

Anzac Park Public School

Annual Report



2018



4656

Introduction

The Annual Report for **2018** is provided to the community of Anzac Park 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

Our vision at Anzac Park Public School is to be an outward future-focused school community implementing evidenced-based learning for all.

Our goal is to create an environment where all members of the school community collaborate in their learning enabling everyone to reach their potential through innovative curriculum that challenges and supports all.

Our vision is enacted through our rigorous learning objectives for each child, our student-centred approach to teaching and learning, our commitment to STEAM education, our concern for the whole child, our focus on empowering our students in learning how to learn and the development of our students' capacity to be flexible thinkers that can evaluate information critically and apply their knowledge.

School context

Anzac Park Public School is a NSW Public School which opened in 2016 and is embracing a culture of innovation from the ground up. In 2016, we welcomed 76 foundation students and in 2018, we have over 570 students enrolled at Anzac Park.

Our school aspires to be an outstanding school through the purposeful creation of learning environments that promote the development of innovation, creativity and capability for self-directed lifelong learning in our students. Through embracing a culture of innovation, we aspire to not only look beyond what we currently do well in education, but identifying the great ideas of tomorrow and putting them into practice.

Our school has been designed to facilitate a culture of innovation through the provision of purposeful learning spaces providing opportunities for co-teaching and learning in engaging spaces.

We are a welcoming school which actively builds relationships with families and the wider community. The parent community has high expectations of the school and is heavily involved in their child's schooling through an active P&C association which works collaboratively with the school to improve learning outcomes for students.

Anzac Park Public School is a school community that is outward-facing and is embracing a culture of innovation.

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.

The self-assessment was led by the school leadership team and sought feedback from all stakeholders. Within the learning domain, the school's focus has been on the elements of Learning Culture, Wellbeing, Curriculum and Assessment & Reporting. Analysis indicates progress in building a learning culture characterised by positive and respectful relationships, targeted learning support, high levels of community engagement, curriculum implementation that reflects current pedagogical thinking and rigorous assessment processes that monitor, track and improve on student learning outcomes. Future directions in this domain include development of a comprehensive student wellbeing strategy, implementation of the Positive Behaviour for Learning strategy, improving value-added results for all students by strengthening classroom practice in English and Mathematics, focusing on targeted student feedback and formative assessment practices, analysing data more comprehensively and systematically and reviewing processes for reporting to parents.

Within the teaching domain, the school's focus has been on the elements of Effective Classroom Practice, Collaborative Practice and Learning & Development. The school's self-assessment indicated a strong commitment by staff to improving teacher quality and raising teaching standards in all areas as the core component of striving for whole school excellence. Teacher professional learning initiatives, collaboration within and beyond the school and research-driven thinking informed all of our improvement strategies. Teacher professional learning, aligning with all descriptors of the School Excellence Framework Learning and Development element was the driving force behind all school plan projects.

Future directions in this domain include planning quality professional learning for staff that meets the professional demands of the school's improvement priorities, embedding rigorous goal setting and collective teacher efficacy practices as core school priorities in improving teacher quality and fostering a proactive improvement culture which puts teacher quality at the centre.

Within the leading domain, the school's focus was on the elements of Leadership, School Planning, Implementation & Reporting and School Resources. The school's self-assessment and analysis reflected the importance placed on leadership development within overall school improvement and practice. In building leadership capacity there has been an emphasis on developing authentic coaching skills, utilising leadership tools which draw on the tenets of Growth Coaching and leading strong consultative planning processes across the school community. Future directions in this domain include strengthening instructional leadership with a focus on delivering quality professional learning and analysing classroom practice. Future focus areas will include ensuring leadership practice is informed by current, innovative thinking and continuing to strengthen planning and management processes in a consultative manner that strengthens community engagement.

Our self-assessment process has informed the development of an aspirational, rigorous and exciting 2018 –2020 school plan. We are looking forward to continuing our work in implementing this plan in 2019, 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

Learning For Impact

Purpose

At Anzac Park we are embedding evidenced-based pedagogies and systems to foster a learning culture focused on improving outcomes for all students.

