

Liverpool West Public School Annual Report



2018



4161

Introduction

The Annual Report for **2018** is provided to the community of **Liverpool West 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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Principal

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School background

School vision statement

Liverpool West Public School as an outstanding educational provider actively contributing to an engaged, informed and connected community.

The school vision statement is underpinned by the following:

Learning

Students are actively involved learners who establish and articulate learning goals and their significance. Students strive to learn and monitor their achievements as they progress through each stage of their academic and social development.

Teaching

Teachers are focused on developing professional knowledge, practice and engagement to effectively support students. Individuals set goals and measure their performance against the National Standards for Teachers.

Leading

The school works in partnership with students, parents and the wider community to lead quality education and welfare programs that support all students in reaching their potential.

School context

Liverpool West Public School is located in south western Sydney. The school has an enrolment of 715 students, including 43 Aboriginal students and a diverse population of 43 different nationalities. 24% of students are new arrivals and/or from refugee backgrounds.

The school comprises students from Preschool to Year 6, including four support classes. The school receives RAM equity funding to support students from low–socio economic backgrounds, Aboriginal backgrounds, students with English as an Additional Language or Dialect and students requiring low level adjustments to support learning.

All teachers are committed to developing and implementing quality teaching and learning programs, based on ongoing assessment and evaluation. All lessons are aligned to the NSW Quality Teaching Framework with a strong focus on high expectations. All teachers have met the professional requirements for teaching in NSW Public Schools and are fully supported by a strategic professional learning model.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

The results of this process indicated:

- in the Learning Domain we are Sustaining and Growing in four elements and Excelling in two.
- in the Teaching Domain we are Sustaining and Growing in all elements.
- in the Leading Domain we are Sustaining and Growing in three elements and Delivering in one.

The next steps to be pursued are:

- Teachers to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
- Teachers to routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.
- All non–teaching staff to participate in the performance and development process.
- Increase parent and community engagement in a range of school–related activities to build a cohesive educational community.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the

delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Teaching and Learning in Literacy and Numeracy

Purpose

To provide a whole school approach to the delivery of quality learning thereby enabling all students to develop confidence and capacity in literacy and numeracy.

Overall summary of progress

All teachers engaged in targeted and timely collaborative data analysis in Literacy and Numeracy. This professional learning, conducted throughout the year (whole school and stage-based), included NAPLAN, PLAN2 and school-based data analysis, as well as the unpacking of the National Literacy and Numeracy Learning Progressions. As a result, teacher confidence has increased to measure student progress against the progressions, enter data on PLAN2, interpret and analyse data, and design responsive programs which meet student needs. This process improved the quality of consistency in teacher judgement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All teachers monitor student progress against the literacy and numeracy progressions.	\$120000	<p>K–2 teachers regularly entered data for Creating Texts, Understanding Text, Phonics and Phonemic Awareness in Literacy and Additive Strategies, Quantify Numbers, and Number Patterns and Algebraic Thinking in Numeracy.</p> <p>All teachers 3–6 regularly entered data for Creating Texts, Additive Strategies, Quantify Numbers, and Number Patterns and Algebraic Thinking..</p> <p>Preschool teachers tracked Literacy and Numeracy data against the Early Years Framework, Outcomes 4 and 5.</p>
<ul style="list-style-type: none">Teachers are reaching at least level 4 of the lesson component rubric.	N/A	This will be a focus for 2019.
<ul style="list-style-type: none">Students articulate what they are learning, why and how well they are doing.	Nil	Teachers are using a combination of Bump–It–Up Walls, Learning Intentions, Success Criteria and opportunities for reflection in both Literacy and Numeracy. Students increasingly are able to identify where they are at and where to next. This is reflected in the goals they set for themselves.
<ul style="list-style-type: none">Student performance measures in NAPLAN indicate an overall 10% improvement in growth in Reading, Writing and Numeracy.	Nil	2017 to 2018 growth: <ul style="list-style-type: none">Reading – 12%Writing – 16%Numeracy – 9%

Next Steps

To evaluate, refine and implement our professional learning model.

Continued professional learning and support for all teachers to respond to data analysis and trends from a variety of sources in order to track students and collaboratively design differentiated programs and practices which meet student needs.

Preschool will continue to monitor and extend their children in Literacy and Numeracy against Outcomes 4 and 5 of the Early Years Framework.

K–2 teachers will consolidate and create school–based rubrics incorporating annotated work samples to support consistency of teacher judgement across all the sub–elements of Reading and Viewing.

To support significant staff changes, professional learning will be undertaken by 3–6 teachers to build consistency in tracking students against Creating Text. All 3–6 teachers will engage in additional professional learning in Understanding Text and will track students in this sub–element.

To support significant staff changes, professional learning will be undertaken by K–6 teachers to build consistency in tracking students against the sub–elements of Additive Strategies, Quantify Numbers, Number Patterns and Algebraic Thinking. All K–6 teachers will engage in additional professional learning of the sub–elements of Multiplicative Strategies, Understanding Money and Interpreting Fractions in the Numeracy Progression and begin to identify where their students are at.

