemented school-wide to develop a consistent approach to managing behaviour and building positive relationships throughout the school community.

*We further strengthened parent and community partnerships and enabled opportunities for greater community involvement in a range of formal and informal events. Communication between all key education stakeholders has continued to be improved with the further development of formal and informal processes and documentation of students on the National Consistent Collection of Data Register.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent and community partnerships are enhanced through involvement in special events and celebrations of student and school success.	Community Engagement Grant \$1000	Parent and community partnerships continued to be a success with pleasing attendance, assistance and joint organisation of events/celebrations with parents/caregivers.
School community partnerships are enhanced through effective communication and an awareness of teaching and learning programs and student progress.	PAIRs Reading Program for parents. Prizes / Awards \$5000	Students continued to be supported through positive wellbeing programs. Teacher and Parent input into students IEP and our Aboriginal students PLP's. Reports and parent/teacher interviews throughout the year. Education Week activities and Presentation Day.

Next Steps

- WCPS will continue to enhance current community partnerships and further develop active participation by all key stakeholders to ensure consistent and effective support of students.
- Continue to celebrate our students successes through regular activities and communications to our school community.
- Positive Behaviour for Learning programs will continue with review and improvement of current practices. Implementation of resilience programs will be planned, implemented and reviewed to further assist students to connect, thrive and succeed.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO – \$25,764</p> <p>NAIDOC Day – \$5,000</p> <p>Student Assistance – \$2,500</p>	<p>SLSO's assisted in classrooms and worked with students specifically in areas of literacy and numeracy.</p> <p>Funding for the development of Personalised Learning Plans (PLP's) for Aboriginal students.</p> <p>Assistance for excursions and school camps were provided to our Aboriginal students.</p> <p>Student learning surrounding Aboriginal culture and the provision of specific opportunities to celebrate students' Aboriginal heritage was enhanced through the use of Aboriginal background funds.</p>
English language proficiency	<p>LaST</p> <p>Extra SLSO – \$18,663</p> <p>Teacher Professional Learning funds.</p>	<p>SLSO's to provide learning assistance and in class support based on individual need.</p> <p>LaST received Professional learning in assessing and working with NESB students.</p>
Low level adjustment for disability	<p>LaST 1.3 – \$138,817</p> <p>LaST / SLSO – \$58,945</p> <p>Integration funds – \$42,464</p>	<p>The LaST provided support for students, parents and staff focusing on individualised programs in literacy, numeracy and social skills. The programs addressed students individualised needs as defined in IEP's.</p> <p>SLSO's provided individualised support for students in differentiated programs in literacy and numeracy to assist students development towards individualised learning goals.</p>
Quality Teaching, Successful Students (QTSS)	<p>Extra LaST Teacher \$79,855</p> <p>Teacher Mentor</p>	<p>Staff were employed to work with identified students in literacy and numeracy sessions. Additional staffing reduced the student – teacher ratio and provided opportunities for smaller group support.</p>
Socio-economic background	<p>AP off class – \$104,113</p> <p>Teacher Mentor 0.6 – \$62,468</p> <p>LaST Teacher – \$44,352</p> <p>SLSO's – \$72,855</p> <p>Computer technology/ I Pads / laptops– \$17,961</p> <p>Ground improvements</p> <p>Student Assistance – \$3,000 for school outings</p> <p>School resources</p>	<p>Funding was utilised to release an Assistant Principal from class duties to facilitate the leadership of school wide programs. Programs included; coordination of Student Welfare policy and processes, Learning and Support Coordination, Professional learning addressing the learning needs of staff as identified in Professional Development Plans (PDP's).</p> <p>Funding was also utilised to enable the continuation of the Teacher Mentor role to support staff in working collaboratively to address professional learning needs and support the implementation of quality teaching and learning programs.</p> <p>Updated and replaced technology equipment throughout the school.</p>
Support for beginning teachers	<p>Beginning Teacher funds – \$6,893</p>	<p>Extra support was provided to our 2 beginning teachers through allocating extra time during the week to work with a mentor and grade supervisor.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	201	209	209	222
Girls	200	196	195	222

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	93.9	94.1	93.1
1	93.2	93.4	92.9	92.2
2	95.5	94.4	92.3	93.6
3	92.4	94.2	93.9	92
4	94	93.4	93.3	93
5	93.8	94.4	92.6	92.8
6	92.1	92.9	92.9	91.7
All Years	93.8	93.8	93.1	92.6
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

WCPS school attendance is managed in accordance with the NSW Department of Education School Attendance Policy. Classroom teachers are responsible for marking the roll on a daily basis and late notices are managed by the School Administration Staff.