Overall summary of progress

Teachers at Anzac Park Public School began the professional learning journey around evidence-based practices through participating in focused professional learning on key elements of 'What Works Best: Evidenced-based practices to help students improve NSW student performance'. The key areas for focus in 2018 were Effective Feedback and Classroom Management. Teachers continued to participate in three-week Analysing Impact professional learning cycles with a focus on the Literacy or Numeracy Continuum to unpack the cluster markers, input and analyse student data. Significant process was made in the implementation of data walls in every learning hub across the school, with the Personalising Pathways team up skilling staff in establishing student conferences in the classroom to provide timely feedback on their individualised learning goals. This targeted professional learning was delivered to all staff, providing effective procedures and protocols, practical resources and strategies to move each students' learning forward. The executive team participated in professional learning around the new Literacy and Numeracy Learning progressions and the Personalising Pathways team ran whole school workshops to build capacity and understanding in this area for roll out in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students who demonstrate above average growth between Year 3 and Year 5 in NAPLAN writing from a 2017 average of 35% to a 2020 average of 65%.	Funding contributed to teachers having days off class to participate in relevant professional learning. Teachers also participated in weekly sessions collaborating on visible learning.	In 2018, no growth data was available for our Year 5 student cohort.
85% of K-2 students to achieve at least one year of growth over one year of input in writing (literacy progression) and EAS (numeracy progression) in 2020.	\$0	93% of Kindergarten students in Term 4 working within Cluster 4 and beyond. 100% of Kindergarten students in Term 4 working within Perceptual and beyond. 78% of Year 1 students achieved or surpassed end of year exit level writing expectations. 65% of Year 2 students achieved or surpassed end of year exit level writing expectations. 92% of Year 1 students achieved or surpassed end of year EAS numeracy progression expectations. 93% of Year 2 students achieved or surpassed end of year EAS numeracy progression expectations.
Increase the use of the 7 What Works Best evidenced-based practices as observed in classroom walkthroughs in 2020.	\$0	Focus on Effective Feedback and Classroom Management research.
Increase the percentage of students who demonstrate above average growth between Year 3	\$0	In 2018, no growth data was available for our Year 5 student cohort.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and Year 5 in NAPLAN numeracy from a 2017 average of 50% to a 2020 average of 65%.		In 2018, no growth data was available for our Year 5 student cohort.

Next Steps

Future directions in this strategic direction will include further up skilling in using the new Literacy and Numeracy Learning progressions through unpacking sub-elements and moderating work samples against the indicators. There will be further refinement of Analysing Impact meetings to reflect the new progressions and provide effective tools and protocols for teachers to evaluate impact through assessment procedures. These processes aim to provide the enabling conditions for collective teacher efficacy across all areas of the school. Teaching and learning programs will be refined to reflect student progress and achievement data to ensure that evidence of growth is measurable.

Strategic Direction 2

Learning In Partnership

Purpose

At Anzac Park we are establishing an outward-facing school community to improve student outcomes through positive partnerships with parents, educators and industry.

Overall summary of progress

As a school, we have ascertained and integrated parent and community voice regarding our journey around our Vision for Learning across the school. The Personalising Pathways team developed an information forum to enable our parent community to learn more about the Literacy and Numeracy Continuums, explore how the school tracks student progress and provide information on the launch of the new Sentral Parent Portal. This initiative, as well as student-led conferences, Seesaw, continuum tracker reports and student academic reports have ensured that our parent community are better informed about their child's education. Survey exit data demonstrated that 72% of our parent community were satisfied with these initiatives. We also saw an increase in the percentage of parents able to articulate their child's learning goals from 22% to 69%, demonstrating growth of 47%. The 'L21 Professional Learning Hub' was further refined and delivered to the wider community of educators to develop an understanding of our Vision for Learning and provide practical strategies to implement these 21st Century principles into their own school context.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students in Years 3–6 surveyed in 2020 report an increase in knowledge and understanding of real world connections with their learning through community and /or industry student-directed learning projects.	\$0	Stage 2 were involved in personalised learning projects coined Moonshot. These projects focused on developing a passion and connecting with their peers and community members to develop their ideas. Stage 3 were involved in designing thinking as well as entrepreneurial projects that focused on solving problems within the community.
Increase the percentage of parents able to articulate their child's learning goals from 21% in 2017 to 65% in 2020.	\$2000	69.5% of parents reported an understanding of their child's learning goals at the end of 2018. This was supported through the implementation of Seesaw, Parent Portal, student reports, student led conferences and continuum tracker reports.
Increase the sharing of knowledge of innovative practice as a result of inter-school professional learning relationships.	\$2000	Over 150 educators from local, regional and global schools participated in the Engage Program. 32 educators from 15 schools participated in the Immerse Program. 93% of respondents found the program valuable and engaging and 95% would recommend the program.

