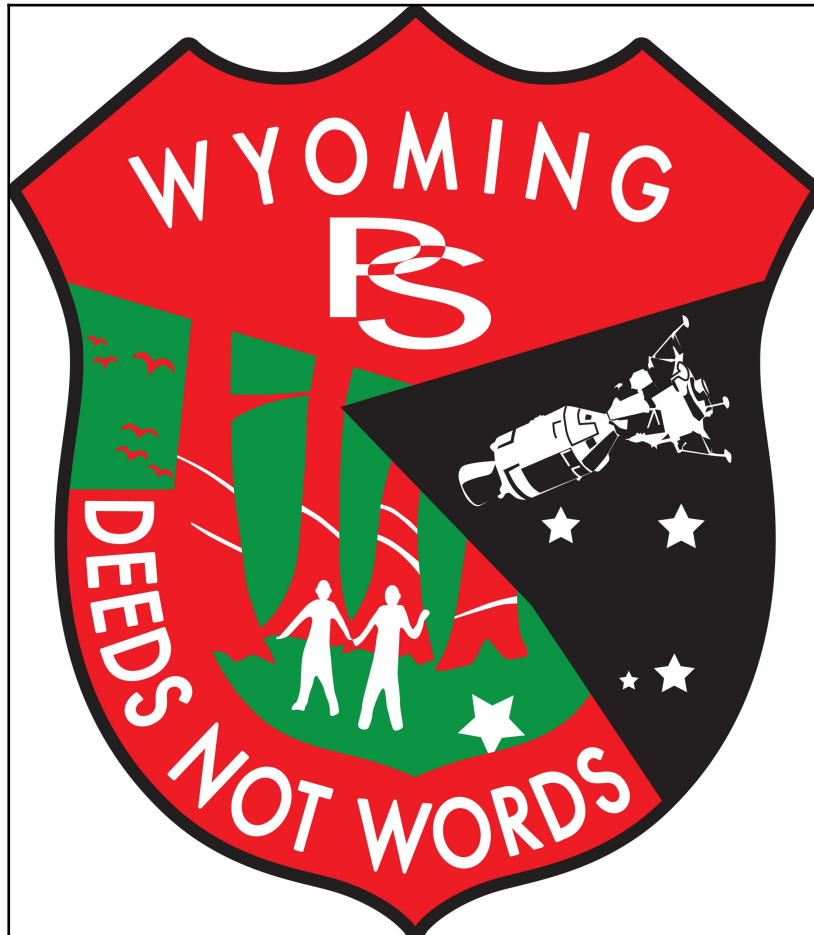


Wyoming Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Wyoming 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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School background

School vision statement

Wyoming Public School offers innovative educational experiences that enable students to achieve their highest standard of learning. Our staff feel respected, connected and supported by the school community and value this partnership and the role it plays in achieving our vision for each student.

School context

Wyoming Public School is located 5km north of Gosford on the Central Coast of NSW. Our diverse school population of 300 students includes 14% with Aboriginal heritage and 15% with non-English speaking backgrounds.

Our 12 mainstream classes are organised into Stage groups with our 3 Special Education classes catering for students with mild- to moderate- intellectual disability or autism.

The school has a dedicated staff and an excellent reputation for supporting students to achieve their personal best.

Positive links have been established with partner high schools, local preschools and schools within the Valley Schools Learning Community (Local Management Group). In 2016 and beyond we look forward to maintaining strong ties with the newly-established Cooina Local Aboriginal Education Consultative Group.

Using equity funding, the school has been able to implement programs which reflect Quality Teaching and Learning and further enhance the skills of our staff. These include individual- and group- language programs; Language, Literacy and Learning (L3); Focus on Reading (FoR); Taking Off with Numeracy (TOWN); and Targeting Early Numeracy (TEN).