—School non attendance is initially dealt with by the class teacher who contacts the family if a child has been away for two or more days if the school has not been notified.

—Non attendance is closely monitored by the Principal who ensures that the school attendance policy is closely followed. In the case of unacceptable attendance patterns, the Principal and classroom

teacher work to support parents and rectify the situation. Furthermore, the Home School Liaison Officer is contacted to work with parents and address the unacceptable patterns of attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.64
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Administration and Support Staff	6.22

*Full Time Equivalent

WCPS has one staff member of Aboriginal background.

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	22

Professional learning and teacher accreditation

In 2018, staff developed Performance Development Plans (PDP's) in alignment with the NSW Public Sector Performance and Development Framework and Australian Professional Standards for Teachers. The whole school focus was on improving teacher knowledge and understanding strategies to explicitly teach writing and improve student engagement in writing.

The staff were involved in a number of professional learning opportunities to collaborate with colleagues, develop their knowledge of research based learning on explicit teaching, observe and deliver demonstration lessons, team teaching opportunities, analysis of a range of internal and external assessment data and implement new knowledge to address the learning needs of students. Staff further developed their understanding of addressing the needs of individual

students and implemented Learning Intentions and Success Criteria, ensuring that the differentiated learning needs for students are addressed in each classroom.

Staff also identified stage and personal goals. Staff worked collaboratively, with the Teacher Mentor, executive and colleagues to achieve these goals and further develop their understanding in a range of areas including literacy, numeracy, technology, student welfare and quality teaching practices.

All staff were involved in professional learning on Staff Development Days which included exploring and planning for the Soundwaves Spelling program, Bounce Back – developing students resilience. The staff were also involved in information sessions on navigating the SCOUT information and an introduction to the Progressions (ALAN). Also included were sessions on Mandatory Code of Conduct, Child Protection, CPR and Anaphylaxis and Syllabus implementation.

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	493,483
Revenue	4,559,772
Appropriation	4,408,895
Sale of Goods and Services	13,408
Grants and Contributions	133,119
Gain and Loss	0
Other Revenue	0
Investment Income	4,350
Expenses	-4,041,430
Recurrent Expenses	-4,041,430
Employee Related	-3,604,703
Operating Expenses	-436,728
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	518,342
Balance Carried Forward	1,011,824

The financial committee is comprised of the Principal, Assistant Principal, the School Administration Manager

and School Administration Officer. The school budget is aligned to the School Plan and is monitored through detailed reports relating to actual budgeted receipts and payments. The daily accounting processes are undertaken by the school administration staff, however the responsibility of the school's financial management rests with the Principal.

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	2,872,286
Base Per Capita	81,613
Base Location	0
Other Base	2,790,673
Equity Total	529,118
Equity Aboriginal	39,517
Equity Socio economic	276,646
Equity Language	18,663
Equity Disability	194,292
Targeted Total	788,850
Other Total	124,056
Grand Total	4,314,311

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.

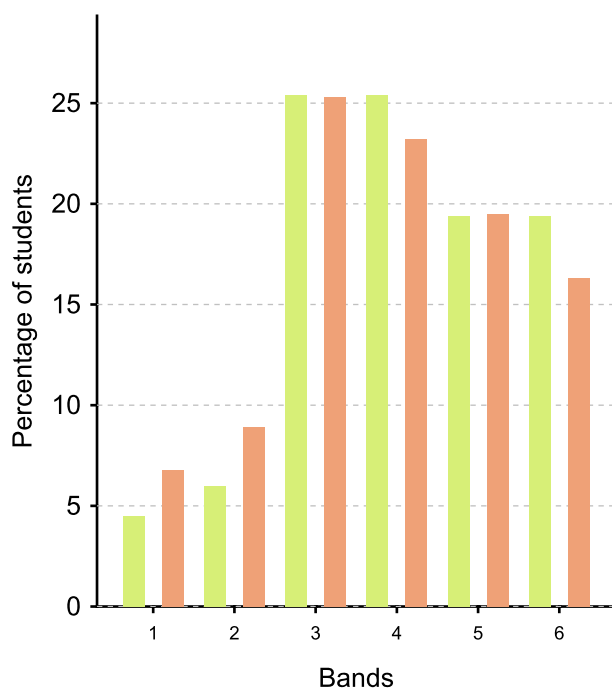
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

Below, the graphs and tables, outline our student's performance in the 2018 NAPLAN assessment in literacy. These include results in Grammar and Punctuation, Reading, Spelling and Writing for our Year 3 and Year 5 cohorts.

