

Canterbury South Public School

Annual Report



2018



"THINK OF OTHERS"

5109

Introduction

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

Daniela Frasca

Principal

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Message from the Principal

The 2018 school year has been rewarding and enjoyable. The Canterbury South Public School Annual Report is an account of the school's operations and achievements throughout the year. It provides a detailed account of achievements against the school plan in the areas of learning and teaching and student wellbeing. There are many factors that make Canterbury South Public School a unique place, in particular the welcoming tone and inclusiveness of our school, that the students, staff and community work so hard to promote. There is a clear positive learning culture supported by a culture of tolerance and respect that all members of our school community have worked to build and strive to keep developing into the future. The teachers, parents and students at Canterbury South Public School work together within a happy and supportive educational environment to ensure that everyone can realise their full potential.

The school is a dynamic learning environment that strives for improvement in the context of future focussed education through learning for every student, based on the implementation of evidence-based teacher practice. Students know their school is a safe, trusting and caring environment. Students are valued as individuals, taught by teachers who understand the process of how children learn. Staff believe all students are entitled to a differentiated education program that meets their needs and parent aspirations. Our high quality teaching and learning programs address this. I am proud of the academic achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. 2018 has been a year of outstanding achievements and consolidation at Canterbury South Public School.

Our commitment at Canterbury South Public School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the twenty-first century. We have a highly dedicated staff who work collaboratively to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at our school.

It has been my absolute pleasure to lead Canterbury South Public School in our ongoing pursuit of excellence, supported by our dedicated and committed students, staff and parents.

School background

School vision statement

Canterbury South Public School community will strongly be focused on implementing evidence-based practices to continually improve student learning. Students will be inspired to connect, thrive and learn in a dynamic school learning community.

Canterbury South Public School will build a culture of high expectations by providing innovative teaching strategies that maximise the potential in all students to succeed.

School context

Canterbury South Public School was established in 1926. The school has an enrolment of 290 students. Canterbury South is located adjacent to Cup and Saucer Creek, between Earlwood, Clemton Park and Campsie and is a member of the Canterbury network of schools. Our school caters for a diverse student population with over 68% of students from a language background other than English. There are currently 36 different language backgrounds with Greek, Arabic and Vietnamese backgrounds the largest groups.

Canterbury South Public School provides an innovative learning environment where all students are encouraged to become critical and creative individuals who are resilient and confident.

At Canterbury South Public School each child is given the opportunity to succeed in:

- Rich learning experiences
- Developing the vital skills for cognitive flexibility and adaptation
- A learning environment that promotes complex problem solving
- Wellbeing programs that promote emotional intelligence and collaboration
- Innovative teaching and learning programs that focus on embedded explicit teaching strategies and feedback
- Teaching and learning programs that empower students to direct their own learning and facilitate a growth mindset
- Collaborative partnerships between home, school and community that commit to fostering a school wide culture of responsibility for student learning.

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.

In the domain of Learning, Canterbury South has had a strong focus on strengthening the learning culture, student wellbeing and curriculum and assessment through a demonstrated commitment within the school community that all students are motivated to deliver their best and continually make learning progress in a safe and engaging learning environment. A strong sense of wellbeing through the implementation of whole school evidence-based programs and initiatives including Mindfulness, Week GR8, Values Program and Peer Support has supported a positive learning culture. Our continued work on analysing summative assessment data to identify learning progress of individual students and student cohorts and the use summative data to identify student learning and validate formative assessment practices has seen processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments take place.

In the domain of Teaching, our focus has been on providing collaborative classroom practice opportunities for all staff through promoting and developing a culture of classroom observations, lesson studies and reflection and feedback using Quality Teaching Successful Students funding to release Stage Assistant Principals a day a week. Staff engagement has had a positive impact on student learning and engagement in the classrooms. In preparation for our new school build, teachers have been supported to trial innovative and evidence-based, future-focused practices in open classroom spaces. These learning and development opportunities has see teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups and stages. Work in the area of curriculum development and implementation ensures that staff are continuing to align teaching and learning with the New South Wales syllabi for the Australian Curriculum. The process for differentiating instructions continues to be a focus area to help meet student specific needs and goals through the programs including L3, TEN and PBL (problem based learning).