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, our efforts primarily focussed on Learning Culture, Curriculum and Learning, and Assessment and Reporting. The ongoing commitment of staff to create a positive learning culture for all students, in collaboration with parents, has been integral to our progress. The fundamental importance of parent involvement with the school, and providing opportunities for parents and community partners to actively engage and participate in a wide variety of activities to promote learning and wellbeing, has resulted in strong parent engagement with Stage planning days. Attention to individual learning needs has been another key element of our progress throughout the year. In addition to Personalised Learning Pathways for all students who identify as Aboriginal or who are in Out of Home Care, all parents and students had the opportunity to meet with teachers to discuss their child's progress along the Literacy Continuum K-6 and the Numeracy Continuum K-10. Students with additional learning needs are identified through the Learning Support Team and the National Consistent Collection of Data and their parents are intimately involved in planning and supporting the learning directions for them.

Our prime focuses in the domain of Teaching has been on Collaborative Practice, and Learning and Development. Staff professional learning has been aligned to school priorities and professional need which is reflected in teacher Personal Development Plans. Priority programs and initiatives, including Language Learning and Literacy, Focus on Reading, Targeted Early Numeracy and Taking off with Numeracy, have effectively supported and improved teaching practice and enhanced student learning outcomes.

In the domain of Leading, our priority has been Leadership and School Resources. The school is committed to the development of leadership skills in staff and students to build capacity across the school. This year a range of teaching staff undertook leadership roles within the school in curriculum implementation. This approach has been successful in leading the initiatives outlined in this report as well as building the capabilities of staff to create an innovative and creative school learning culture.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework refer to:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching

Purpose

To ensure that all teachers are implementing a curriculum that is rigorous, flexible and engaging to meet the needs of students.

Staff capacity is strengthened through targeted, collaborative professional learning opportunities that support the ongoing improvement of student outcomes.

Overall summary of progress

Our commitment to providing staff members with quality professional learning opportunities in the new curricula of Geography has been highly regarded by staff with teachers reporting that participation in professional learning has resulted in high levels of confidence during implementation which in turn has resulted in a high impact on student learning.

Following rigorous evaluation of student results in 2015 the program Targeted Early Numeracy was added to our suite of dedicated pedagogies for Early Stage 1 and Stage 1. Staff feedback through the use of the Guskey Professional Learning Thermometer rated the implementation of the pedagogy at the highest level resulting in positive changes to student learning outcomes. Data analysis and mapping of student progression on the Numeracy Continuum K–10 is evidence of the success of this strategy.

The continued implementation of Language Learning and Literacy has seen all Kindergarten teachers trained and participating in ongoing professional learning. Positive changes to student learning outcomes are tracked using the Literacy Continuum K–6 and our ongoing commitment to this program has now seen increased student achievement in Year 3 Reading NAPLAN results in both “at and above minimum standard” as well as in “proficient” levels .

Our administration and executive staff continue to fully implement the Leading Business Management Reform programs. Evaluation at the conclusion of Term 4 2016, has resulted in the school electing to return to a third party software company to track attendance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased level of achievement across the teaching elements within the School Excellence Framework.	Staff reviewed available evidence and mapped school achievement against the Teaching elements of the School Excellence Framework at an overall level of “Sustaining and Growing.”	
All staff participate in the planning of school, and their own, professional learning based on identified need. Qualitative and quantitative data indicate that 100% of staff feel that the Professional Learning they have participated in was worthwhile and assisted in improved student outcomes.	100% of staff engaged in planning of professional learning needs for 2016 through mapping school achievements and areas for improvement on the School Excellence Framework. Priority areas of Geography, Technology and teaching students for whom English is an Additional Language or Dialect (EALD) were established. Qualitative data gathered using the Guskey Professional Learning Thermometer indicated the majority of staff rate positive changes to student learning outcomes being seen in the areas of Geography and Technology. Further professional learning will need to occur in the area of teaching students for whom English is an Additional Language or Dialect.	
100% of teaching and learning programs demonstrate high expectations, explicit teaching and effective feedback.	Revision of the Wyoming Public School Supervision policy occurred in collaboration with staff and was reviewed following its first term of implementation. Initial feedback confirms that the new process supports high expectations, explicit teaching and	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching and learning programs demonstrate high expectations, explicit teaching and effective feedback.	effective feedback with full implementation to occur in the 2017 school year.	