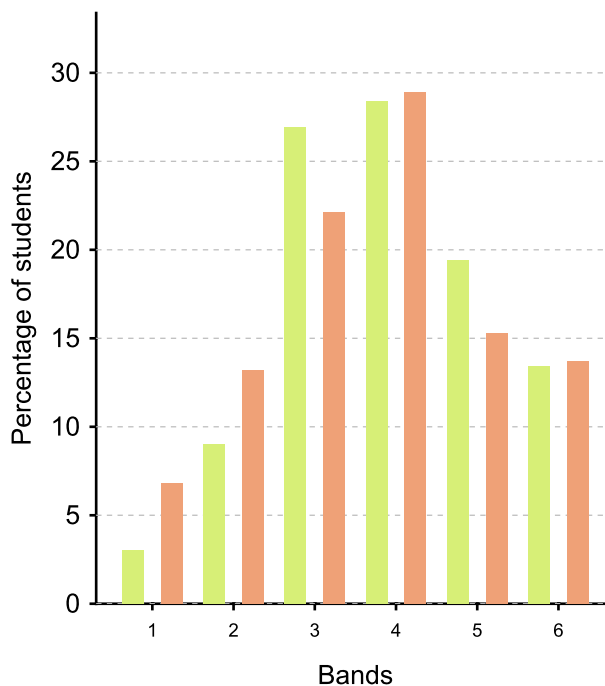
Percentage in bands:
Year 3 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.5	6.0	25.4	25.4	19.4	19.4
School avg 2016-2018	6.8	8.9	25.3	23.2	19.5	16.3

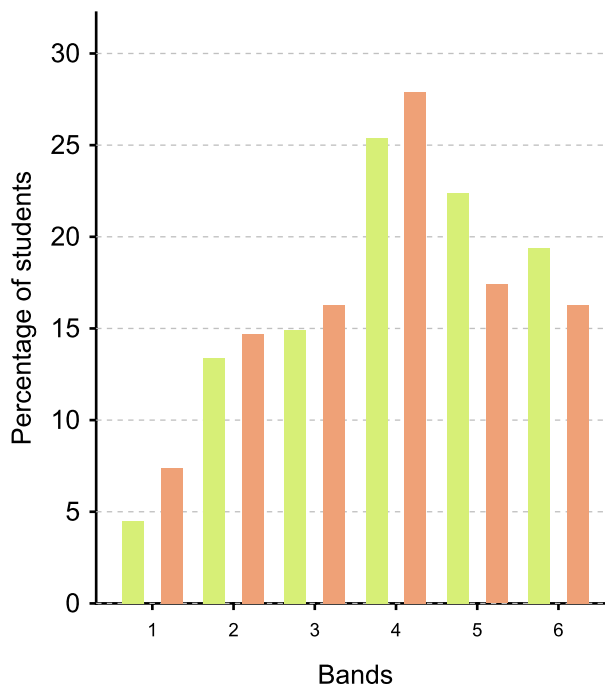
Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.0	9.0	26.9	28.4	19.4	13.4
School avg 2016-2018	6.8	13.2	22.1	28.9	15.3	13.7

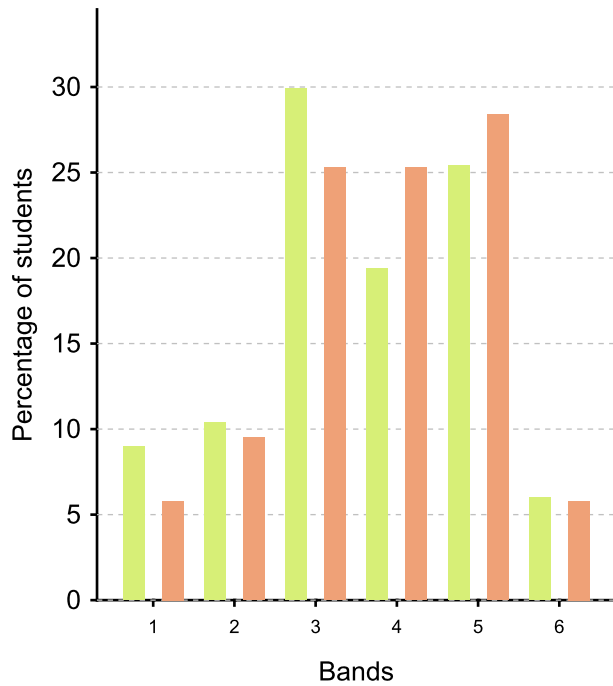
Percentage in bands:
Year 3 Spelling



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.5	13.4	14.9	25.4	22.4	19.4
School avg 2016-2018	7.4	14.7	16.3	27.9	17.4	16.3

