

2020 Annual Report

Taverners Hill Infants School



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Introduction

The Annual Report for 2020 is provided to the community of Taverners Hill Infants 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.

School contact details

Taverners Hill Infants School

Elswick St

Petersham, 2049

www.tavernersh-p.schools.nsw.edu.au

tavernersh-p.school@det.nsw.edu.au

9569 6396

Message from the principal

2020 was a challenging year worldwide to say the least, but it was also a year when all our schools demonstrated what amazing institutions they are.

This was definitely the case at Taverners Hill. Our students, our staff and our families proved their skills to cope with sudden change, adapt to circumstances out of their control, accept a challenge and learn new ways of doing things with little or no fuss. We just got on with educating and supporting the Taverners children.

Since 2003 I have been very proud to be the principal of Taverners Hill Infants School but never as much as I was in 2020. The resilience, positivity and support shown by the entire Taverners community was commendable.

Despite many of our usual events involving our families having to be cancelled we were able to end the year with an amazing Year 2 Graduation Ceremony. We farewelled our Year 2 children and their parents with a celebration of their time at the school and then we debuted the Year Two musical in the form of a film premiere complete with a red carpet, a sepia toned news reel of our Year 2 students during their three years at Taverners and Year One students acting as old time cinema ushers distributing individually wrapped ice creams to our audience and our students.

We adapted our fortnightly whole school assembly to a shortened fifteen minute outdoor assembly with just the children and teachers. This enabled us to still acknowledge our student's birthdays and present merit certificates, Taverners Kid of the Week and the Taverners Citizen of the Week awards.

We were unable to participate in any external excursions due to Covid however the children interacted with an online Musica Viva concert, a live Book Week Musical incursion in Term 4 and finished the year with Star Dust Kids performers presenting a magic and outdoor games afternoon.

We received Sporting Schools Grants throughout the year which funded soccer, gym and basketball programs for our students.

A Community Partnerships grant secured by the P&C allowed Taverners to purchase outdoor lunch seating, seating and tables for outdoor learning covered with a new shade sail, upgrade our entrance path and eating area surfaces and pencil sculptures in the playground displaying our school's PBL values Safe Responsible Respectful Active Learners.

I wish to gratefully thank and commend my staff John Gauci, Maria Scuderi, Yvonne Derksema, Jonathan Jaques, Carmen Stuhne, Pepe Hones and Marnie Fairlie for their dedication and commitment to ensuring that 2020 was as uncomplicated as it could be for all the Taverners children and their families. I would also like to acknowledge the unwavering support given to the staff by the Taverners parents and to TASK our Before and After School Care providers for continuing to run the excellent service they provide our school every day despite during Covid At Home Learning having only minimal children in their care.

2020 will be a year that we all remember for the negative reasons but I will remember it for all the positives that came out of it.

Jacki Gardner

Principal



Crunch and Sip Break

School vision

At Taverners Hill Infants School we aim to build strong foundations in the early years, developing essential skills to ensure students are engaged and challenged and become self-motivated and self-directed learners.

School context

Taverners Hill Infants School is a Kindergarten - Year 2 school situated just off Parramatta Road in the leafy suburb of Petersham. Our enrolment at the start of 2020 was 40 children. However with the impact of Covid we ended the year with 36 students. Most students reside in the Petersham, Leichhardt and Stanmore areas.

Taverners Hill has two fulltime teaching staff; a Teaching Principal and one classroom teacher. Our fulltime staff is complemented by four part time teachers for Support, library, music and RFF. Two non-teaching staff work at the school.

We are dedicated to the academic, social, behavioural and emotional development of students, giving them a variety of experiences to assist their development in all areas.

Taverners Hill has a highly involved parent community who work closely with the staff for the betterment of all students. The staff and parent community have high expectations for our students which is provided in a supportive and nurturing environment.



Year Two buddies looking after our Kindergarten students

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Much of our focus in 2020 changed due to Covid 19 and we had to adapt our planning to focus on the areas that gained greater importance due to the pandemic.