In the domain of Leading, our focus has been on developing a culture of distributive leadership for students and staff with leadership opportunities in different areas of responsibility made available. Leadership skills are enriched through the participation of student leadership programs, staff committees throughout the year and school planning implementation and reporting. Staff teams have embedded clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. The school plan is at the core of continuous improvement with the school vision and strategic directions guiding everything we do at Canterbury South Public School. CSPS has continued to strengthen collaborative relationships with community members, engage in research and provide quality opportunities and placement for pre-service teachers.

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

Confident Successful Learners

Purpose

To prepare young people for successful lives as engaged citizens with unlimited opportunities. To ensure all students have a strong foundation in Literacy and Numeracy and confidence in their ability to learn.

Overall summary of progress

All staff were involved in the development of explicit processes to collect, analyse and report on internal student and school performance data. L3 and PLAN data collection guided differentiated teaching and learning programs and all staff were supported in developing personalised learning plans for targeted students.

Kindergarten to Year 2 teachers were trained in the Language, Learning and Literacy (L3) program to ensure the curriculum provision was evidence-based and responsive to individual needs.

Staff engaged in professional learning on the new literacy and numeracy progressions and deepened their knowledge of the markers within the clusters and have established effective strategies to assess student achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of classrooms are engaged in problem based learning and developing critical and creative problem solving skills.	\$3000	K–2 teachers modeled and taught critical and creative thinking skills during L3 literacy lessons to improve student outcomes in reading and writing. 3–6 teachers implemented Newman's Error Analysis strategies to improve problem solving skills in Mathematics.
Increased number of students demonstrating expected growth in internal diagnostics data.	\$2000	In 2018 we continued to implement standardised PAT testing. Students achieved growth in both Literacy and Numeracy. Staff were involved in critically analysing PAT and other diagnostic school data. Teachers continue to use data driven practices to formulate targeted and strategic teaching and learning programs. Teachers continue to use reflective practices and formative assessment strategies to improve student learning and achievement.
All staff use <i>I can</i> statements that align to the DoE Literacy and Numeracy Learning Progressions to track student learning achievement.	\$3000	All staff participated in Professional learning and gained a deeper understanding of Literacy and Numeracy Progressions. Staff collaboratively created 'Bump it Up walls' using 'I can Statements' that will be implemented into all classrooms in 2019.

Next Steps

Continuation of the Language, Literacy and Learning (L3) program for ES1 and Stage 1 to ensure evidence-based pedagogy is supporting reading from Kindergarten to Year 2. Implementing 7 Steps to Writing success program to support writing Year 2 to Year 6.

Staff professional learning in the use of PLAN2 to build on teacher understanding of the Literacy and Numeracy Progressions.

Strategic Direction 2

Future Focused Collaborative Teaching

Purpose

To ensure our school infrastructure meets the needs of a growing population and enables future focused learning and teaching. To embed evidence-based teaching methods to optimise learning for all students, ensuring explicit systems are implemented to facilitate collaborative practice for ongoing school wide improvement.

Overall summary of progress

All teachers completed professional learning and gained a greater understanding of collaborative practices which was then implemented in flexible learning spaces.

All teachers developed their skills in teaching robotics and coding and collaboratively taught lessons in stage teams.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers embedding future focused pedagogies into their teaching.	\$5000	All staff developed their knowledge and understanding of robotics and future focused pedagogies. All staff successfully integrated and collaboratively taught robotic and coding lessons. Survey results showed that an increased number of teachers confidently embedded future focused pedagogies in their teaching and learning programs.
100% of teachers using collaborative teaching practices.	\$15000	<p>All staff deepened their understanding of collaborative practices through actively taking part in teacher professional learning sessions and professional readings.</p> <p>All stage teams collaboratively devised quality teaching and learning programs to meet the learning needs of their students.</p> <p>Flexible, collaborative learning spaces were designed and created by removing walls between classrooms. The purchase of flexible seating and furniture supported collaborative teaching practices. This resulted in an increased proportion of staff team teaching and improving their pedagogy by learning from each other and therefore an improvement in student achievement and engagement.</p>

Next Steps

Provide further opportunities for teachers to collaboratively plan and teach in flexible learning spaces as extensive research and data collection has shown that the teacher collaboration remains one of the most powerful strategies for enhancing teacher pedagogy and improving student achievement.

Continue to embed digital technologies such as robotics and coding in teaching and learning programs. Teachers will collaboratively develop real world STEM challenges in stage teams that link to other Key Learning Areas. This will enable students to improve their skills in problem solving and critical and creative thinking.