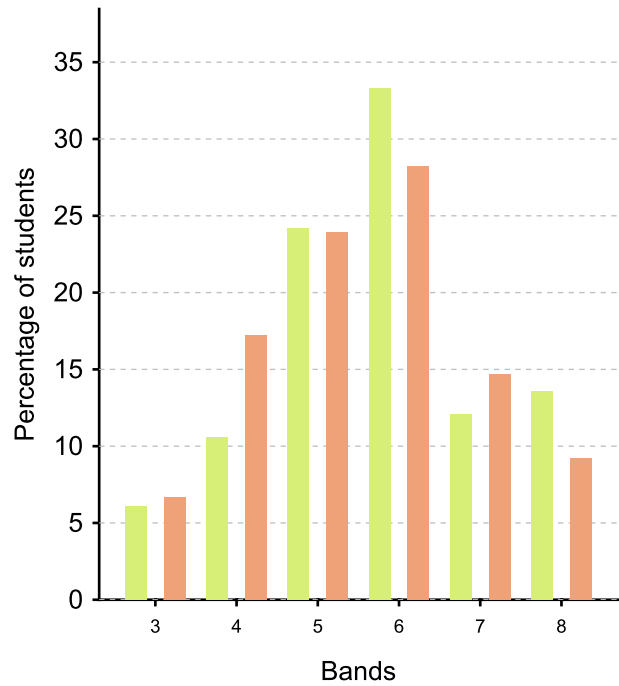
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	9.0	10.4	29.9	19.4	25.4	6.0
School avg 2016-2018	5.8	9.5	25.3	25.3	28.4	5.8

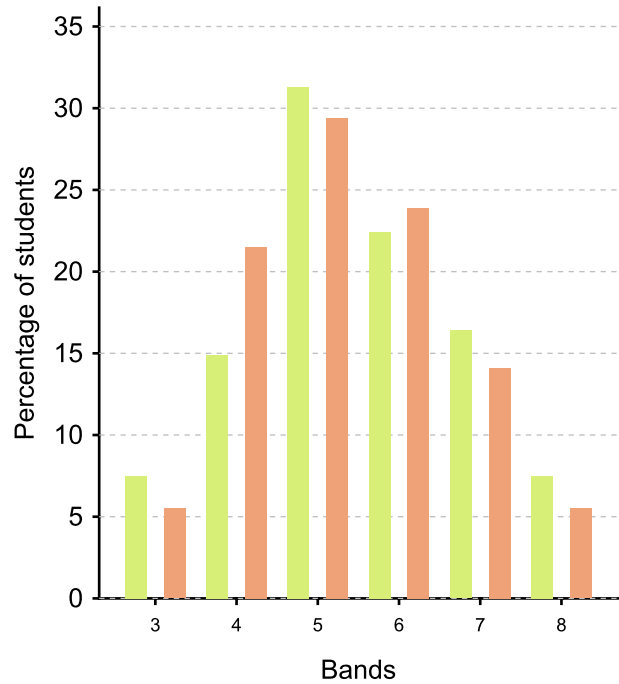
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.1	10.6	24.2	33.3	12.1	13.6
School avg 2016-2018	6.7	17.2	23.9	28.2	14.7	9.2

