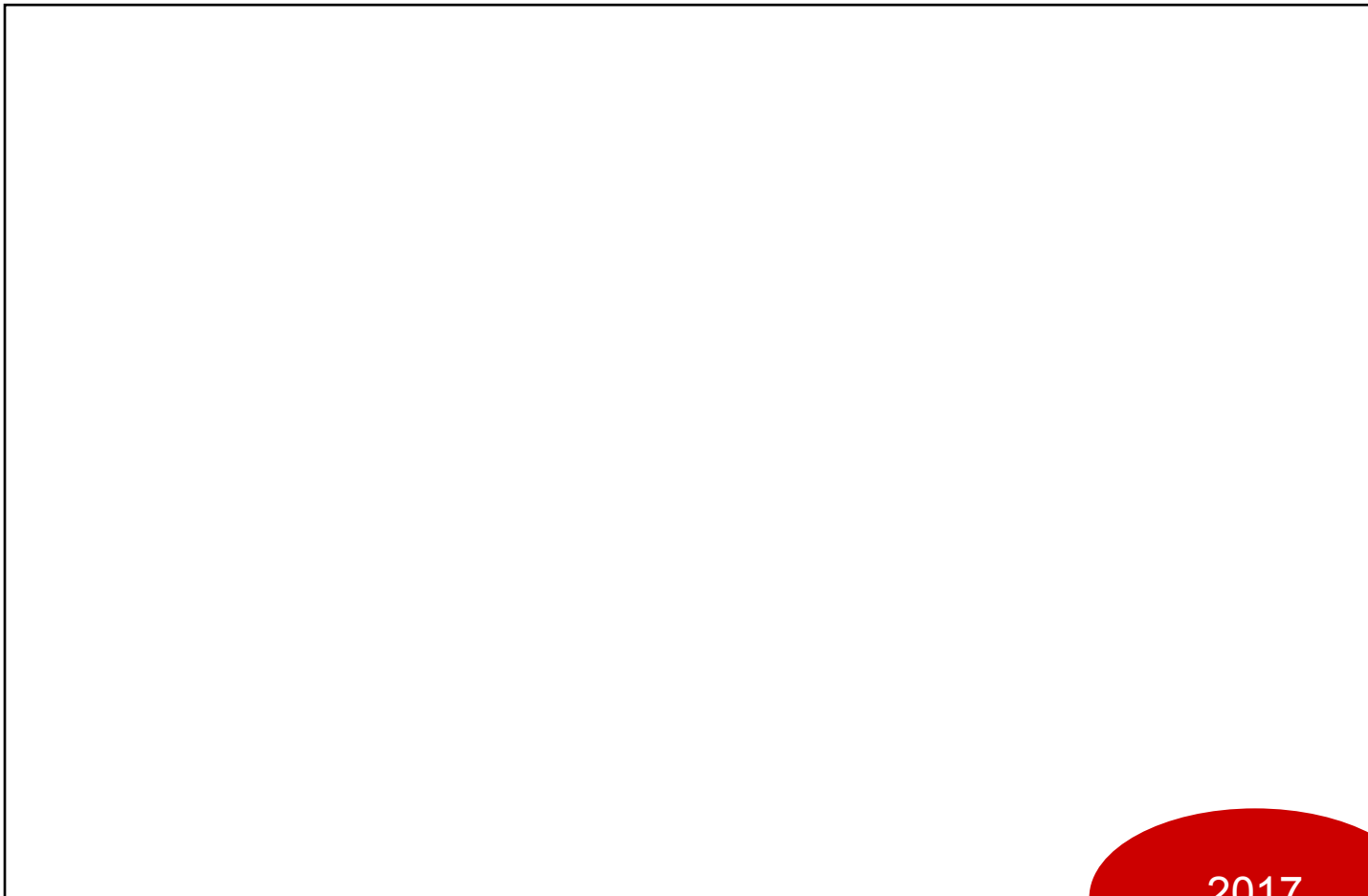


Murrurundi Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of Murrurundi 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.