Strategic Direction 3

Positive Partnerships

Purpose

To inspire students to connect, succeed, thrive and learn. To improve student and community wellbeing, dynamic thinking and engagement.

Overall summary of progress

Positive Behaviour for Learning (PBL) was implemented to underpin a positive and productive learning culture as identified by data derived from Tell Them From Me surveys. Staff collaboratively constructed and delivered lessons to teach expected behaviours across school settings and the PBL team worked collaboratively to refine expectations and a behaviour flowchart to determine consequences that are fair and consistent. The Wellbeing Team implemented new programs and initiatives including Mindfulness, The Values Program and Week GR8 that ensured students were empowered with skills to support challenging situations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased in the number of students reporting a sense of belonging, positive partnerships, expectations and success at school.	\$4000	New programs and initiatives including Mindfulness, The Values Program and Week GR8 saw more empowered students with skills to support challenging situations.
A Reconciliation Action Plan has been implemented to embed a whole school approach to Connecting to Country.	\$6000	<p>A strong focus on the inclusion of Aboriginal perspectives and cross cultural elements was achieved. The Indigenous parent community had the opportunity on a greater number of occasions to express ideas and share their stories, this has allowed the school to become increasingly inclusive and collaborative with the Indigenous parent community and develop stronger links with the Aboriginal Education Consultative Group.</p> <p>A Koori Club initiative was created, which involves 7 Indigenous students from K–6 that attend once a week for various activities and discussions.</p> <p>Resources were purchased and aligned to program lessons to compliment and support all learning on Indigenous history and culture programs.</p>
A decrease in negative playground incidents of intolerance and disrespect.	\$1000	<p>100% of staff implemented PBL lessons and followed the behaviour matrix to guide explicit behaviour expectations.</p> <p>Playground Pals at lunchtime continued to engage students who were struggling and found it difficult to socialise with peers.</p>

Next Steps

In 2019 we will continue to run student lead programs that are inclusive and support mindfulness and wellbeing.

We will continue to work towards extending and increasing parents' knowledge and involvement around the implementation of the "Got it" program.

Aboriginal and Torres Strait Islander learning units will be embedded into all classroom programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5000	This year educational resources were purchased to support the embedding of Aboriginal perspectives into teacher programs. All Aboriginal students have an individual learning plan (ILP) and are making progress across literacy and numeracy continuums. One student was the recipient of the Deadly Kids Doing Well Award. Whole school participated in NAIDOC week activities facilitated by Indigenous parent. All children participated in a new Acknowledgment Of Country at fortnightly assembly. Lunch time Koori Club launched.
English language proficiency	0.6 EAL/D Teacher Allocation \$30000 Flexible Funding	Throughout the year students needs were catered for by EaLD, LaST, SLSO and classroom teachers. Specific learning needs were discussed on the regular basis at LST meetings. As a result, students received the necessary support to meet their individual learning requirements. Students who are at risk in 2019 were identified and teachers held transition meetings to discuss teaching and learning plans for these students and how to best cater for their individual learning needs.
Low level adjustment for disability	0.6 SLSO \$31000 Flexible Funding	LaST and SLSOs provided ongoing support for targeted students. Teachers attended network meetings and provided feedback to other staff members. A School Learning Support Officer was employed to support students with additional needs who do not have targeted funding.
Quality Teaching, Successful Students (QTSS)		Assistant Principals were released from class one day a week to support professional practice at CSPS using evidence based strategies to improve the quality of classroom teaching, including collaboration, mentoring and reflective practices. A whole school timetable was established to implement a STEM/robotics program where an classroom teacher was taken off class to team teach with staff K-6.
Socio-economic background	\$18000 Flexible Funding	SLSOs supported student learning targeting specifically students with high needs. All teachers in K-2 were trained in L3. L3 is a research-based intervention program for K-2 students, targeting reading and writing. Funds were used to engage third party providers who delivered Sustainability and Wellbeing Programs for all classes Year k-6..
Support for beginning teachers	\$45000	Beginning teachers were supported through additional release time for professional learning. Time was also provided for professional discussions with their supervisor. Teachers engaged in meetings for accreditation and area of interest with a beginning teacher mentor. In 2018, three teachers worked towards developing their accreditation documentation. Seven permanent and four temporary teachers worked at maintaining accreditation at proficient level.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	139	146	147	147
Girls	121	119	129	140

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	94.8	96	94.6
1	93.1	95.6	92.5	95
2	93.1	93.5	96.1	92.6
3	94.9	94.5	94.5	94.1
4	94.1	95.7	92.7	95.1
5	92.5	95.7	93.6	92.2
6	92.8	93.1	94.3	94.2
All Years	93.8	94.7	94.3	94
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Rolls are constantly monitored with class teachers seeking absence notes and contacting parents if students have an unexplained absence. Constant monitoring of students who are repeatedly late also occurs, with reports made to the Home School Liaison Officer at least once a term.