Next Steps

Continue to support the professional learning of staff in teaching students for whom English is an Additional Language or Dialect with four staff electing to study the Teaching English Language Learners program early in 2017 and provide staff training and support.

Continue to deliver Targeted Early Numeracy, Taking off with Numeracy, Language Learning and Literacy, and Focus on Reading by supporting teachers new to the school with a commitment to ongoing training.

Introduce Language, Learning and Literacy into Stage 1 classrooms through the inclusion of Wyoming as an Early Action for Success School and the employment of an Instructional Leader.

Embed processes of the Performance and Development Framework into school culture by reviewing current processes of induction, mentoring and supervision in line with the Australian Professional Teaching Standards.

Embed processes of the Performance and Development Framework into school culture through continued support of professional peer observations followed by teacher reflection and feedback.

Strategic Direction 2

Quality Learning

Purpose

Students, teachers and parents will be learning partners and develop the capacity to effectively collaborate and communicate ideas leading to the achievement of highest individual standards. Students will leave Wyoming Public School equipped to embrace and deal with the opportunities and challenges they face.

Overall summary of progress

Quality partnerships between teachers, students and parents continue to be a high priority to ensure student engagement with learning. In 2016, all teachers conducted PLAN meetings during Term 1 where parents of students within their class were invited to a meeting to review their child's progress using the Literacy Continuum K–6 and the Numeracy Continuum K–10. These were conducted to encourage a joint understanding of expected student achievement and a shared responsibility for continued growth.

This initiative has had significant support from parents with the majority participating in face-to-face meetings at the allocated time. For families who were unable to attend the meetings phone interviews were provided as an alternative. Feedback from staff indicated that, as students in Early Stage 1 and Stage 1 move quickly through the Continuum a follow-up report in Semester 2 should be used to reconnect parents with their child's progress. However, as students in Stages 2 and 3 progress more slowly through the Continuum, an annual meeting followed by the standard student reports in Terms 2 and 4 were adequate.

In addition to this meeting, our Aboriginal Education Worker (in conjunction with the Learning and Support Teacher) coordinated Personalised Learning Pathway meetings for students who identified as Aboriginal. A new proforma for collecting family background and important information was successfully trialed with 93% of Indigenous families participating. The Aboriginal Education Worker then mentored Aboriginal students to connect with culture throughout the year through the use of lunchtime interest groups, with great success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student reporting strategies contain detailed information about students' learning achievements and areas for growth which provide the basis for discussion with parents.	87% of parents attended PLAN meetings based on students' achievements on the Literacy Continuum K–6 and Numeracy Continuum K–10. 93% of indigenous families attended Personalised Learning Pathway meetings for students who identify as Aboriginal. 100% of student semester reports follow Department of Education policy standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K–12.	
All Stage teams model a collaborative culture where staff share and engage in collegial reflection on student achievement and teaching pedagogy.	Student progress was mapped using the Literacy Continuum K–6 and Numeracy Continuum K–10 each Term. Consistency of teacher judgment and data evidence was discussed at Stage meetings. The alignment of Stages for release from face-to-face teaching duties provided opportunities for staff sharing and collegial discussion of student achievement resulting in increased consistent teacher judgment.	
More than 90% of students indicate in the Tell Them From Me survey that they have an interest and high level of	98% of surveyed students valued school outcomes. 74% of surveyed students indicated they were interested and motivated.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
engagement in their learning and that classroom teaching is relevant to them.	<p>88% of surveyed students tried hard to succeed. Students rated the school as 8/10 in "classroom instruction relevant to everyday lives."</p> <p>Students rated the school as 8/10 for "students find classroom instruction well organized with clear purpose and as receiving immediate appropriate feedback."</p>	
Aboriginal student performance is similar to the whole school population.	<p>100% of Aboriginal students in Year 3 are at or above minimum standards in NAPLAN Reading.</p> <p>100% of Aboriginal students in Year 5 are at or above minimum standards in NAPLAN Reading.</p> <p>100% of Aboriginal students in Year 3 are at or above minimum standards in NAPLAN Numeracy.</p> <p>100% of Aboriginal students in Year 5 are at or above minimum standards in NAPLAN Numeracy.</p> <p>All Aboriginal students not meeting target levels in Reading from Early Stage 1 and Stage 1 are supported by the Aboriginal Education Worker.</p> <p>2016 School Population Attendance is 93%.</p> <p>2016 School Aboriginal Student Attendance is 91%.</p>	

Next Steps

Schedule professional learning on the Quality Teaching Framework and coding in classroom practice and assessment.