Leeanne Batho

Principal

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School background

School vision statement

The partnership between home and school is a strong one and it is this involvement by parents and community members in a variety of programs that enables our students to experience success at school.

Our mission statement Pride in our Heritage and Confidence in our Future continues to reflect the students' pride in their community and country, caring attitude towards each other and their readiness to face the challenges of the future.

The ongoing commitment to developing the whole child is facilitated by a community of teachers who are committed to ongoing professional learning and development.

School context

Murrurundi Public School is committed to achieving high quality learning outcomes for its 56 students, including the 8% of students who are from an Indigenous background.

While our emphasis is based on achievement in the core subjects of literacy and numeracy, we recognise the importance of developing students' skills and knowledge in the arts, personal development and sporting areas. The school curriculum is well rounded and promotes a love of learning.

The school is well resourced and the classrooms reflect a positive, child focused and friendly learning environment where all students work towards reaching their full potential. We have provided ongoing teacher professional learning in the areas of literacy and numeracy which have resulted in improved outcomes for all students and personal growth in our targeted areas.

We are a member of the Upper Hunter Learning Community, involving seven primary schools, Aberdeen, Belltrees, Blandford, Ellerston and Scone Public Schools and their partner high school, Scone High School. We are also a part of the Liverpool Plains Community of Schools as our students also attend Quirindi High. The Small School Alliance includes Blackville, Premer, Spring Ridge, Walhallow and Murrurundi Primary schools. All these schools work together to promote a comprehensive education for all students from Kindergarten to Year Twelve.

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. With three changes in Principal for 2017 the staff underwent varying expectations of their roles. Under my leadership in the final two terms we developed focus areas in each domain.

In the **domain of Learning** a school focus on developing a more rigorously supervised learning culture with higher expectations, improved quality resources was implemented. Classrooms, workbooks and work habits became focuses for developing students' pride, with teachers committed to teaching students the rewards of greater effort. There was a commitment that all students make progress and that students are taught at point of need with differentiated learning commenced and a newly developed individual report informed parents of progress and strengths with individual descriptions. A Wellbeing focus saw individual learning needs explicitly addressed and students responding to closer relationships and staff commitment.

In the **domain of Teaching** teachers maintained orderly classrooms to create positive learning environments with technology utilised to enhance learning. Professional learning was in Literacy and Numeracy, Aboriginal Education and student support. Staff are working towards developing explicit differentiated teaching practices, where student work is always assessed, feedback provided and data collected and reviewed for future teaching. This teaching/learning cycle needs to be embedded. Use of Learning Continuums drives teaching in the lower grades but analysis and differentiation continues to be a focus. Staff have benefitted from: PL that gives knowledge on supporting lower students and Learning Support operating successfully across the school.

In the **domain of Leading** implementation of syllabus and assessment was a focus and reporting expected to meet DoE

requirements. Expectations for programming and classroom practice, through performance and development reviews identified and managed performance effectively. Community engagement through a variety of activities engaged parents and community. However developing a new vision and positive and supportive relationships is a priority for 2018. Extensive resourcing across the school in Literacy and Numeracy is building support for school priorities.

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.

Strategic Direction 1

Engaged Students: academically, socially, emotionally and physically

Purpose

To create a meaningful whole school learning environment, that is consistent with the goals articulated in The Melbourne Declaration that encourages and supports: a range of learning styles, stimulates curiosity, develops critical thinking skills, a passion for knowledge, deeper understanding and lifelong learning. All staff will demonstrate a commitment to developing the whole child.

Overall summary of progress

EAFS has been a positive program supporting teachers with an Instructional Leader, with the focus on the Literacy and Numeracy continuums and structured data collection resulting in close monitoring and more explicit teaching. Support for teaching in the classrooms has improved differentiation practices to support student learning across the school. Teachers' assessment reflects ongoing observation and directs future learning. 21st Century Learning practices have commenced with teachers beginning to use Learning Intentions and Success Criteria to build and develop student focused learning. Staff are more reflective of the success of lessons and of future directions for teaching using reflection journals.