Regular articles in the school newsletter remind parents of the importance of punctuality and attendance at school.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

Canterbury South has one staff member who identifies publicly as Indigenous.

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

School priorities for professional learning were identified to support targets in the school plan.

Teachers engaged in professional learning to improve student outcomes. Mandatory and differentiated professional learning provided teachers with opportunities to develop their skills. The staff engaged in Lesson Studies across all Stages.

Early Stage One and Stage One teachers participated in Language, Learning and Literacy (L3) and implemented L3 in their classrooms. This allowed for teachers to receive feedback on lessons and be provided with teaching strategies in literacy and numeracy. Data was regularly analysed and incorporated into developing programs across the school.

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	192,589
Revenue	2,845,244
Appropriation	2,592,261
Sale of Goods and Services	22,185
Grants and Contributions	224,125
Gain and Loss	0
Other Revenue	1,700
Investment Income	4,974
Expenses	-2,563,173
Recurrent Expenses	-2,563,173
Employee Related	-2,275,156
Operating Expenses	-288,016
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	282,072
Balance Carried Forward	474,661

A large portion of the balance carried forward has been allocated to support the new build. These funds are largely made up from school and community funds.

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	2,107,044
Base Per Capita	53,370
Base Location	0
Other Base	2,053,675
Equity Total	232,560
Equity Aboriginal	4,925
Equity Socio economic	18,645
Equity Language	94,093
Equity Disability	114,896
Targeted Total	85,600
Other Total	83,941
Grand Total	2,509,146

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.

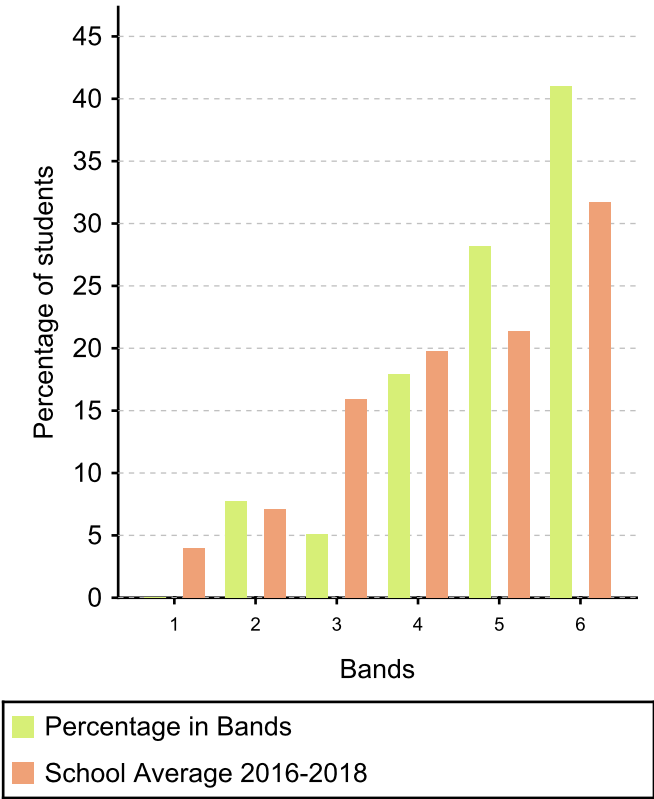
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

