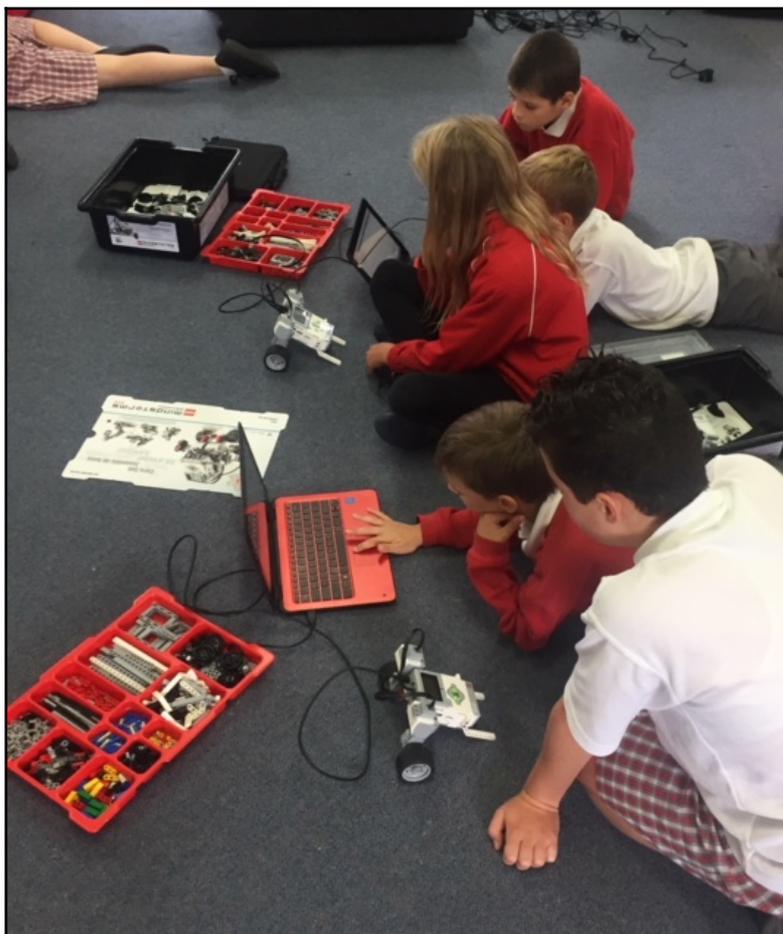
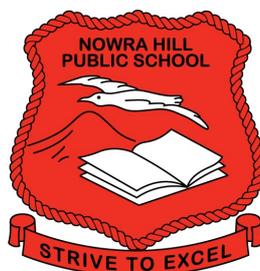


Nowra Hill Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of **Nowra Hill 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.

Mr Matthew Ferrie

Acting Principal

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School background

School vision statement

Our vision –Inspire, Engage and Excel.

At Nowra Hill PS we provide a stimulating, inclusive learning environment. We aim to engage and inspire so that all our learners excel and achieve personal and academic excellence.

At our school we value– Personalised Learning; Relationships Building & Collaboration.

Our students develop the ability to be reflective and responsible learners by being: Creative; Imaginative; Resilient& Perserverant.

Our curriculum and learning community aims to develop confidence in our students to face the challenges within the dynamic and ever evolving world in which they live.

School context

Nowra Hill PS is a 7 teacher school, located eight kilometres south of Nowra, adjacent to HMAS Albatross Naval Base and the Army Parachute Training Base.

The student enrolment of 156 is made up mostly of children from the local school zone. The school also caters for defence families who make up 30% of the school enrolment. The school has a 10%ATSIC student enrolment.

Within the 7 classes there are two straight classes, Kinder and Year 2, with the remainder of classes being composites. The school adheres to the NSW DoE Guidelines for class sizes through its School Enrolment Policy 2015.

Staffing and school funding is used to support literacy (L3) & numeracy programs, and teacher training to improve the quality of teaching in classrooms and deliver improved student outcomes for every student.

The school values of **Learning, Respect, responsibility and Safety** are incorporated into everyday practice so that students can work towards, and achieve, the school motto of **Strive to Excel**.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The context for the 2018 school year at Nowra Hill Public School was one of immense change and transition. For the entire year the school had a Relieving Principal and two new Relieving Assistant Principals. This equated to an entirely different School Executive than from 2017. Additionally, of the eight teachers covering the seven classes, six had been employed at the school for a period of less than two years, five of these being on temporary contracts. This has created a variety of challenges for consistency of pedagogical approach and program delivery.