All students are supported in their academic, personal and social growth through regular targeted interventions by SLSOs, monitored by the Learning and Support team. The Learning and Support program is reflective and reactive with interventions and support reviewed weekly by the team. Outside Agencies are working actively within the school to support both staff and students. SLSO's have developed a sense of self efficacy and are seeing the targeted and monitored

Regular and close monitoring of attendance, specific wellbeing processes to support attendance issues and strengthened parent/family relationships has improved attendance across the school. Trust and support has made a significant impact on attendance.

The building of classroom learning environments that engendered enthusiasm for learning, especially reading and the love of books has successfully encouraged and engaged student learning across the school. New classroom practices through L3 strategies, greater support and Instructional leader mentoring, differentiation expectations, daily reading, Home Reading and books in classrooms, daily writing, teacher monitoring, higher expectations, review of lesson focus/target and where to next have all improved practice and supported learning of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All K/1/2 students will demonstrate growth in the literacy and numeracy continuums from EA4S through minimum achievement of grade appropriate clusters	\$7200 L3 Training	Staff will begin to use the new Literacy and Numeracy progressions to support student progress of learning. Teacher programs begin to identify how content indicators are linked to content to achieve outcomes and are registered in programs. Learning goals and success criteria for English and Maths are evident in classrooms and reflected upon in journals. Regular assessment is reflected in programs and analysis of work samples is directing teaching and learning.
All year 5 students will demonstrate growth equivalent to the NSW Department of Education expected average in NAPLAN results in both literacy and numeracy	\$0	Staff identify their responsibilities and are future focused on what professional learning and personal development is required towards being quality teachers. As a result of PL quality teaching has resulted in improvement in student outcomes across the school. Goals and school professional learning are identified for 2018.
Indigenous students achieve the same growth in learning outcomes as their peers	\$0	Percentage of poor attenders improves and relationships with staff develops with acknowledgement of issues that hinder attendance

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Indigenous students achieve the same growth in learning outcomes as their peers		identified. Aboriginal education role established to support our students with expectation of joining local AECG.
Learning and Support programmes are implemented and an embedded practice of successfully supporting students through tiered interventions across the school.	\$0	L3 data, writing samples, checklists, unit rubrics , pre and post testing in Maths and anecdotal records all indicate staff are identifying student need. Regular learning and Support meetings support student progress. through regularly revised targeted intervention. SLSOs are developing a voice and are taking ownership of interventions to provide 1:1 or small group support across the school.

Next Steps

EAFS and an Instructional Leader has supported classrooms in 2017. Classroom practice has developed in Literacy and Numeracy where students are taught in small groups for reading and writing. Whole focus on quality texts and Talking circles has developed skills in our students to articulate their understandings. We are seeing younger students engaged in learning and developing skills that will lead to students meeting outcomes. A greater role in modelling, data analysis and feedback were identified by staff as necessary improvements.

Planning across the school to include a whole school direction and focus for assessment and learning is needed. Scope & Sequences for learning in all KLAs is required commencing with Spelling as this identified as a weakness cross the school. Staff need to see the sequence of learning sounds, generalizations and the expectations of editing and proof reading. Book and classroom expectations need to be implemented across the school with uniformity developed and built upon.

Visible Learning has been refocused and learning intentions and success criteria are daily expectations in all classrooms. Understanding Learning Intentions are syllabus driven and can be differentiated is a future focus so that learning addresses the relevant content descriptors for relevant stages in multi grade classrooms. All staff need to develop a formative assessment routine that informs their teaching not just records progress.

Wellbeing has been a focus where all teachers are connecting with students lives and interact positively with students and parents to encourage attendance, positive relations and engagement. – Students attendance has improved but some students continue to have unexplained and unnecessary days away. The staff have identified our students need to build self efficacy so they see it is their role to work hard, seek help and learn. The love of learning needs to be instilled across the school.

Strategic Direction 2

Quality Teaching and Learning

Purpose

Comprehensive professional learning, in class support and mentoring remain key aspects of developing staff. Student assessment which is reflective of the learning, will drive class programming and the implementation of the National Curriculum to ensure individual student needs are addressed.