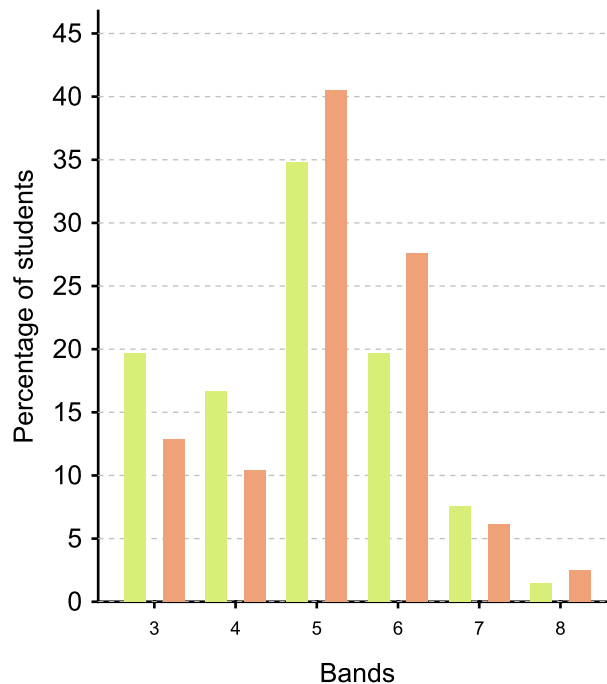
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	7.5	14.9	31.3	22.4	16.4	7.5
School avg 2016-2018	5.5	21.5	29.4	23.9	14.1	5.5

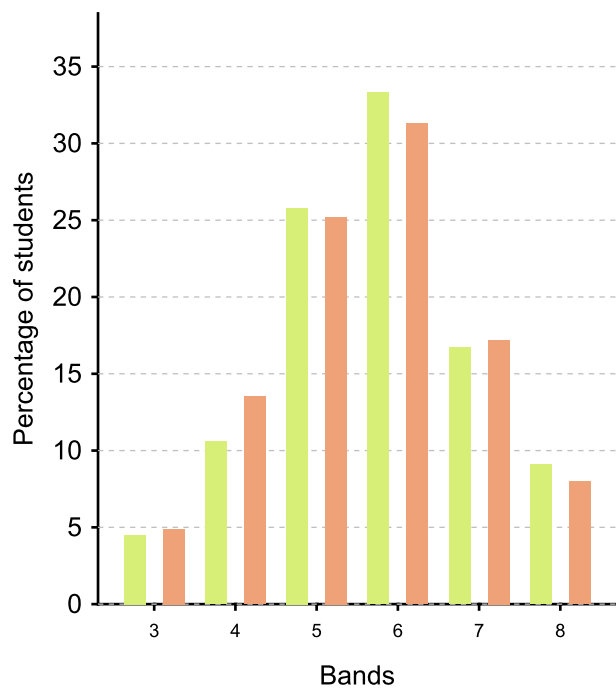
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	19.7	16.7	34.8	19.7	7.6	1.5
School avg 2016-2018	12.9	10.4	40.5	27.6	6.1	2.5

Percentage in bands:
Year 5 Spelling

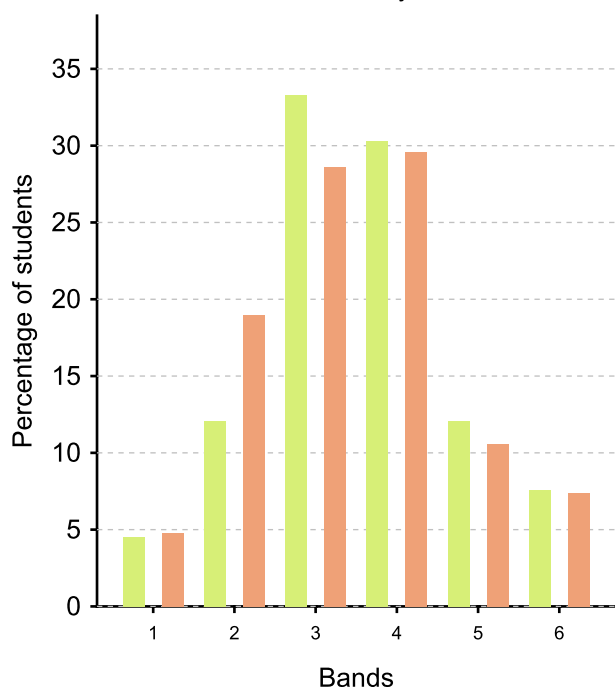


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.5	10.6	25.8	33.3	16.7	9.1
School avg 2016-2018	4.9	13.5	25.2	31.3	17.2	8

Below, the graphs and tables, outline our student's performance in the 2018 NAPLAN assessment in numeracy. These include results for our Year 3 and Year 5 cohorts.