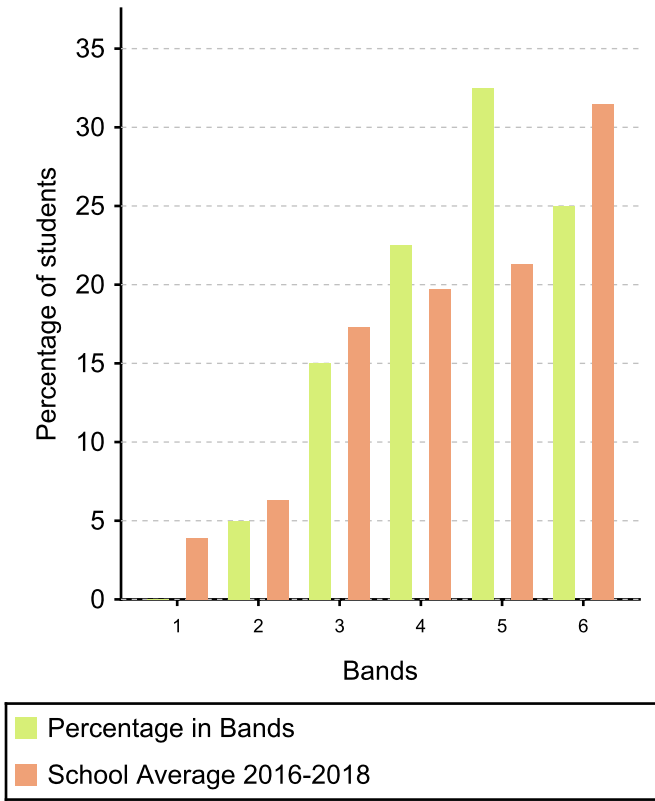
Average Year 3 NAPLAN Reading scores over time indicated there was an increase from 452.9 in 2017 to 470.5 in 2018.

Average Year 5 NAPLAN Reading scores over time indicated there was an increase from 478.3 in 2017 to 487.7 in 2018.

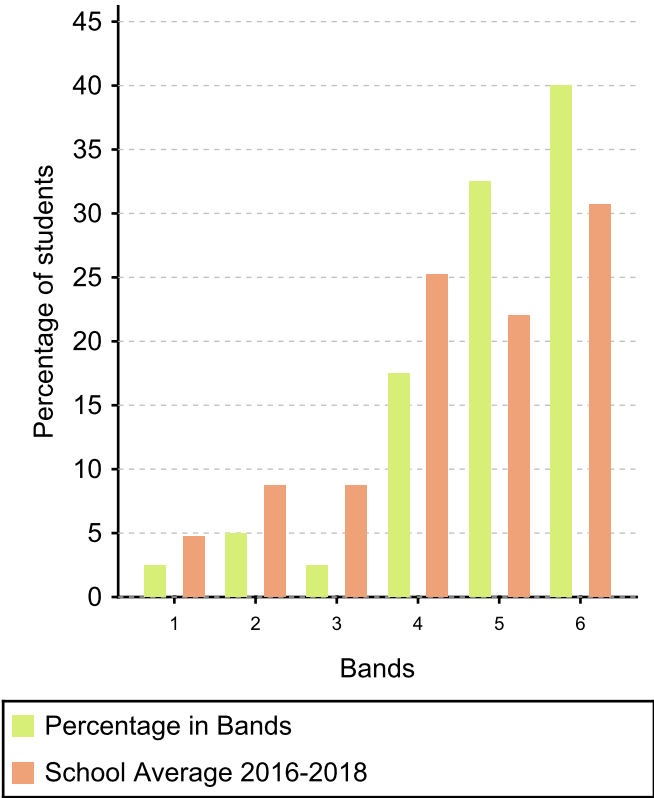
Percentage in bands:
Year 3 Reading



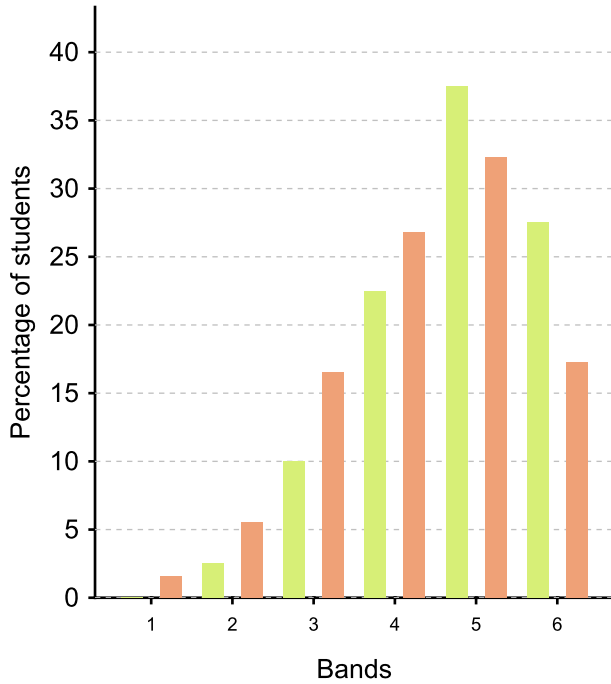
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Spelling