Overall summary of progress

Knowledge of the accreditation standards has enabled staff to develop quality goals to build their skills to implement higher quality teaching programs and practices. Programs and practices continue to be supported by EAFS, our Instructional Leader, targeted Professional Learning, Agency Team meetings, high expectations and continual whole school directional support.

Teachers reflecting on their practice and engaging in dialogue about assessment data at regular weekly meetings with the Instructional Leader enabled programs to develop more at point of need. PL also became reactive at staff meetings and general understanding of quality staff discussion around quality practice and student progress increased. Learning and Support team input became more valid, teachers seeing the support and staff as beneficial and dynamic.

The whole school assessment cycle was developed around the EAFS data collection process and staff upon my arrival were not using anything else except collection of this data. Alternate KLA's to Literacy and Numeracy were not well assessed.

The re-establishment of the Learning and Support program driven by the SLSOs under teacher and class teacher support made it very open and successful. SLSOs commented they "felt the most engaged in their role they had ever been." The refocus of student driven as opposed to staff driven practices by support staff meant students could be supported more effectively for differentiated learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will set explicit professional learning goals linked to the professional teaching standards. Staff will achieve goals each year as measured against the Performance and Development Framework	\$0	Staff build understanding of The Quality Teaching Framework and the teaching Standards and develop skills in programming, assessment and differentiation in Literacy and Numeracy through use of the syllabi and exposure to the new learning progressions
Staff knowledge and understanding of quality classroom practice through increased use of evidence-informed pedagogy by all teachers	\$100	Learning intentions become daily practices in Literacy and Maths with Journals reflecting self evaluation by teachers.
Staff will implement the whole school assessment cycle and use data to produce high quality engaging teaching and learning programs for students as measured against the Professional Development framework	\$0	Observation of programs, assessments, teaching strategies and support processes reflect a differentiated learning process that encourages student learning, provides success and enables students to be monitored more closely.

Next Steps

EAFS must continue to drive classroom practice. However point of need teaching, data analysis, differentiation, and

quality learning (not busy work) must be implemented and monitored throughout all classrooms. The whole school needs to be included in the PL with instructional Leader support to build all quality classroom practices.

Further PL on evidence based pedagogy is needed. Staff have only vague understanding of Visible Learning practices, although they collect data staff need to analyse and reflect against the syllabis for quality teaching and learning to become embedded and sequential.

There is also a need to develop understandings of the Learning Progresions and continue to develop syllabi understandings. Teachers need to be proactive in developing students' basic skills, including spelling and punctuation. Reading routines, deeper comprehension, and regular writing are all necessary explicit teaching areass to exppand and explore.

Strategic Direction 3

Positive Parent and Community Engagement in Learning

Purpose

Consultation with parents, families and community members as part of the decision making processes will strengthen and build positive and productive relationships that will see all stakeholders working together to improve student outcomes and create significant opportunities for learning

Overall summary of progress

Practices of developing quality relationships between staff, parents, and community was generally very positive. Inter relations between staff diminished as expectations and changes were implemented. This then overflowed to some community and morale of staff was affected. Relationships with agencies grew, with support for our students paramount. Action to support at risk students enabled improved attendance by targeted students, services and staff training and was well received by families involved. Parental involvement in the Home Reading program, weekly Assembly, and special events like Scarecrow Day, Education Week and Presentation Night were very positive. Community involvement in the Year 6 Art gift, bowls for sport, Scarecrow Day, Book Week Parade, Community Markets, Movie Night and Christmas Carols was positive and receptive to change. Liaison between the local council, Library, community groups, Pre school, Health Agencies and Landcare showed support. Use of local facilities for school activities included church, pool, Hall, Bowling club for a disco and sport, Golf Club for Year 6 Farewell. Reading helpers and canteen volunteers were also part of our community involvement for 2017.

Aboriginal families appreciated the introduction of the Welcome to Country, the instillation of the Aboriginal Flagpole and the significance of observing NAIDOC week.