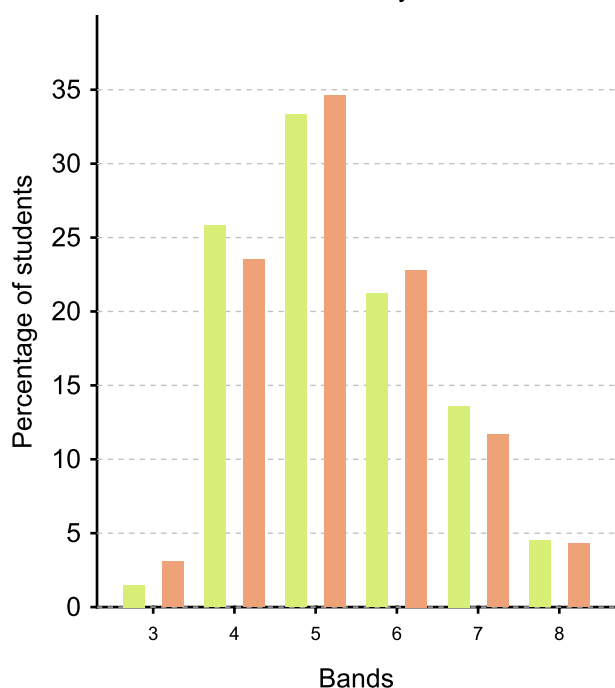
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.5	12.1	33.3	30.3	12.1	7.6
School avg 2016-2018	4.8	19	28.6	29.6	10.6	7.4

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.5	25.8	33.3	21.2	13.6	4.5
School avg 2016-2018	3.1	23.5	34.6	22.8	11.7	4.3

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.

Student performance in the top two bands in each of the NAPLAN assessment were:

Year 3 – 33.8% in Reading and 20.3% in Numeracy

Year 5 – 24.2% in Reading and 18.5% in Numeracy.

Of our Aboriginal population there was only 2 students in Year 3 and 1 student in Year 5 who sat the NAPLAN assessments.

Parent/caregiver, student, teacher satisfaction

The school community participated in the Tell Them from Me Survey focusing on student engagement and partnerships in learning.

Year 4 to 6 students participated in the Tell Them from Me surveys on two occasions throughout the year. 90% of students surveyed, indicated that they have positive relationships at school which is above government norms and an increase of 5% from 2017. Student responses also indicated above government norms in positive teacher/student relations, positive learning climate and expectations for success. Student interest and motivation improved throughout the year.

Parents were invited to participate in the **Tell Them From Me – Partners in Learning Survey**. Parents indicated an improvement in the areas of school supporting the learning and support for positive behaviour at WCPS.

The **Tell Them From Me – Focus on Learning** teacher survey was a self-evaluation tool for teachers focusing on classroom and school practices. The results indicated consistency between 2017 and 2018 in areas of challenging and visible goals, planned learning opportunities, overcoming obstacles to learning and quality feedback. Teachers rated above government norms in each of the above mentioned classroom and school practices. These surveys of our school community have provided valuable information for school strategic directions and future planning for Werrington County Public School.

Policy requirements

Aboriginal education

Our school continues to provide support for Aboriginal

students and to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. In 2018, our school had 32 Aboriginal students representing 12% of the school population. Our achievements in 2018 included;

- *92% attendance by Aboriginal students across K–6.

- *planning and delivering learning experiences focusing on the recognition and inclusion of Aboriginal cultural perspectives and content integrated units across Key Learning Areas (KLA's).

- *developing Personalised Learning Plans (PLP's) for each Aboriginal student in collaboration with the student, teacher and parent/carer where possible.

- *providing in class support in Literacy and Numeracy programs for Aboriginal students. Support has been provided by LaST and SLSO staff, focusing on the individual learning needs for students as identified in PLP's.

- *NAIDOC day celebrations

- an excursion for Aboriginal and some non-Aboriginal students at a district level celebrating Aboriginal culture, beliefs and traditions.

- an incursion for the whole student population to provide opportunities for all students, staff and the wider community to acquire knowledge and develop a deeper understanding of Aboriginal history, culture and experiences.

Multicultural and anti-racism education

WCPS has maintained a focus on multicultural education across all KLA's by providing inclusive programs that develop knowledge, skills, values and attitudes promoting harmony and celebrating diversity. The school-wide focus on Harmony Day provided opportunities for students to develop a shared understanding and appreciation of the diversity of culture within our school. Harmony Day activities included teaching and learning activities focusing on cultural diversity and celebration. The school maintains a trained Anti-Racism Contact Officer (ARCO) who assists in the implementation of the school welfare programs when incidences of racism and discrimination occur.