Learning

In the domain of learning our main focus was on the area of wellbeing. It was the second year of Positive Behaviour for Learning across the school. We reviewed our experiences and feedback from our staff, families and students. We identified areas for further development, finetuned areas of implementation and enhanced features of the program. Our Year One and Year Two students demonstrated their understanding of playground behavioural expectations from their learning in 2019 guiding our new Kindergarten students how to be Safe, Responsible, Respectful Active Learners. These expectations continued to be explicitly taught, consistently and supportively applied across the school.

The wellbeing of our students and their families was of the utmost importance to our school during the challenging year that Covid 19 thrust upon us. Our At Home Learning program supported the students to continue their learning with familiarity and enable our parents to deliver it whilst being able to also focus on their at home professional work. We had a very small number of students, children of essential workers who attended school each day during this period. These students worked on the same learning packages as the at home students to support their learning. The social wellbeing of these students was extremely important as the majority of their social and friendship groups were not with them. Many of these students demonstrated great social growth and resilience during this period.

Teaching

In the domain of teaching our priority was data skills. The collection and analysis of data to build our Situational Analysis to develop an effective and relevant 2021-2024 Strategic Improvement Plan was a major area of work for the staff.

Teachers have collected and used quality assessment data to monitor achievements of all students and identify gaps in learning after the Covid19 At Home Learning period.

This data allowed teachers to modify and adapt their learning programs to support all our students. It informed our Learning Support program and identified students at risk and in need of additional attention in relation to their learning.

Leadership

In the domain of leadership we prioritised communication and community satisfaction. Covid 19 totally changed the normal school processes and it was vitally important that our school community was kept up to date on a regular basis with changes in Covid guidelines, student learning and that our parent community still felt involved with the school despite not being allowed onto the school site. All of our staff demonstrated leadership skills during this time.

Strategic Direction 1

Aspirational Teaching and Learning

Purpose

To develop a culture where teachers are committed to understanding and implementing evidenced based best practice in literacy and numeracy and where students are motivated to deliver their best and continually improve.

Improvement Measures

- Increase the number of students achieving at or above expected growth on Learning Progressions
- Increase in the number of students achieving at or above expected growth on internal performance measures
- Improved SENA results tracked in PLAN2
- Improved student reading levels

Progress towards achieving improvement measures

Process 1: Formative Assessment

- Embed a teaching and learning culture using effective formative assessment and feedback practices which enable students to set achievable learning goals

Evaluation	Funds Expended (Resources)
The use of Formative Assessment strategies was evidenced in our classes in 2020. Class teachers continued to develop their skills and understandings as well as strategies appropriate to the students in their class. Students are reflecting on their own learning based on lesson criteria.	

Process 2: Data Informed Practices

- Develop teacher expertise in collecting, analysing and applying data, from a range of sources, enabling them to differentiate across the curriculum

Evaluation	Funds Expended (Resources)
Internal school data has been used to drive our teaching and learning programs during 2020. Class teachers have analysed internal data to group students to enable authentic differentiation in literacy and numeracy. It has allowed us to identify students requiring additional support and extension. A wide range of data was collected and analysed by the school staff to write our situational analysis that then identified our strategic directions for the 2021-2024 Strategic Improvement Plan. Student growth and attainment data was used to to set yearly progress measures.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$11267.00)

Process 3: Professional Learning

- Strategically targeted professional learning to develop pedagogical knowledge

Evaluation	Funds Expended (Resources)
Professional learning saw a switch to online platforms in 2020. Staff mastered new technologies to access and engage in professional learning. The teaching staff engaged with CESE What Works Best online learning and the principal accessed School Excellence in Action learning via Zoom with fellow principals and directors to guide the school team in writing the 2021-2024 School Improvement Plan. Unfortunately our previously planned Strategic Support sessions with school services curriculum and early learning advisors were abandoned due to Covid 19 restrictions in schools.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$3500.00)