The implementation of The daily habits was well received with students and parents responding to the reinforcement of social conventions. Courtesies and positive reinforcement in the form of weekly assembly awards has build positive focuses that all the school community were involved in contributing to.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance levels will improve for all students and those at risk significantly (by 30%)		70% of students will attend at 90% attendance rate or more so that continuity of learning and strengthening of friendships is possible.
School partnership with parents, the wider school community and inter-agencies will increase indicating families are supported and welcomed at our school.		Parents and community actively engage with school including Pre school, Rotary, Lions, Sports associations including Bowling Club and Touch Football.
All our school families including Aboriginal and those known to be at risk will show improved participation at school activities over the year.		Established programs and initiatives supported the continued development of Aboriginal perspectives. This resulted in improved engagement and increased knowledge of Aboriginal policy across the school community.
Attendance of all students will improve and those at risk by 30%		The school did not meet the target of a 30% increase in attendance. The target will be revised in the next management cycle.
80% of students will be supported in their learning through the Home Reading Program.		The school met the target of an 80% improvement in the home reading program. The success of this has resulted in improved engagement by parents in the learning of their children.

Next Steps

In 2018 it is important to rebuild the support across the community by seeing the staff as united, professional and approachable. there needsto be quality parental involvemnt, which involves both parents learning at school and sharing their own knowledge. It is imperative that we utilise the wide range of high quality artistic talents that makes up our community.

Developing respectful and positive relationships that benefit our students is paramount, with support in the form of P&C membership, canteen, breakfast club and classroom volunteers being encouraged

Working toward 3 way interviews where parents and student set quality learning goal and the team support the achievement of these goals would be a long term goal of Visible Learning.

Increased community support to make differences would include speech therapists, Families First, School counselling, leadership programs ,interagency expertice and use of community facilities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3000.00	The employment of a full time SLSO to support learning across the school has enabled targeted interventions to support learning across the school.
English language proficiency	Not applicable to our school in 2017	Not applicable to Murrurundi Public School
Low level adjustment for disability	\$3,8315,00 \$7,700.00 • Low level adjustment for disability (\$0.00)	The QuickSmart Numeracy program was purchased and staff were trained enabling confident implementation. The employment of a full time SLSO has enabled targeted interventions to support learning across the school.
Quality Teaching, Successful Students (QTSS)		
Socio–economic background	• Socio–economic background (\$0.00)	Funding has enabled the implementation of EAFS through an Instructional Leader. This has allowed release for L3 training in the K/1 and 2/3/4 classrooms which has built the capacity of staff to deliver quality teaching.
EAFs	\$62155.00 + wages for casuals	The appointment of an Instructional Leader for 2 days per week has had significant impact across the school. Professional learning in Literacy and Numeracy and weekly mentor meetings has enabled the L3 initiatives to be monitored and teachers to be supported. This has resulted in classrooms with effective and current pedagogy being implemented and data collection processes embedded.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	26	21	27	21
Girls	25	29	34	29

Student enrolment at Murrurundi Public School continues to increase as a result of the strong partnership developed between Murrurundi Public School and the local pre-school.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	89.7	88.7	94.4	91.7
1	94	90.7	89.7	91.1
2	93.3	92.5	91.7	87.2
3	89.9	95.5	93.1	92.5
4	91.4	84.9	92.2	87.1
5	94.7	88	89.4	90.3
6	93.4	89.6	91.4	83.1
All Years	92.7	90.3	91.8	89.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Murrurundi Public School staff are continuing to implement proactive strategies to encourage high levels of student attendance. Developing stronger home-school relationships with those students at risk has greatly improved attendance here. Although some of these students are still of concern there is good improvement and acknowledgement of parents' effort. An update to the school attendance policy has provided clear procedures for contacting families in the event of

student absence and follow up of unexplained absences within seven days. All students are encouraged to aim for greater than 90% school attendance and students who achieve this goal are acknowledged each term.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

There are currently no members of our staff who identify as Aboriginal.

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

Staff at Murrurundi Public School have undertaken extensive Professional Learning in Literacy throughout 2017. Extensive work through Early Action For Success has resulted in teachers using current pedagogy and targeted strategies, utilising data to inform their teaching practice. Staff have also participated in

Aboriginal Education, Mental health and Wellbeing training. Professional learning on NCCD, differentiating learning and the new Learning Progressions will enable staff to develop teaching programs at point of need for all students.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.