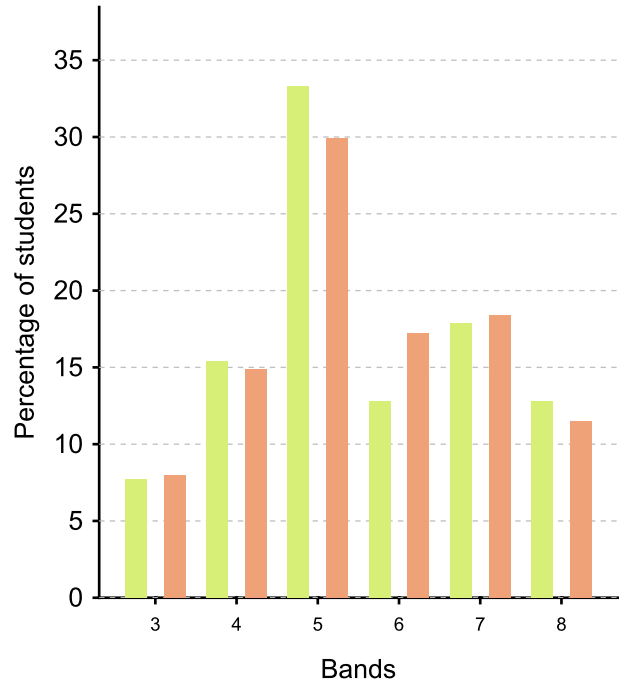


Percentage in bands:
Year 3 Writing



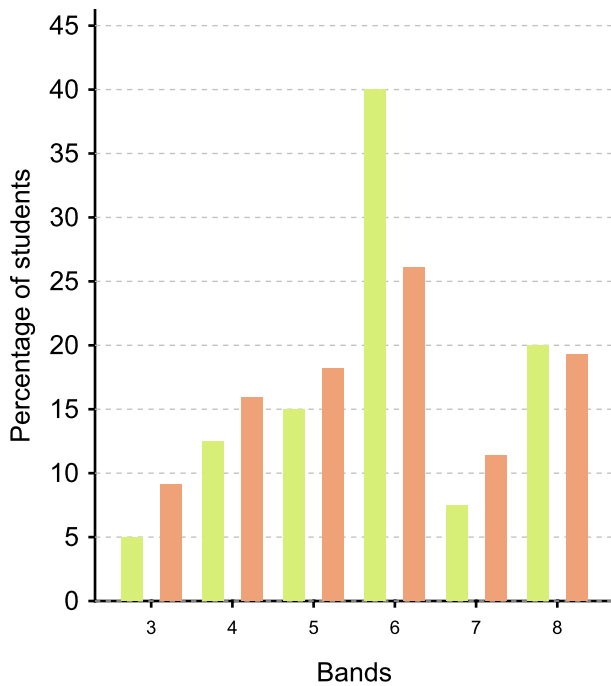
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



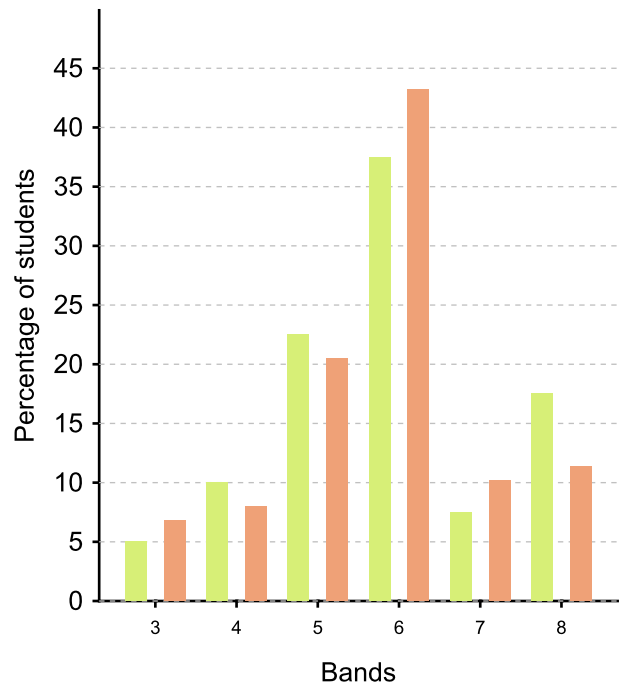
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation



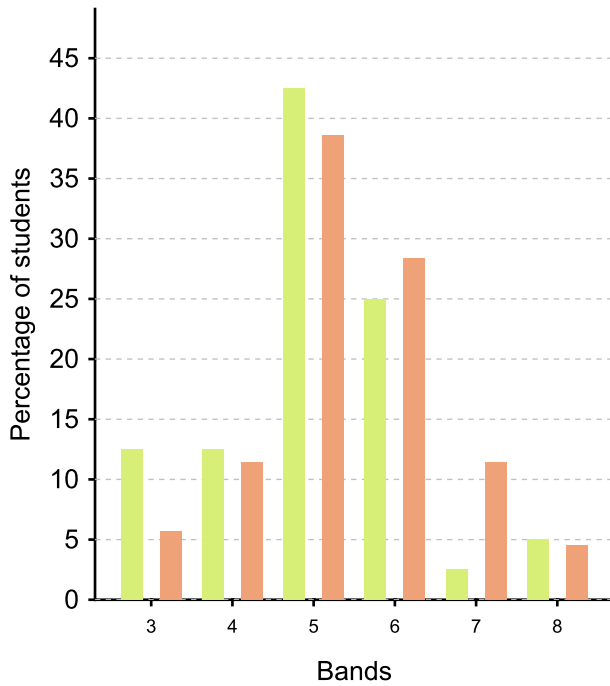
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing

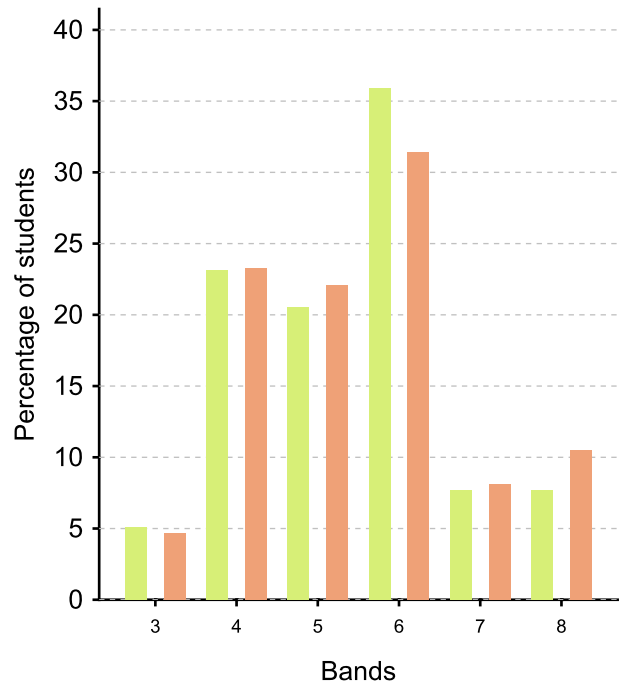


Percentage in Bands
School Average 2016-2018

Average Year 3 NAPLAN Numeracy scores over time indicated there was a drop from 427.7 in 2017 to 425 in 2018.

Average Year 5 NAPLAN Numeracy scores over time indicated there was an increase from 472 in 2017 to 472.4 in 2018.