Added to these challenges was the fact that 2018 marked the beginning of a new School Planning cycle and the reality that the School Executive were required to both initiate and conclude the entire planning process during Term 1. This was achieved in a genuinely collaborative fashion with a majority of staff members relatively new to the school.

The current Executive and teaching staff acknowledge that due to the current school context described above, NHPS is performing largely within the Delivering stage of the Excellence framework.

Following a whole–staff evaluation of the compiled evidence sets, a list of 33 next steps were devised. These are intricately connected with the processes of the School Plan and are incremental in nature and realistically achievable within the three–year planning period.

The results of this process indicated that in the School Excellence Framework domain of **Learning**: Nowra Hill Public School is **Delivering**.

This on–balance judgement has been determined through evaluative processes around quality teaching and learning practices embedded at the school, current assessment and reporting procedures, integration of future–focussed technologies, and student wellbeing programs and initiatives.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**: Nowra Hill Public School is **Delivering**.

This on–balance judgement has been determined through evaluative processes around quality teaching and learning practices embedded at the school as well as learning support structures and processes.

The results of this process indicated that in the School Excellence Framework domain of **Leading**: Nowra Hill Public School is **Delivering**.

This on–balance judgement has been determined through evaluative processes around the integration of future–focussed technologies, community engagement events and initiatives, and practices within leading the school.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

Strategic Direction 1

Quality Teaching & Learning

Purpose

To build a culture of commitment to teaching. Staff focus on students as individuals by explicitly teaching, and actively reflecting on, quality teaching programs that have high expectations.

Overall summary of progress

There is a demonstrated commitment and focus at Nowra Hill Public School to develop a school culture which builds educational aspiration among the students and where staff reflect on practice daily. The School Plan is driving the improvement of learning through ensuring new and current pedagogical practices are being implemented within classrooms.

As part of a whole school process all teachers at Nowra Hill Public School are committed to their ongoing development as members of the teaching profession through the selection of relevant and identified professional goals to improve their teaching practice which are aligned to the Australian Teaching Standards and our School Plan. These were created at the beginning of the year outlining the organisational pathway to the achievement of goals and collection of evidence.

Beginning teachers are undertaking the accreditation process to achieve proficiency with a mentor of their choosing where collaboration is ongoing and the collection of evidence are linked to the Australian Professional Standards.

All staff undertake professional learning linked to professional goals including professional readings of evidence based research and have a professional reading and professional learning folder. Reflection and evaluation is being embedded throughout the stages of the process.

Teachers consistently use student assessment data and other student feedback to consider the effectiveness of their teaching practices and its effect on student learning. Collaboration and Professional discussion in Stage and whole school staff meetings are used to provide support and further inform teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ol style="list-style-type: none">80% of students are at expected age/grade levels for literacy & numeracy against the Literacy & Numeracy progressions.All teachers demonstrate improved levels of summative assessment that is planned and undertaken regularly in all classes and data is systematically collected.Demonstrated improvement in teachers' collection & use of data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.	\$5200 (Professional Learning)	<p>Staff participated in Professional Learning sessions and are continuing to develop their understanding of Learning Progression to ensure accurate judgement of student achievement.</p> <p>Timetables were developed for summative assessment practices and shared and discussed at stage meetings.</p>

Next Steps

- There is a need to formulate a Visible Learning Team and develop a whole school consistent approach to visible learning that is structured the same in each classroom ensuring consistency K–6.
- Review Mandatory and Classroom Assessment tasks and produce a data record for all teaching and learning for

Literacy and Numeracy.