Support staff participation in Collegial Observation Rounds each Term.

Provide teachers with time to map students on Literacy and Numeracy Continuums once per Term and continue to embed review of student progress as part of Executive, Stage and Learning Support Team meetings.

Continue mentoring of Aboriginal students by the Aboriginal Education Worker to support student attainment of proficient levels of achievement.

Strategic Direction 3

Quality Partnerships

Purpose

To promote a sense of connectedness between staff, students, parents and community in order to achieve our vision for each student.

Overall summary of progress

Building community spirit and a sense of connectedness between staff, students and parents, as well as between schools in the local management group, is vital to engage students with learning.

The ongoing success of our Headstart Kindergarten transition program continues to be evidenced through increased Kindergarten enrolments, high levels of Headstart attendance, as well as positive feedback and engagement from families attending our information sessions. Early attention to individual Speech and Language needs has been integral to its success: students with language difficulties are identified in Term 2 of the year prior to attending Kindergarten through a screening session with a Speech Pathologist. Students are then able to be supported at home and school with re-screening indicating many difficulties are rectified prior to school commencement. Students requiring further intervention are referred to our Language program in Kindergarten.

The employment of a Partnerships Officer to plan and implement opportunities for all parents and community members to connect and participate in a variety of activities that promote learning, engagement and well-being has been a successful strategy. In 2016 the Partnerships Officer coordinated a student leadership mentoring program where students were linked with a local community leader and given the opportunity to discuss their journey to leadership culminating in our highly-successful leadership breakfast. At the breakfast, students met with their mentor and showed their own leadership skills, discussing their involvement in student parliament and giving a tour of the school. Student parliamentarians were also given the opportunity to visit the State Member of Parliament, Mr David Mehan, and observe a sitting of Question Time.

Wyoming Public School staff have actively engaged in all network meetings and activities within the Valley Schools Learning Community. Partnerships have been strengthened with partner high schools with students participating in lessons conducted by high school teachers both at Wyoming and in the high school setting.

Ties with the Cooina Aboriginal Education Consultative Group (AECG) continue to be strengthened with strong representation at meetings as well as participation in the Annual Award presentation held during Term 4.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A planned program of events accommodates the needs and interests of equity groups within the school.	Events throughout the year include a weekly playgroup, invitation to all school assemblies and special events such as NAIDOC, Multicultural Day, sporting carnivals, Grandparents Day, and P&C events such as "Tears and Tissues."	

Next Steps

Continue to encourage family representation at Cooina Local AECG meetings.

Provide professional learning for staff in catering for students where English is an Additional Language or Dialect and successful strategies for communication with their parents.

Encourage recognition of the multicultural communities within Wyoming Public School.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have a Personal Learning Pathway written in collaboration with teaching staff, parents/carers, Aboriginal Education Worker and the student. Through mentoring support by the Aboriginal Education Worker, student performance is similar to the whole school population.</p> <p>The Aboriginal Education Worker communicates with parents of Aboriginal students to inform and invite them to school and cultural events. School representation has occurred at each AECG meeting with parent representation at events supporting cultural development. The Aboriginal Education Worker provides opportunities for students to engage in cultural activities and cultural knowledge in collaboration with parents.</p> <p>Survey data indicates that 100% of all Aboriginal students have had contact with the Aboriginal Education Worker during the 2016 school year for at least one of the following: attendance follow-up, contact point between home and school, mentoring and PLP support.</p>	\$31362
English language proficiency	<p>All students who were identified as having English as an Additional Language or Dialect plotted on a learning progression and are case-managed through Learning Support Meetings.</p> <p>A School Learning Support Officer is employed to implement a Language support program monitored by the Learning and Support Teacher with progress being made by all students.</p> <p>Students who were identified as being eligible for the Newly Arrived Program were supported in their English language development through the employment of a teacher who provides individual support and works with teachers on differentiating classroom programs.</p>	\$15683
Low level adjustment for disability	<p>A Speech Pathologist is employed to screen K-2 and Headstart students for Language development difficulties with a School Learning Support Officer employed to implement Language intervention programs.</p> <p>A School Learning Support Officer is employed to support students identified through National Consistent Collection of Data and the Learning Support Team as being “at risk” and implement Individual Learning Programs. Staff feedback indicates that all students are progressing.</p>	\$114411
Quality Teaching, Successful Students (QTSS)	Release from Face to Face teaching times are aligned in Stages using QTSS to release Assistant Principal to provide mentoring,	\$12243