Percentage in bands:
Year 5 Numeracy

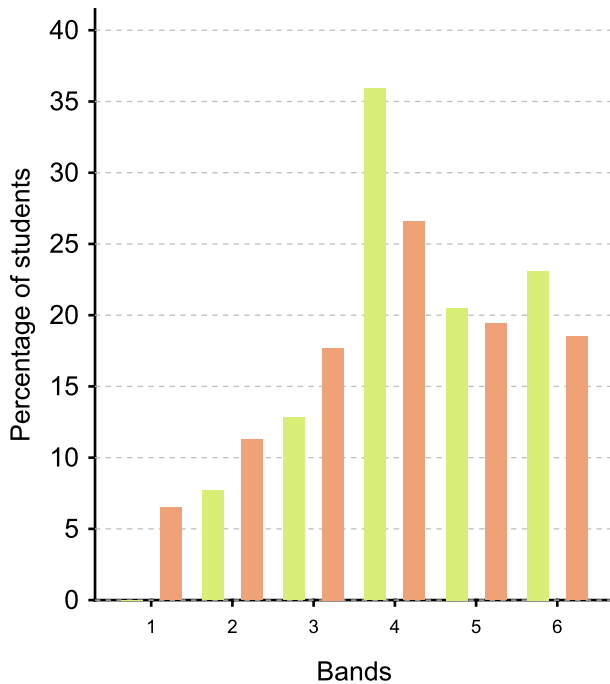


Percentage in Bands
School Average 2016-2018

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.

The 2018 NAPLAN results indicate that the *Premier's Priority of Average % of Students in the Top 2 Bands in Reading and Numeracy* is 39.74%.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Parent/caregiver, student, teacher satisfaction

Students, teachers and parents were invited to participate in the Tell Them From Me survey during 2018. The survey was completed by 95 students in Years 4, 5 and 6. The survey showed students at Canterbury South Public School, when compared to NSW norms, believe that quality instruction, teacher–student relations, classroom learning climate and teacher expectations were factors for successful student engagement.

Key findings from the survey include:

Students

100% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future

94% of students try hard to succeed in their learning

88% of students feel accepted and valued by their peers and by others at their school

Parents

Understand the expectations for students (8.6/10)

Are regularly informed about their child's progress (7.7/10)

Believe the school's administrative staff are helpful when they have a question (8.6/10)

Teachers

Work collaboratively with others to implement strategies that increase student engagement (8.7/10)

Set high expectations for student learning (9.3/10)

Use results from formal assessment tasks to inform lesson planning (8.8/10)



Policy requirements

Aboriginal education

Canterbury South Public school is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel in every aspect of their education.

At Canterbury South, 7 students are identified as being Aboriginal or Torres Strait Islander. All Aboriginal students have a Personalised Learning Plan. All teachers continue to participate in professional development that supports them to apply Learning on Country to the Curriculum. Additionally, staff undertook a complete evaluation and audit of the schools Indigenous learning resources ensuring that resources being used are meaningful and appropriate.

A Reconciliation Action Plan (RAP) has been launched and staff have been involved in the ongoing development and implementation of the RAP, including allocating funds in the budget specifically for the implementation of RAP actions.

One Kindergarten student was awarded a 'Deadly Award' for his consistent effort and hard work at school.

The biennial whole school musical production was based on the history of music and dance and was introduced by our Indigenous students and wider Indigenous community who performed various songs and dances. At the culmination of the production, the student body performed a popular song by Jessica Mauboy.

The whole school celebrated NAIDOC Week with a special assembly, run by our Indigenous students who use a special Acknowledgement to Country for children. The school continues to use this Acknowledgement to Country at all assemblies and formal occasions. The theme for NAIDOC Week was "Because of her I can" and Jennifer Newman, a Wiradjuri woman, who now lives by the Cooks River, was invited to address our school. Five workshops, run by staff and an Indigenous father from the community, operated across the school and all students were actively involved in hands on learning experiences, enabling students to authentically celebrate the rich history and diversity of Aboriginal and Torres Strait Islander cultures.



Multicultural and anti-racism education

Canterbury South Public School promotes a highly inclusive, supportive learning environment where students and their families from all cultural, religious and language backgrounds are positively engaged and encouraged to participate in all areas of the school environment.

Within our school, approximately 68% of students come from Language Backgrounds Other Than English (LBOTE). Our EAL/D teacher (English as an Additional Language or Dialect) develops programs and works to ensure that students develop English language skills. Our EAL/D teacher works to support class programs by working within the classroom or withdrawing students with additional needs and has attended EAL/D network meetings to upskill on current pedagogy and best practice.

Canterbury South Public School has an anti-racism policy supported by a trained anti-racism officer. The role of Anti-Racism Contact officer in schools is to be a contact between staff, students, parents and community members who wish to make a complaint regarding racism. The ARCO role also involves promoting the value of respect for all races and cultures and our school rules of being respectful, being safe, being a learner and help support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony.

Again we celebrated a successful Harmony Day with our whole school community who thoroughly enjoyed a concert of items put on by each class and a multicultural feast of food provided by parents and students, reflecting the many flavours of our culturally diverse school.