Receipts	\$
Balance brought forward	84,057
Global funds	85,127
Tied funds	229,773
School & community sources	60,405
Interest	1,927
Trust receipts	149
Canteen	0
Total Receipts	377,381
Payments	
Teaching & learning	
Key Learning Areas	5,268
Excursions	2,769
Extracurricular dissections	2,050
Library	2,883
Training & Development	0
Tied Funds Payments	173,471
Short Term Relief	4,994
Administration & Office	33,405
Canteen Payments	0
Utilities	13,473
Maintenance	12,312
Trust Payments	149
Capital Programs	50,000
Total Payments	300,773
Balance carried forward	160,665

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 information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	165,370
Appropriation	160,665
Sale of Goods and Services	0
Grants and Contributions	4,705
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-77,779
Recurrent Expenses	-77,779
Employee Related	-51,332
Operating Expenses	-26,447
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	87,591
Balance Carried Forward	87,591

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	604,981
Base Per Capita	9,322
Base Location	18,599
Other Base	577,060
Equity Total	132,646
Equity Aboriginal	16,749
Equity Socio economic	75,517
Equity Language	2,065
Equity Disability	38,315
Targeted Total	87,160
Other Total	67,637
Grand Total	892,425

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.

In 2017 12 students (3 in year 3 and 9 in year 5) at MPS sat for the National Assessment program. Graphical representation of student performance must not be used for cohorts of less than 10 students.

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.

Murrurundi Public Schools' average when compared to schools with similar students in Year 5 is above in Reading and Writing; Below in Spelling and close to in Grammar and Numeracy. In Year 3 there are insufficient students.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school.

Students responded positively to the wide range of programs and opportunities on offer, as well as the dedicated teaching staff.

- The majority of students agreed the school encourages everyone to learn and do their best
- All students who accessed the Breakfast Club program felt it helped them to learn and that it was a positive addition to the schools programs
- 100% of Stage three students indicated a high level of engagement with the transition programs to high school and additional programs provided by Upper Hunter Youth Workers.

Teachers were confident that their teaching practice was engaging and school programming procedures address all aspects of the New South Wales curriculum.

- All staff increased their understanding of school policies and procedures during 2017
- Professional learning opportunities at Murrurundi Public School were provided in line with PDP development leading to performance improvements

Families indicated a decrease levels of satisfaction with all aspects of the school during 2017.

The school:

- continued interaction with and engagement of wider community in school events
- provided multiple opportunities for students to interact with students from other small schools through sport and learning days
- Extended Kindergarten transition program and Footsteps to Learning program in conjunction with the local pre-school.

Policy requirements

Aboriginal education

In 2017 Aboriginal Education was a focus with teacher training, workshops for students on Aboriginal culture , introducing the Acknowledgement/Welcome To Country. We recognised the importance of Aboriginal culture by installing an additional flagpole to fly the Aboriginal flag. We acknowledged National "Sorry Day" and National Reconciliation Day with a small ceremony and community attendance indicated appreciation.

Multicultural and anti-racism education

Murrurundi Public School has a diverse community with several nationalities including Chinese, Arabic, Aboriginal and Thai. We implement programs and initiatives to ensure an inclusive school and a

learning environment free of racism. We incorporate multicultural perspectives through the mandatory cultural units taught in HSIE and through multicultural texts used during literacy and the many information texts available in the library and ICT. This has enabled students to understand, appreciate and respect multiculturalism.

A multicultural community celebration was undertaken to acknowledge the diverse nationalities at our school. We have had a variety of visiting performances including Musica Viva and The Drumming Show which exposes our students to cultural events and practices from other countries. The classes have studied a variety of texts that encapsulate lifestyles that are different to our own. We have also been involved in the CWA country of study. Students produce art work and projects on a country, chosen by the CWA. Studying units of work on countries from around the world.

Students are working towards identifying as part of an emerging world community and understanding that their actions contribute to building this community's values and practices. An anti racism officer is trained and available for issues regarding racism.