- Update Scope and Sequences to ensure they meet NES requirements.
- Continued commitment to have visual learning and other future focussed pedagogies embedded across all teaching and learning through ongoing PL and professional discussion.
- Begin to familiarise staff with Learning Progressions and Plan 2.
- Develop a schedule for reflection, evaluation, peer observation through team teaching and demonstration, observation lessons and peer feedback to support the achievement of goals.
- Ongoing support and future planning for teachers to achieve at Higher Levels of Accreditation.
- Ongoing professional learning opportunities will be planned and monitored so all staff can continue to develop high levels of content knowledge, evidence-based teaching strategies, and quality teaching pedagogy.
- Review of current assessment practices across K-6, and modify/add/remove any assessments to best suit Nowra Hill teachers and students
- Collaborative development of an updated assessment schedule for K-6 to ensure monitoring of student learning.
- Consistent collection and teacher judgement of assessment to monitor student achievement and gaps in learning to inform future planning.
- A move away from individual Microsoft Word-based templates to the development of a centralised K-6 system for reporting on students and analysing data.
- The use of value added measures on Scout to identify the contribution that a school makes to student learning, over and above the contribution made by the average school.
- Learning programs in Literacy & Numeracy, are continually analysed for effectiveness based on internal & external data sources, both at a whole-school & stage-based level, and are refined and adjusted to ensure positive student growth.
- Review of Classroom and Mandatory Assessments to enable evidenced based teaching practices are being implemented in teaching and learning programs to ensure maximum growth in student achievement.
- Increasing awareness among all staff of the justifications, processes and outcomes involved with Access Requests. Reviewing and revising the RFF timetable so as all teachers have had availability with the LaST during 2018/19
- Continuing to include higher-order thinking and critical thinking tasks (including STEM and inquiry based learning tasks in the curriculum, planning and programming.
- Reviewing teaching and learning programs and scope and sequences to ensure equity and consistency of access to technology and its effective integration into all KLAs.
- Collaborative development of an ICT scope and sequence document K-6.
- TPL opportunities for staff to upskill in the effective integration of ICT into a broad range of learning experiences.

Strategic Direction 2

Whole School Well Being

Purpose

To develop and foster community relationships. Involve and educate the parents & community in the aims and process of differentiation. Develop in the whole school community a clear understanding of our school values and how they are linked to our expectations of student conduct. Make effective use of parent/community expertise & knowledge to support our teaching/learning programs.

Overall summary of progress

A priority during 2018 was the establishment of a Reflection Room and Chill Zone, supervised by Assistant Principals with the support of classroom teachers and the Principal. The purpose of both these proactive wellbeing spaces is to embed reflective practices, improved behaviour choices and social skill development. These practices are reflective of a whole school approach to student wellbeing and also help build positive relationships between students and trusted staff members.

The second major wellbeing priority was to re-connect the school with its broader community. Positive messages and connections had been lost due to other factors toward the end of 2017. A planned, proactive approach was devised to offer regular opportunities for community engagement across a variety of settings and events.

No better example of this occurred than during Week 4 of Term 3, 2018. During this week Nowra Hill Public School was highly active in engaging its broader community through a series of initiatives and events that tied in with Education Week, Book Week and the NSW Drought Relief cause. The three major events held in this week covered a variety of important aspects of how schools relate to, and work with, community:

The Education Week assembly and open classrooms showcasing STEM activities focused on engaging parents in the quality teaching and learning experiences that are embedded in practice at the school.

The Book Week Dress-up parade and Book Fair was a highly positive and enjoyable whole-school event that resulted in an impressive turn-out from family members. The local pre-school students also attended and participated in the parade. The engagement and connections were about celebrating the value of a reading culture as well as learning at NHPS being enjoyable and fun.

The Wear Your Pyjamas to School Day formed part of the school's efforts to support the Nowra to Dubbo Drought Relief initiative. The school successfully raised \$465 for the cause and also contributed a substantial amount of food, groceries and water via parent donations. This level of engagement with community displayed that the staff, students and families have an awareness of social concerns outside of the school gates and their own homes.

This particular week at school highlights how NHPS provides a range of events, initiatives and activities that help build the school as a cohesive educational community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>1. Student, community and staff feedback indicates positive relationships that support students to maximise their learning.</p> <p>2. Data indicates positive growth of all student well-being outcomes and the effectiveness of programs delivered.</p>	No Cost	<p>Stronger connections with community were made to ensure positive relations. Parents were provided with increased opportunities to participate in school activities.</p> <p>Staff continue to develop consistency to best support student wellbeing.</p>