Next Steps

The school will continue to ensure that our community has a clear understanding about student learning across the school through sharing learning goals with parents and carers. Parent workshops and information sessions will be held throughout the year to provide knowledge of termly overviews for each stage and strategies to support their child's learning. In 2019, the L21 Hub is planned to expand with the introduction of the CONNECT Program and expansion of the IMMERSE Program. The IMMERSE Program will provide ongoing support for participants over six months as they design and implement change in their schools.

Strategic Direction 3

Learning For The Future

Purpose

At Anzac Park we are growing systems to implement evidence-based future-focused practice to embed core skills for 21st Century citizenship.

Overall summary of progress

In relation to Strategic Direction 3, Anzac Park is growing systems to implement evidence-based future-focused practice to embed core skills for 21st Century citizenship. This direction has focused on three main projects in 2018. The first project involved increasing staff capacity in relation to creating teaching and learning programs which demonstrate concept-based and student-driven inquiry in English, Mathematics, History, Geography and Science. The second project focused on increasing student understanding of their learner capability goals and redesigning the Learning for Life progression tool. Finally, the third project has worked towards increasing quality observable pedagogies in the classroom as measured using the Quality Pedagogies in ILE Framework tool.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of classroom teacher programs demonstrate concept-based and student-driven inquiry in English, Mathematics, History, Geography	\$46 000 spent on casual relief for Stage teams to participate in four Collaborate Planning Days.	Executive staff reviewed all conceptual programs in English, HSIE and Science to evaluate the extent to which conceptual skills and syllabus content were met effectively.
Increase the number of students who can articulate their Learning for Life goal and can demonstrate knowledge and understanding of the six learner capabilities of the Learning for Life progression.	\$5000	During 2018 the Learning for Life team undertook extensive research and planning in relation to designing the learner capabilities continuum. Staff, students, industry and the school community were involved in this process. A redesigned Learning for Life progression tool completed and tested at the end of 2018.
Increase the percentage of observed quality pedagogies for Innovative Learning Environments (ILE) as measured in observation rounds using the Quality Pedagogies in ILE Framework.	\$17 000	Part 1 of the ILE Framework was developed and used in Term 4 Observational Framework.

Next Steps

The redesigned Learner Capabilities continuum was delivered to staff and is ready to be introduced to students in 2019, with goal setting planned. Part 2 of the ILE Observational Framework will be developed, trialled and implemented in 2019. Personal PDP goals for teaching staff will be based on 2018 Observational Rounds feedback. Walkthroughs for Part 1 will take place in Term 1 to evaluate 2018 program and will be repeated in Term 4, 2019. In 2019, the new Big Questions Conceptual Scope and Sequence will be implemented with ongoing professional learning for teaching staff in developing conceptual, inquiry driven teaching and learning programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2002	Improved focus in strengthening cultural awareness across the school focused on Aboriginal and Torres Strait Islander cultures and histories. The school's Aboriginal students were supported to access a range of learning opportunities with this funding including enrichment programs, personalised learning plans and whole school cultural awareness.
English language proficiency	Flexible Funding \$37,481 Staffing FTE 0.4 (2 days per week)	Students requiring English Language proficiency support were provided with targeted learning programs and in-class support based on their level of language proficiency.
Low level adjustment for disability	Flexible Funding – \$19,794 Staffing FTE 0.5 (2.5 days per week)	Funds were used to provide Learning and Support Teacher support and School Learning Support Officer support for targeted students. Funds also contributed to teacher professional learning initiatives to build staff capacity needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria.
Quality Teaching, Successful Students (QTSS)	Staffing FTE 0.542	QTSS funding provided the school with additional release time for members of the school leadership team to support their team members through coaching and co-teaching. The funding also provided time to strengthen school processes and management systems.
Socio-economic background	\$2,118	Funding was used to provide targeted support for students in need and ensure all students accessed the full range of learning programs including enrichment opportunities.
Support for beginning teachers	\$56,579	Funding was used to provide early career teachers with mentoring, additional release and professional learning opportunities.



Student information

Student enrolment profile

	Enrolments		
Students	2016	2017	2018
Boys	34	166	272
Girls	43	177	297

Student enrolments at Anzac Park increased significantly in 2018 including our two MC Support Unit classes reaching capacity.

Student attendance profile

School				
Year	2015	2016	2017	2018
K		96.3	95.9	96.4
1			94.9	97.4
2			94.6	96
3			96.2	97.1
4			96.6	97.7
5			93.9	95.6
6			98.1	94.7
All Years		96.3	95.5	96.6
State DoE				
Year	2015	2016	2017	2018
K		94.4	94.4	93.8
1			93.8	93.4
2			94	93.5
3			94.1	93.6
4			93.9	93.4
5			93.8	93.2
6			93.3	92.5
All Years		94.4	93.9	93.4

Management of non-attendance

2018 student attendance figures were above state averages. Student absences are required to be explained by parents. Where the school is concerned about the attendance of a student, parents are contacted and strategies are put in place to improve the situation. This can include a referral to the Home School Liaison Officer. This process and monitoring is managed by the school's Learning Support Team. In 2018 the school continued using electronic roll marking to assist with accurate collection and analysis of data.