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>supervision and support.</p> <p>All staff report that this strategy provided time for consistent teacher judgement conversations and increased contact with parents.</p>	<p>\$12243</p>
<p>Socio-economic background</p>	<p>An experienced classroom teacher is employed to provide professional learning, mentoring advice and team teaching support to all teachers. All staff report that this strategy has resulted in a high level of engagement from students and that they have felt a high level of support through professional learning.</p> <p>Experienced classroom teacher employed to coordinate transition program for students in the year prior to school. All students who participated in the program commenced Kindergarten familiar with classroom routines and learning expectations.</p> <p>Partnerships Officer communicated with parents to engage in short courses that can be used as a platform to paid employment. Feedback from the community attests to the positive relationships and increased engagement to the school parents have formed through Partnerships Officer programs.</p>	<p>\$155535</p>
<p>Support for beginning teachers</p>	<p>Experienced classroom teacher employed to provide professional learning, mentoring, accreditation guidance and team teaching support.</p> <p>Beginning Teachers identify that they have been provided with high levels of mentoring and professional learning support relevant to their career stage.</p>	<p>\$13378</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	145	157	152	167
Girls	124	149	138	162

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.7	95.6	94.3	95.1
1	94.2	93.6	94.1	91.8
2	94.7	95.3	91.9	93.6
3	96.1	94.5	94.2	94.4
4	94.8	95.9	93.2	95.3
5	94.8	94.5	93.4	92.6
6	92.5	95	94	94.1
All Years	94.4	94.9	93.6	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Wyoming Public School continues to match State Department of Education attendance data.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.3
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration & Support Staff	5.92
Other Positions	3.42

*Full Time Equivalent

In addition to our Aboriginal Education Worker we have two permanent staff members who identify as being of Aboriginal heritage.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	68
Postgraduate degree	32

Professional learning and teacher accreditation

Teaching and Support staff undertook a wide range of professional learning activities during 2016.

All staff participated in five School Development Days during which they completed intensive training in implementing new curricula in the area of Geography and History; catering for students with a language background other than English; using PLAN software to track student progress; aligning ICT capabilities to the new curriculum; mental health for students; and mandatory training in child protection.

The total spend for professional learning at the end of November 2016 was \$19 054. These funds are allocated to the school as a tied grant and equate to an average expenditure of \$828 per teacher.

In 2016, Wyoming Public School had six accredited teachers maintaining a Proficient level and two working towards achieving accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	310 320.00
Global funds	117 443.00
Tied funds	198 214.00
School & community sources	16 290.00
Interest	3 219.00
Trust receipts	52 705.00
Canteen	0.00
Total income	698 193.00
Expenditure	
Teaching & learning	
Key learning areas	18 733.00
Excursions	6 369.00
Extracurricular dissections	1 821.00
Library	230.00
Training & development	0.00
Tied funds	157 649.00
Short term relief	32 114.00
Administration & office	15 625.00
School-operated canteen	0.00
Utilities	16 445.00
Maintenance	16 516.00
Trust accounts	32 945.00
Capital programs	0.00
Total expenditure	298 451.00
Balance carried forward	399 742.00

The information provided in the financial summary includes reporting from 16 May 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0
Revenue	749 450
(2a) Appropriation	694 832
(2b) Sale of Goods and Services	-3 211
(2c) Grants and Contributions	56 929
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	900
Expenses	-558 857
Recurrent Expenses	-558 857
(3a) Employee Related	-292 525
(3b) Operating Expenses	-266 332
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	190 593
Balance Carried Forward	190 593

Wyoming Public School was under two financial systems (OASIS and SAP/SALM) from 1 December 2015 until 31 December 2016. The tables in this report reflect both systems.