Next Steps

- Further the development of parental participation, involvement and engagement in student learning as outlined in the School Plan.
- Increased consultation and involvement with parents/carers in ILP processes
- Continuing to use school facilities to support community engagement.
- Flexibly using physical learning spaces to meet a broad range of student learning interest and needs.
- Allocation of budget and funding to continue to develop and maintain school resources.
- Developing an accurate way of tracking data for a projected decline in behaviour referrals
- Using this data to target the areas of most need for improving student behaviours
- Continuing to support "at-risk" students through increasingly strong and connected Learning Support Team processes
- Using Tell Them From Me and school-devised surveys to solicit feedback on school performance from students, staff, parents and the broader school community.
- Collaboration among the Executive and staff to target those areas of need for improvement as identified in the above surveys.
- Whole staff discussion twice-termly to update and adjust milestones towards achieving the School Plan
- Allocating greater funds and resourcing to the achievement of the School Plan in 2019 when the school budget is back in balance
- A more planned and proactive approach by the Finance Committee (incl. Principal, SAM, Assistant Principal) in 2019 to maintain a balanced budget that targets the processes of the School Plan 2018–20.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • (\$17 462.00) 	<p>All students had PLPs that reflected their needs and were determined in consultation with parents.</p> <p>The school was represented at ACEG meetings.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • (\$12 567.00) 	<p>Support was provided to students with low level disabilities with low level disabilities and support needs through the work of the Learning and Support Officers.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • (\$29 152.00) 	<p>Time was provided to teachers to align PDP goals with NESAs requirements. Teachers were also provided with time to observe others and give and receive feedback.</p>
Socio-economic background	<ul style="list-style-type: none"> • (\$8 000.00) 	<p>Professional Learning was provided for staff to support and achieve PDP goals.</p>
Support for beginning teachers	<ul style="list-style-type: none"> • (\$13 000.00) 	<p>Regular scheduled beginning teacher release to work with a chosen mentor on developing quality practice, programs, lessons and pedagogical approach. Staff had the opportunity to attend the Beginning Teachers conference</p>
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • (\$12 000.00) 	<p>An EaLD teacher was employed 1 day a week to support a new arrival student for intensive learning lessons.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	51	73	91	70
Girls	62	72	83	85

Enrolment numbers were consistent with previous years although non-local enrolments have decreased following a review of the school's Non-Local Enrolment Policy in 2018.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.4	94.9	95.1	95.5
1	95.5	95.3	92.2	94.6
2	95.4	95.2	94.2	93.7
3	97.3	95.5	92.2	92.1
4	94.6	95	95.2	93.5
5	96.5	95.4	95.4	93.5
6	97.8	95.5	92.9	95.4
All Years	96.1	95.2	93.9	94.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Non-attendance at Nowra Hill Public School is monitored on a weekly basis by the administration staff. Student absences are followed up immediately with a written notification for parents/carers to complete to justify the absence. Explanations for absences are able to be provided via note, phone call, email and an e-form on the Skoolbag app.

All staff at Nowra Hill Public School are committed to

working in partnership with parents and carers to address issues that may prevent students from full participation at school. Strategies to manage these issues include:

- discussion of students with poor attendance at learning support team meetings
- regular contact with the Home School Liaison Officer
- correspondence and communication with parents/carers
- individualised learning programs to encourage student engagement and improved attendance
- inter-agency support from Police, Health, Out of Home Care agencies, FACS

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.86

*Full Time Equivalent

The school employs one teacher and one school learning support officer from an Aboriginal background.

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

The focus for professional learning at Nowra Hill Public School was based around the collaborative development of the new School Plan 2018–2020 and an inclusive whole-staff process around the development and delivery of our External Validation

presentation in early Term 4.

Within the framework of these mandatory planning and evaluation processes key professional learning was delivered in school leadership, new administrative and system requirements at the DoE level, visible learning practices, beginning teacher mentoring, delivering effective Aboriginal Education and embedding Science, Technology, Engineering and Maths into effective teaching practice.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	-23,154
Revenue	1,814,079
Appropriation	1,732,627
Sale of Goods and Services	40
Grants and Contributions	80,657
Gain and Loss	0
Other Revenue	100
Investment Income	655
Expenses	-1,559,901
Recurrent Expenses	-1,559,901
Employee Related	-1,437,110
Operating Expenses	-122,791
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	254,178
Balance Carried Forward	231,024

The school's finances and budget are monitored regularly with priorities reflecting the strategic directions of the school plan within DoE policy requirements.

Nowra Hill PS started the school year with an approximate debt of \$23 000 carried forward as an opening balance. As such the finance committee decided that budgeting and spending for the year would be substantially limited and solely targeted to school plan initiatives.

As Term 4 progressed NHPS was the beneficiary of substantially large amounts in reimbursements relating

to payments on long-term leave. This has positioned the school in a strong financial position moving into 2019. Proposed spending for these funds includes a Covered Outdoor Learning Area, covered walkways to classrooms and the hall, a new telephone system with fixed handsets in all spaces, four new smartboards to replace outdated projector units and three laptop charging towers for security and preservation of technology.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,338,961
Base Per Capita	33,646
Base Location	2,390
Other Base	1,302,925
Equity Total	128,554
Equity Aboriginal	17,462
Equity Socio economic	56,880
Equity Language	0
Equity Disability	54,212
Targeted Total	12,481
Other Total	29,178
Grand Total	1,509,174

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The tables below give an indication of the comparison of students in Years 3 and 5 and their performance in NAPLAN Literacy testing in 2018 against a school average from the previous three years.