Detailed use of this data and a streamlined attendance monitoring system will be put in place in 2019 to further maintain and improve attendance rates.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	25.8
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	6.21

*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. For 2018 the school did not employ Aboriginal permanent members of staff. An Aboriginal Education Committee Leader is nominated each year at the school. The role of the team includes ensuring Personalised Learning Plans for all Aboriginal students are implemented and awareness and the celebration of Aboriginal culture is a key school priority.

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	13

Professional learning and teacher accreditation

Professional learning opportunities were provided to all staff throughout the year to address individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. The 2018 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings and

conferences. As a school we continued to establish a collaborative approach to professional learning and built the capacity of all teachers and leaders. Staff participated in professional learning initiatives focused on literacy, numeracy, Growth Coaching, linking learning space design and evidenced-based pedagogies, formative assessment, Project Based Learning, child protection, anaphylaxis and emergency care. All classroom teachers participated in an Observational Rounds project. In addition to whole staff professional learning, teaching staff identified one of their PDP goals to work individually to complete an action learning project targeted to their own professional learning needs. To showcase what staff had learned through their action learning project, all staff presented the research, observations, findings and outcomes to all staff during Term 4. Seven teachers achieved Proficient Teacher Accreditation.

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	356,997
Revenue	5,441,922
Appropriation	4,861,274
Sale of Goods and Services	54,103
Grants and Contributions	519,320
Gain and Loss	0
Other Revenue	300
Investment Income	6,925
Expenses	-5,094,257
Recurrent Expenses	-5,094,257
Employee Related	-4,446,696
Operating Expenses	-647,561
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	347,665
Balance Carried Forward	704,663

The school's finances are managed by a finance committee comprising the Principal, school leadership team and the School Administrative Manager. The finance committee meets to set the school's budget based on whole school needs and strategic priorities.

Income and expenditure are monitored on a regular basis by the Principal and School Administrative Manager. The school is moving towards managing the operational budget through Stage program budgets coordinated by each Assistant Principal and program budgets managed by the Deputy Principal and other program leaders. These budgets are monitored using state wide and local internal orders. Funds carried over into the 2019 financial year have been committed to the three strategic directions and supporting strategies outlined in the 2018–2020 school plan. Funds have also been committed to some high cost initiatives in the area of establishing additional classrooms as the school continues to grow.

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	3,937,171
Base Per Capita	66,991
Base Location	0
Other Base	3,870,180
Equity Total	155,096
Equity Aboriginal	2,002
Equity Socio economic	2,118
Equity Language	79,126
Equity Disability	71,850
Targeted Total	432,442
Other Total	170,529
Grand Total	4,695,238

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

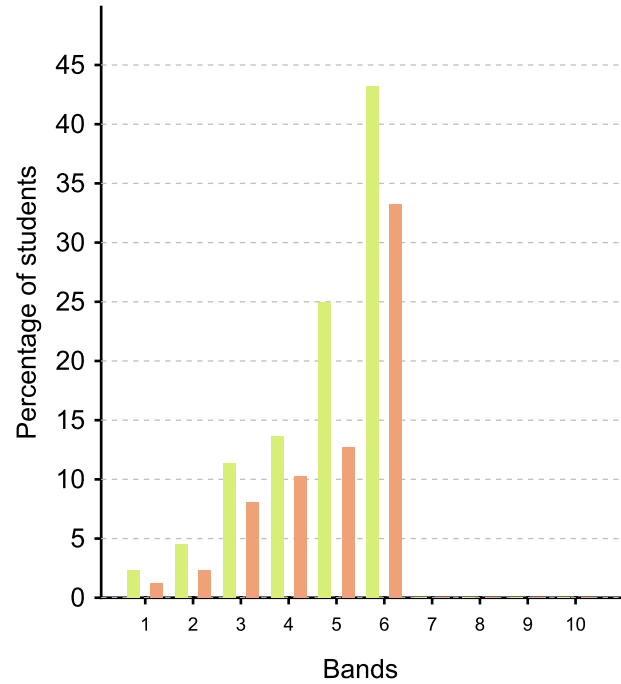
NAPLAN

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.