Next Steps

Taverners Hill Infants School 2021 - 2024 Strategic Improvement Plan identifies staff professional learning plus data use and skills as key areas. In Strategic Direction 1 - Initiative 1 Data Skills and Use it is our aim is to build teacher capabilities to collect, analyse and use authentic and relevant data to differentiate curriculum and inform teaching for maximised student learning. In Strategic Direction 2 - Initiative 1 Professional Learning it is our plan that whole school and teacher identified professional learning in curriculum knowledge, assessment and teaching strategies are incorporated into Performance and Development Plans. The PDP processes will demonstrate teachers self-reflection against Australian Professional Standards for Teachers.



Term Four Gymnastics

Strategic Direction 2

Quality Systems and Processes

Purpose

To refine and create flexible and transparent administrative, communicative and procedural systems that will enhance the efficient delivery of high quality practice in all areas of school life.

Improvement Measures

- Improved Positive Behaviour for Learning data
- Increased parent satisfaction data
- Increase and sustained enrolments from 2019

Progress towards achieving improvement measures

Process 1: Positive Behaviour For Learning

- Professional Learning in PBL and a review of whole school welfare policy, focusing on behaviour management and social skills to enhance learning and engagement

Evaluation	Funds Expended (Resources)
PBL processes and systems implemented in 2019 were reviewed, modified and adapted to make its administration in the school more functional. The students are very responsive to the program and it has continued to have a positive behavioural effect in the school. Consistency in the language of PBL is used throughout the school by all staff. The older students use the language when modelling correct behaviour to the Kindergarten students.	

Process 2: Policies and Procedures Project

- A whole school approach to refine administrative and health and safety procedures and develop school policies to ensure efficient management and improved service delivery and customer (parent and/or student) experience

Evaluation	Funds Expended (Resources)
Covid 19 health and safety procedures became the priority in 2020. Systems to ensure the health and safety of our staff and students were established relevant for our school setting to reflect the Department of Education Covid 19 guidelines. The systems put in place allowed the school to function as normally as possible to ensure continuity of learning for students, effective administration of the school and student and staff welfare.	

Process 3: Effective Communication and Promotion of the School

- Enhance and streamline communication with staff and parents
- Promote school within the wider community to increase and then sustain enrolments

Evaluation	Funds Expended (Resources)
Monthly newsletters and regular email communication to families have enhanced our communication with parents. Weekly staff memos and regular email updates with staff streamlined staff communication. In 2020 due to Covid 19 it was vitally important that our school community was kept up to date on a regular basis with changes in Covid guidelines, student learning and that our parent community still felt involved with the school despite not being allowed onto the school site. Our parent community felt that the communications from the principal and teachers during this period were timely, explicit and informative.	

Progress towards achieving improvement measures

School promotion proved difficult due to Covid 19 and the associated restrictions. We were able to hold one Open Morning in early Term One but not until the end of the year were we able to have prospective parents visit the school and we were unable to build links with local preschools and day care centres. P&C organised a letterbox drop of promotional flyers. We commenced filming a school promotional video which will be released in 2021. We established a link with Norton Plaza which displayed artwork from all our students within the centre. However it was disappointing that we were unable to enact our planned school promotional programs during 2020.

Next Steps

We will continue to regularly review and adapt PBL processes if required. In 2021 we will work with the Health and Safety Advisor to refine further health and safety practices.

The promotion of the school in our community will be a large focus of 2021 to increase the school enrolment numbers.