The results show a general decline in student performance in the majority of Literacy strands. While this may be in some part due to the general ability levels of these particular cohorts, as averaged out against previous years, it is probably also in part due to the high turnover in school leaders and teaching staff over the last two years.

Moving forward Nowra Hill PS requires stability within leadership and teaching to deliver consistent high quality educational programs to enhance student learning.

The tables below give an indication of the comparison of students in Years 3 and 5 and their performance in NAPLAN Numeracy testing in 2018 against a school average from the previous three years.

These results are even more reflective of a decline in student performance in Numeracy. It is crucial that Nowra Hill Public School establishes stability within leadership and among teachers to collaboratively design and deliver consistent mathematics programs from Kindergarten to Year 6. A substantial amount of teacher professional learning needs to be targeted towards achieving these outcomes.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Students from Aboriginal backgrounds were not a large enough representative cohort in either Year 3 or Year 5 to be compared against like-school or state averages.

Parent/caregiver, student, teacher satisfaction

Every year Nowra Hill Public School seeks feedback from parents, students and teachers through the Tell Them From Me online survey. Responses relate to satisfaction levels, student and school performance, teacher professional development, home-school communication, student and staff wellbeing, and community engagement.

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

These results are based on data from 17 respondents in this school who completed the survey between 27 Aug 2018 and 11 Sep 2018:

- Parents feeling welcomed at school attained a satisfaction rating of 7.0 compared to the state average of 7.4.

- 93% of respondents had talked with their child's teacher at least once, and 53% more than three times.

- Parents support of learning at home attained a satisfaction rating of 6.9 which is significantly higher than the state average of 6.3.

- Parents feeling that the school supports positive behaviour attained a satisfaction rating of 7.2 compared to the state average of 7.7.

The main trends for the student survey are presented below:

- 83% of students reported high advocacy which has improved from 73% since 2016.

- 94% of students reported high personal expectations of success at school which is on par with state and similar-school averages. It is also improved from 89% in 2017.

- 55% of students reported high expectations for belonging at school. This is significantly lower than state and similar-school averages (76%). Students feelings relating to belonging at school is an area in need of further exploration.

At the time of writing the results for the teacher survey had not been released through the Tell Them From Me portal.

Policy requirements

Aboriginal education

The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area encompasses the

concepts of Country and Place, People, Culture and Identity. In their lessons students have the opportunity to engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples. Students will develop knowledge and understanding of Aboriginal and Torres Strait Islander history and culture in Australia. Students explore a range of experiences and achievements of Aboriginal peoples in historical and social contexts and the links between cultural expression, language and spirituality.

Nowra Hill Public School utilised Aboriginal Background funding on a variety of programs, initiatives and events in 2018 to improve Aboriginal Education outcomes for both indigenous and non-indigenous students. These included:

- Engaging a School Learning Support Officer to support the attainment of Aboriginal student learning outcomes. The SLSO worked both in-class and in withdrawal spaces on the Mini- and Macq-Lit programs.
- A dedicated week of learning and cultural experiences during NAIDOC Week.
- Teacher professional development opportunities for the two staff members leading the Aboriginal Education team.
- Visiting performances and incursions by local Aboriginal community members to promote and share Aboriginal perspectives among the whole school population.
- A mural painted by a local Aboriginal artist representing a student-designed Aboriginal crest unique to Nowra Hill PS. This will be the feature display in the recently renovated front office.

Multicultural and anti-racism education

At Nowra Hill Public School students develop intercultural understanding as they learn to understand their own identity in relation to others from different cultures and backgrounds. Learning experiences offer rich opportunities for intercultural understanding and exchange. Students experience a range of literature from different cultures, including the inscriptional and oral narrative traditions of Aboriginal people and Torres Strait Islander people, as well as the contemporary literature of these two cultural groups. They also read classic and contemporary world literature, including texts from and about Asia. They develop an understanding of the many languages and diverse Asian cultures and how they have influenced Australian culture. Through their study, students will develop an appreciation of the role Australia has played in Asia and the ongoing relationship Australia has developed with the countries that make up the Asian region.

In 2018 a new Anti-Racism Contact Officer took on the role. They participated in both off-site and online training and led all staff members through subsequent training on the role and its key responsibilities on the

Term 3 staff development day. They have continued to promote values-based education built around tolerance, respect and celebration of difference, for all peoples, races and cultures. We are proud of our zero-tolerance stance on racist language and