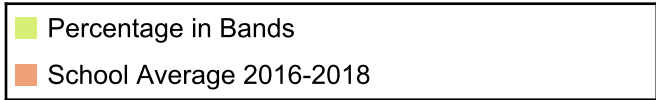
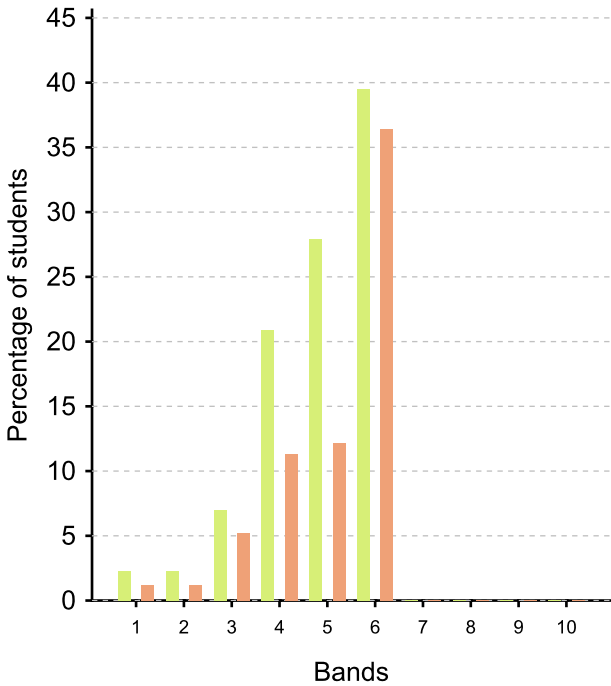
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

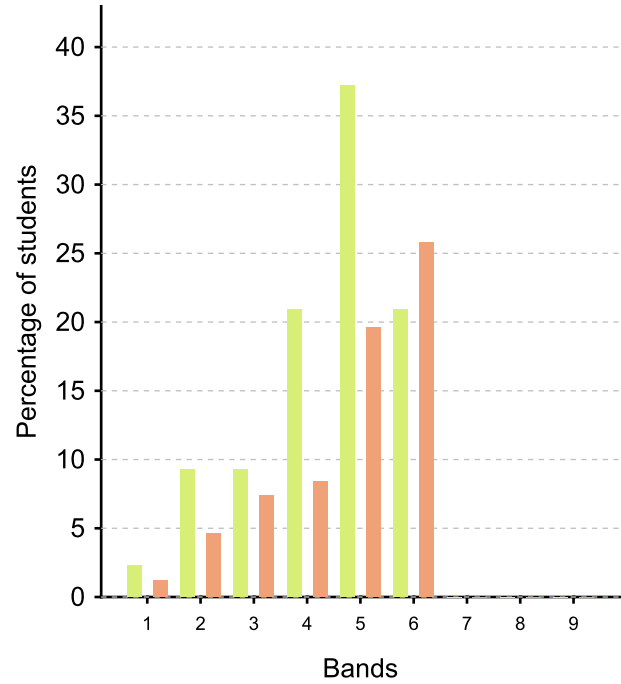
Percentage in bands:
Year 3 Reading



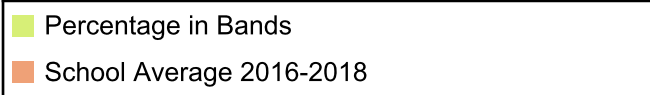
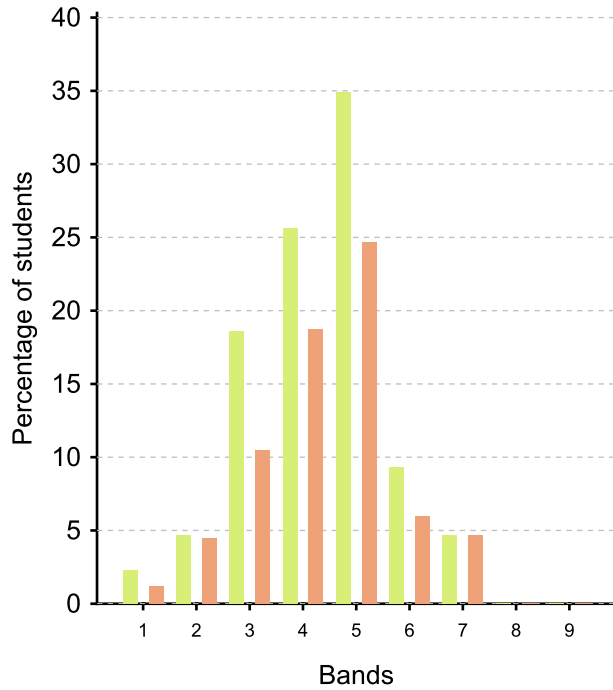
Percentage in bands:
Year 3 Grammar & Punctuation