Seed planting in our vegetable garden

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$1 564.00)	Students of Aboriginal background were supported within the classroom and in small groups for numeracy working with the Learning Support teacher.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$16 837.00)	The Learning Support teacher worked with students identified from learning data in Literacy and Numeracy. Our program targeted students Kindergarten - Year Two. The students worked within their classroom setting, in small groups and individually supporting areas for development identified by classroom teachers. The placement of students in the Learning Support program was regularly reviewed by the Learning Support team. Internal data shows our program had a positive impact on student growth and the individual confidence of the students involved.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$11 267.00)	QTSS funding was used in 2020 to support the planning and implementation of Covid At Home Learning for students during Term One and Term Two. It also enabled the Teaching Principal additional release from face to face teaching to analyse school data to write the situational analysis and then to develop the 2021-2024 Strategic Improvement Plan.
Socio-economic background	Funding Sources: • Socio-economic background (\$763.00)	Socio-economic background funding enabled all students to have access to school programs.
Targeted student support for refugees and new arrivals	Funding Sources: • (\$0.00)	We did not receive any refugee or new arrivals funding in 2020



Lego Wedo Robotics

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	49	46	39	22
Girls	37	30	22	14

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95	97.2	93.2	92.1
1	96.5	94.7	93.3	94.3
2	94.7	96	95.9	94.5
All Years	95.4	96	94.2	93.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
All Years	94.1	93.6	92.9	92.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Kindergarten Year One and Year Two Fundamental Movement Skills Groups

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.36
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

External professional learning moved to an online model in 2020 due to Covid 19. The staff engaged CESE "What Works Best" units as part of School Excellence in Action and Maths. All staff ensured that their compliance and health and safety was current. The principal participated in many learning sessions via Zoom with fellow principals and directors related to Strategic Planning.

Unfortunately our previously planned Strategic Support sessions with school services curriculum and early learning advisors were abandoned due to Covid restrictions in schools.



Book Week Dress Up Day

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	207,168
Revenue	644,700
Appropriation	615,962
Sale of Goods and Services	1,158
Grants and contributions	27,193
Investment income	388
Expenses	-648,201
Employee related	-582,964
Operating expenses	-65,237
Surplus / deficit for the year	-3,501
Closing Balance	203,667

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.

The Principal is responsible for the for the financial management of the school working collaboratively with the School Administrative Manager. The Principal worked with School Finance to develop the school budget. School funding was utilised to fund staffing, professional learning, classroom resources, school maintenance and to support Covid learning at home.

The school utilised grant funding from the Parents and Citizen's Association upgrade outdoor areas of the school - shade sails, outdoor learning and lunch seating, waste receptacles, PBL values pencil sculptures, pathways and paved areas.



PBL Lego Rewards Afternoon

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	16,777
Equity Total	22,553
Equity - Aboriginal	1,564
Equity - Socio-economic	763
Equity - Language	3,390
Equity - Disability	16,837
Base Total	516,716
Base - Per Capita	14,671
Base - Location	0
Base - Other	502,045
Other Total	57,140
Grand Total	613,186

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.



Friday Lunch Orders

Parent/caregiver, student, teacher satisfaction

In 2020 instead of a regular survey, our families were asked to give us an off the cuff statement about their thoughts about Taverners and what it has meant for their children and family.

Taverners is like a family! Every child and family is known, valued and cared for at Tavs

Because it's the absolute best start you can give your little one on their education journey. Taverners creates kids that absolutely love school and learning. This is what I always tell people when I am defending the lunacy of having 3 kids at 3 different schools!

Small, intimate school that makes an easier, less-intimidating transition for kids from day care.

Direct and convenient lines of communication with teachers/principal means that you and your child are genuinely heard.

As an infants school K-2, the kids learn to take on leadership responsibility much sooner than would otherwise happen in a K-6 school.

The school's small size and the school's physical environment is suited for my son who would have been overwhelmed and overexcited by a larger, busier and noisier setting.

I'm from the country and I can truly say Taverners lives up to its reputation as a country school in the city - from the old weatherboard buildings to the hand rung school bell to everyone in the school community knowing each other by name. It's just one of the things we love about Taverners.

The before and after school care is readily available, with convenient casual places, and the extra-curricular programs are equal to what can be accessed through larger schools.

Little School with a Big Heart

"A country school in city life"

Taverners... where every child is friends with every child!

This is a small and friendly school that gives children a big sense of belonging and confidence, as they can play an active role in school life from the beginning.