	2016 Actual (\$)
Base Total	2 094 027
Base Per Capita	17 038
Base Location	0
Other Base	2 076 988
Equity Total	319 380
Equity Aboriginal	33 752
Equity Socio economic	155 535
Equity Language	15 682
Equity Disability	114 410
Targeted Total	543 962
Other Total	437 580
Grand Total	3 394 950

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.

The My School website provides detailed information and data for National Literacy and Numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the find a school and select GO to access the school data.

In accordance with the Premier's Priorities improving education results, schools are required to report their student performance for the top two NAPLAN bands in Reading and Numeracy. The percentage of students in the top two bands in Year 3 for Reading was 44% and 8% for Numeracy. The percentage of Year 5 for Reading was 28% and Numeracy 16%.

Another reporting requirement for the State priorities: better services – improving Aboriginal Education Outcomes, is for schools with significant numbers of Aboriginal Students to report the percentage of Aboriginal Students in the top two NAPLAN bands. Wyoming Public School has less than ten students in each cohort and therefore the data is unable to be reported.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school through the Tell Them From Me Survey. Their responses are presented below:

A majority of parents feel welcomed at the school (8/10) and believe that the school supports their child's learning (8/10), behaviour (8/10) and safety (8/10).

Students of Wyoming value school outcomes (98%), try hard to succeed (88%) and have positive relations at school (86%).

Teachers rate the school as having high levels of collaboration (8/10), strong leadership (8/10) and that parent involvement is high (8/10).

Policy requirements

Aboriginal education

Wyoming Public School implements the Aboriginal Education and Training Policy. School programs support our goal of Aboriginal equity in opportunities and achievements.

In 2016, members of the school Aboriginal Education Team attended the 8 Ways of Learning program training. Knowledge, skills and resources were shared with all staff through school-wide professional learning. Feedback from staff indicates that the strategies are easily embedded within regular teaching and learning programs and that they feel confident when embedding Aboriginal pedagogies across all subjects. This was also reflected in our 2016 Tell Them From Me Survey with 93% of Aboriginal student identifying that they feel good about their culture when at school.

Wyoming Public School students were proud to celebrate NAIDOC in 2016. A highlight of this event was the playing of traditional games, introduced and supported by Aboriginal students of our partner High School. This supplemented a day of special in-class activities with a strong Aboriginal focus and peer mentoring by the high school students.

Members of the Aboriginal Education Team also worked closely with our Aboriginal Education Worker to enter the Gosford Regional Art awards. Both Aboriginal and non-Aboriginal students joined with the Aboriginal Education Worker during lunch times to work on the artwork. This also provided time for mentoring of our Aboriginal students and sharing their culture and stories.

Members of the Wyoming Public School Aboriginal Education Team continued to take a leading role in the Valley Schools Aboriginal Education Network in 2016. The network facilitated a Cultural Day held at North Gosford Learning Centre which involved all of the primary aged Aboriginal students in the Valley Schools. Activities included learning about bush tucker, art and craft and traditional games. The highlight of this program was that students within the Valley Schools were able to make links with their peers from other schools in the Local Management Group.

Multicultural and anti-racism education

Our diverse school population is acknowledged and supported by reinforcing the principles of accepting differences and valuing the contribution of all community members. Class programs and school activities actively uphold these principles. Students study units of work with embedded cultural perspectives and inclusive school practices promote acceptance and act to counter racism across the school. Harmony Day is celebrated with students sharing customs, languages, traditions and cultural costumes.

The school has a trained Anti-Racism Officer (ARCO)

who deals with any reported incidents of racism. The role of this position is promoted during staff professional learning sessions and student assemblies.