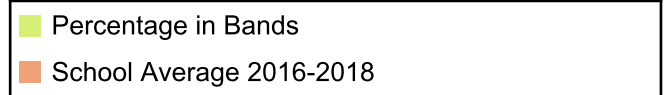
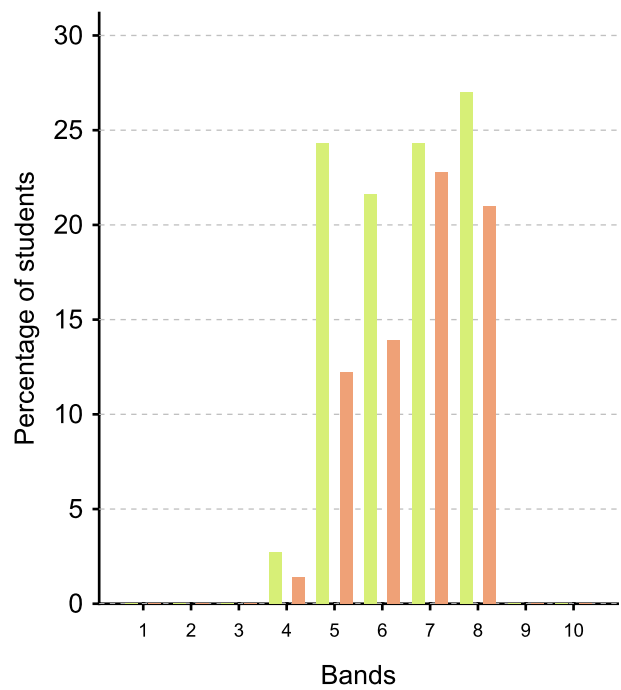
Percentage in bands:
Year 3 Spelling



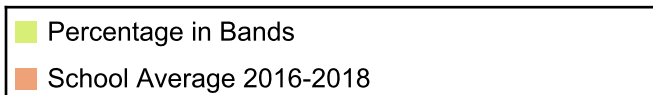
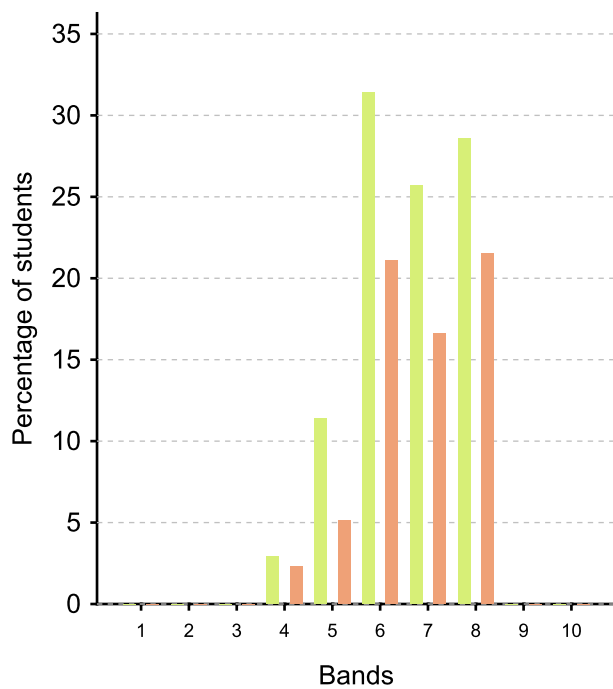
Percentage in bands:
Year 3 Writing