The caring, child-focused culture at Taverners meant our kindergartener's various needs were accommodated without fuss

The staff are highly experienced, clearly love working with children, collaborate with parents, and take a genuine interest in every child

My daughter was very shy in preschool and we felt that a smaller school would give her more confidence and help her feel more welcomed and confident.

For a happy, intimate teaching environment where your child's individual capabilities & learning style are recognised & incorporated into their day to day learning techniques.

It's like a big caring family

Very child-centric with a focus on public speaking

Creating young leaders

Providing infants children with leadership opportunities and learning environments they won't get in K-6 schools

Learning from nature through our gardens and animals

Music and creativity is embedded in the school

Children, their families and the teachers all love Taverners Hill

By Year 2, all children will have hosted assemblies, taken care of new students, and had responsibilities such as feeding the chickens and ringing the school bell

Long standing committed teachers

A caring community

A boutique learning experience, limited numbers with unparalleled teaching calibre!

A caring and nurturing learning environment

It takes a village to raise a child, Taverners for us has been that village, the community of parents and teachers there is unseen at other schools. Everyone knows everyone.

One big family.

Nurturing kids, enabling their growth and building their confidence

Opening the gate at Taverners is like walking into a summer BBQ with friends: you like who you find there, and you feel completely at home.

Country town attention in the big smoke.

Small class sizes, more individualised learning

More opportunities to develop leadership skills, responsibility

Joint class activities develop inter-year and whole-school friendships

Every teacher knows every student (and vice versa)

Lived experience of tending to plants and animals and the environment.

Small campus size and children being 'known' reduces occurrences of and opportunities for bullying

Focus on ethical living, protecting our surroundings

Older pupils help and mentor younger ones throughout their schooling

Fosters co-operation over competition

Allows for a wider range of learning paces to be supported

Using the community as a resource

Everyone gets to develop leadership skills, everyone is given a turn.

More personal and informal relationships between teachers and administrators (they're the same Teaching Principal) leads to more co-operation and engagement among staff.

Increased ability to individualise learning and the learning environment supports a wider range of children, making special provisions for individual needs and talents is easier.

Students, not teachers, are at the centre of the school

Small school allows for parents and children to have meaningful personal involvement in the direction of the school and the activities available to children.

Supportive home/school relations

Information Technology introduced appropriately; 'used by teachers and students' rather than 'used as teachers by students'.

'The staff, students and parents at Taverners Hill form an incredibly effective, positive and inclusive learning community that I'm delighted for my daughter and I to be a part of.'



Kindergarten - Year Two PBL Rewards Afternoon - Board Games

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The school works collaboratively with the families of our Aboriginal students to achieve positive outcomes. The teachers and students acknowledged Reconciliation Week and NAIDOC Week with classroom activities. Due to Covid restrictions we were unable to have excursions or incursions to support in school lessons. One of our Aboriginal families worked with the Year Two teacher to support the Stage One Geography unit - "Features of Places". The school library regularly purchases literature from Aboriginal authors. Indigenous literature and art are part of class learning programs.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Each school has a staff member who acts as the Anti Racist Contact Officer. Information is published in the school newsletter to inform families of the role of the ARCO - to facilitate the complaints handling process and promote anti-racism education in the school. Visible signage is displayed in the school. Harmony Week is celebrated annually at Taverners Hill Infants School. In 2020 we were able to celebrate Harmony Day the week before at home Covid learning commenced. Our class programs support inclusive behaviour and the value of all members of our school community.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The cultural diversity of our school is an important part of our school community. During Harmony Week we investigated the many places around the world that our families descended. Our History and Geography embrace learning of other cultures, customs and beliefs of Taverners Hill members and the broader community. Other class programs integrate multicultural learning, literature, art and music. ESL funding was used to provide English Language learning to support the students within their class or in a small group setting. In December we enjoyed a fabulous online Musica Viva concert with the Music In My Suitcase ensemble. We learnt about music, language and instruments from Turkey, Kurdistan, Greece, Wales and Macedonia.



Kindergarten enjoying our playground