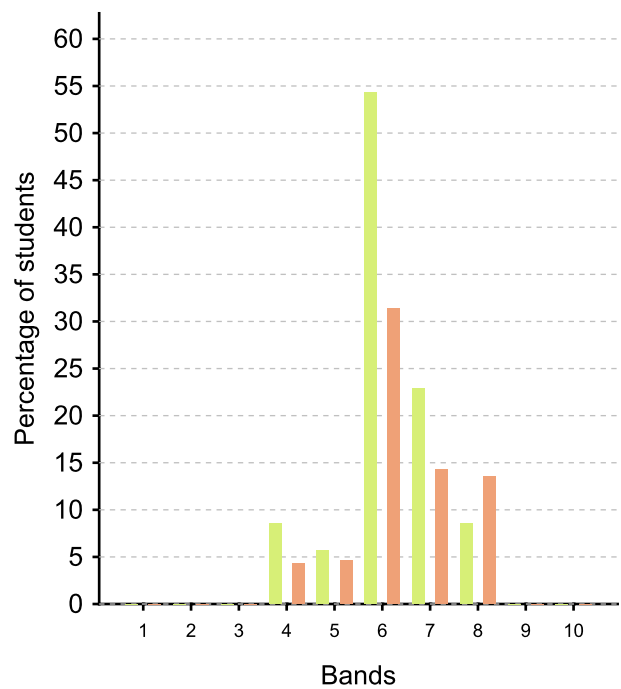
Percentage in bands:
Year 5 Reading



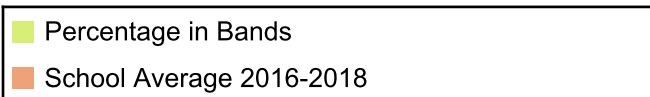
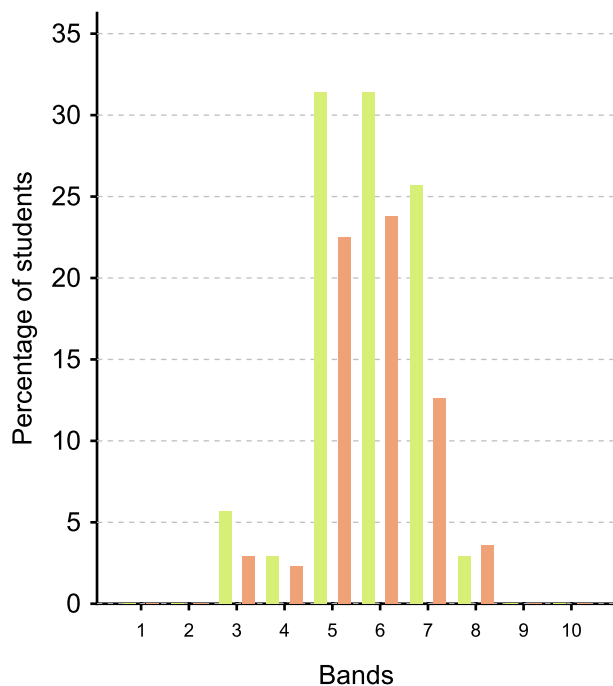
Percentage in bands:
Year 5 Grammar & Punctuation



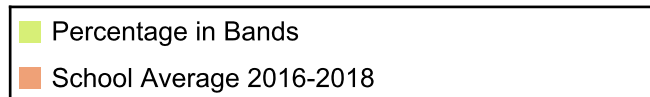
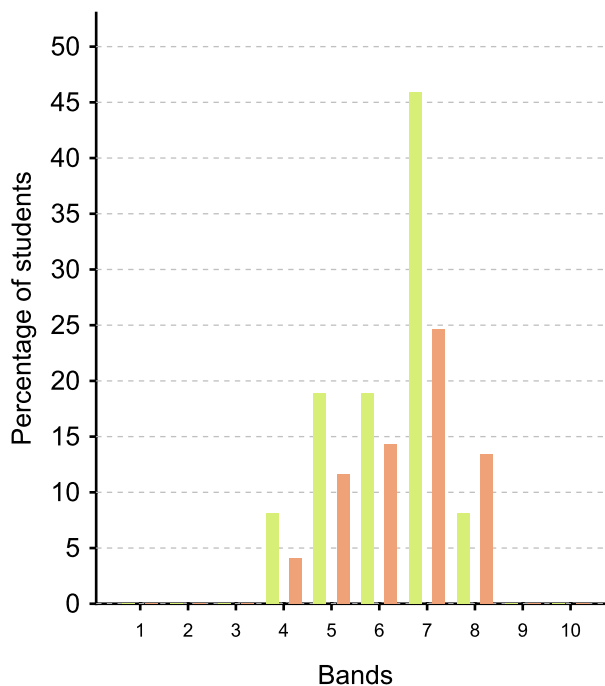
Percentage in bands:
Year 5 Spelling



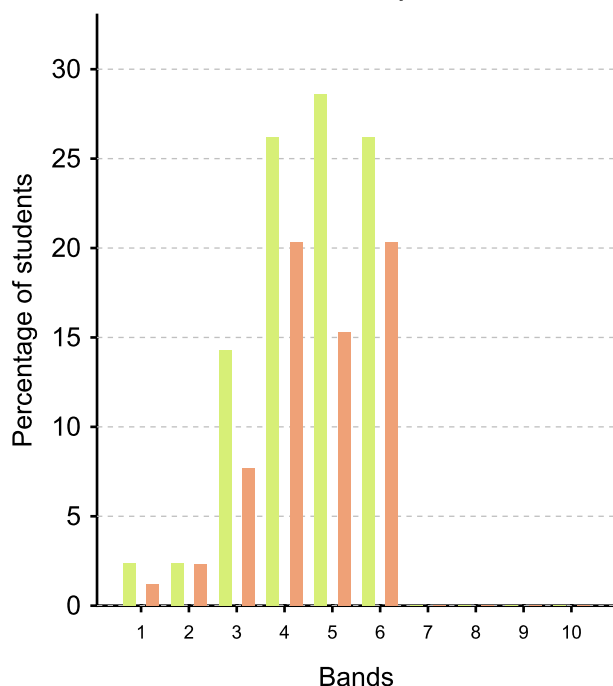
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 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.>

In 2018, there has been an increase in the number of students in the top two bands for Literacy and Numeracy in both Year 3 and Year 5. A targeted, personalised approach has been used to support and extend all students across K–6 in the areas of Literacy and Numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2018 through P&C meetings, written feedback and surveys. The Tell Them From Me (TTFM) Student Survey was implemented in Semester 2 2018 and provided data from students in Years 4–6. The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. The results, which on most indicators were higher compared to the NSW DoE norm, clearly demonstrate the importance the school has placed on establishing a positive learning culture encompassing respectful relationships, student engagement and participation rates.

The TTFM Parent Survey was implemented in Semester 2 2018 and provided data from 51 parent respondents. The survey covered parents' perceptions of their children's experiences at home and at school.

The results demonstrate the positive, engaging climate the school provides to all members of the school community. The survey results aligned with the School Excellence Framework elements of Learning Culture, Curriculum and Learning, Effective Classroom Practice and Leadership and informed our school self-assessment against the framework. Both parents and students felt teachers foster positive, respectful relationships and place high importance on student engagement to raise learning outcomes. They indicated that the classrooms are well managed with clear expectations for rules and behaviour that allow better engagement with minimal disruptions leading to productive learning. Parents felt that teachers devote significant time to providing quality teaching and learning and students felt that there are many opportunities for them to engage in a range of learning experiences at this school. The results are indicative of the school's efforts to improve communication, involvement and engagement at a number of levels. Students and parents are feeling welcome and included through their valued involvement in school processes and activities. Student inclusion in the development of learning and behavioural goals has led to higher student engagement in social, intellectual and institutional domains and with minimal signs of disengagement. Feedback from parents indicated they would like to see a focus in the future on strengthening assessment and reporting processes, a focus on improved differentiation of learning programs for children of all ability levels and continual improvement of communication to ensure parents are informed about their child's learning and progress.

Teachers participated in a range of focus groups and surveys throughout the year to gain their feedback. They indicated high levels of satisfaction across all aspects of their practice. They felt there was a need to focus on strengthening student wellbeing programs, some systems and structures in the school. Staff identified collaboration, high expectations and curriculum implementation as areas of strength. Staff also highlighted wellbeing and continued commitment to innovative curriculum implementation as future focus areas.



Policy requirements

Aboriginal education

A commitment to Aboriginal Education is woven into many aspects of the school year, through units of work and specific events. An Indigenous perspective was incorporated into a number of conceptual units across K–6, including our History, Geography, English and Creative Arts programs. To ensure effective culturally inclusive practices and integration of Aboriginal and Torres Strait Islander histories and cultures across all Key Learning Areas, specific inquiry units were developed in consultation with an Aboriginal Elder. In May students across K–6 participated in Reconciliation Week where they conducted a variety of activities which included reading Aboriginal traditional stories and exploring Aboriginal artworks. Students produced a decorated stone which was used to create a reconciliation pathway in our Bamboo Grove to explain their understanding of the importance of reconciliation. The school community gathered to show their respect.



Multicultural and anti-racism education

Anzac Park Public School has a culturally diverse student population and the school continues to celebrate this diversity through ensuring that inclusive classroom and school practices are embedded for all students. All teaching and learning programs foster students' understanding of culture, cultural diversity, racism and social responsibility within a multicultural society. This year the whole school celebrated Harmony Day in March. Students spent the week learning about the importance of multiculturalism in Australia through class based activities. Our school has continued to review its teaching and learning programs and implement policies and practices which counter racism and intolerance. One staff member participated in Anti-Racism Contact Officer training and developed a school wide action plan to create a multi-faith space for community use.