Consistency of lesson delivery will be enabled through teacher reflection of quality lesson components using the lesson component rubric.

There will also be a whole–school focus on formative assessment.

Strategic Direction 2

Future–Focused Pedagogy

Purpose

To ensure a student–centred collaborative learning environment that inspires, engages and challenges all students to become skilled, effective, motivated learners who are confident, empowered, creative problem solvers.

Overall summary of progress

All teachers, P–6, engaged in professional learning on the Design Thinking Process which was led by interested staff who had sought external professional learning. Evidence from staff indicated that teachers were embedding the Design Thinking Process in many areas, including activities during Clubs, Science and Technology programs based on the new Syllabus and to improve the school playground.

All teachers, P–6, engaged in investigating what a future–focused educator is and the implications to their teaching practice. Teachers made a commitment to experiment and undertake changes in their teaching practice.

The Leadership Team completed Growth Mindset Training by James Anderson which enabled team members to deliver whole–staff professional learning.

Ongoing professional learning in Positive Behaviour for Learning included a focus on anti–bullying. Sentral Wellbeing data identified trend data both at whole school and year–by–year level. In response, year groups used this data to deliver targeted lessons.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All programs embed General Capabilities and the innovative use of ICT/digital literacy across KLAs.	N/A	This will be a focus for 2019.
<ul style="list-style-type: none">All students demonstrating growth in cross curriculum priorities and general capabilities against a school–based rubric.	N/A	This will be a focus for 2019.
<ul style="list-style-type: none">All staff and students implementing the design thinking process using the appropriate metalanguage.	\$17000	The Design Thinking Process has been implemented, with the support of iPads and laptops, to deliver syllabus content.
<ul style="list-style-type: none">Increased positive responses by staff against the mindset survey.	\$5500	Survey results indicated that teacher knowledge and understanding of Growth Mindset significantly increased. Teachers understood the impact of effort and practice over self–belief and positivity which has impacted on the metalanguage used when giving feedback.

Next Steps

General capabilities and cross–curriculum priorities will be a focus through professional learning to increase staff knowledge and understanding, and support teachers to collaboratively embed these into their programs and teaching practice. Rubrics will be used to assess student growth.

Teachers will deepen their understanding of and implement future–focused pedagogy within a quality learning environment.

Strategic Direction 3

Community and Connections

Purpose

To increase community participation in school leadership, and establish connections within and across school networks that support wellbeing and family partnership projects so that our students are successful and grow into resilient global citizens.

Overall summary of progress

All teachers engaged in professional learning delivered by the Aboriginal Education and Wellbeing Advisor to increase their awareness of Aboriginal culture and knowledge of Aboriginal history and perspectives.

Increased opportunities for feedback from parents/carers/community members was achieved through a rise in the use of ClassDojo and the introduction of KinderLoop in the preschool. Parents/carers/community members were supported in completing the Tell Them From Me survey, through Parent Cafe, by giving them access to technology and guiding them in using the translated versions of the survey. The Community Liaison Officers provided additional support and opportunities in this.

Two rounds of the PaTCH Program were completed.

The Community Liaison Officers set weekly agendas for Parent Cafe centred around student learning and areas of interest requested by parents.

Transition data collection and sharing processes were evaluated and modified based on teacher feedback to streamline this process.

Opportunities were timetabled for teachers to engage in professional dialogue and collaborate in areas such as the progressions, syllabus outcomes and consistency of teacher judgement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All teachers embedding Aboriginal perspectives in programs and lesson delivery.	Nil	Teachers are beginning to authentically embed Aboriginal perspectives in their programs and lesson delivery.
<ul style="list-style-type: none">Increased participation of Aboriginal and Torres Strait Islander parents and community members within the school.	Nil	There has been a significant increase of school use by diverse groups from within the community. Data indicated that school events needed to be strategically timetabled to optimise community participation.
<ul style="list-style-type: none">Increased number of parents successfully completing PaTCH training and supporting in classrooms.	\$2000	Eighteen parents enrolled for PaTCH training, however, only two felt confident enough to provide limited classroom support.
<ul style="list-style-type: none">Increased number of parents attending Parent Café and school events.	\$500	By addressing the requests made by parents, attendance at Parent Cafe continued to grow.
<ul style="list-style-type: none">Increased participation in community of schools partnerships.	\$7000	This year the focus has been on strengthening partnerships within the school. The Leadership Team has also participated in CoSLead community of schools.

Next Steps

All teachers to authentically embed Aboriginal perspectives in their programs and lesson delivery and gather supporting evidence.

We will be accessing in-school Aboriginal staff to engage our Aboriginal community and re-establish the Mudjin Group.

The PaTCH Program will continue.

Establishing partnerships with communities of schools more broadly.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$71642</p> <p>Costs included:</p> <p>Aboriginal Education Officer \$67042</p> <p>Resources for cultural activities \$5000</p> <p>*Additional funds were allocated to Aboriginal initiatives from Socio–Economic Background funds to cover the additional SLSO costs.</p>	<p>All students had individualised Aboriginal Learning Pathway plans developed and were able to engage in cultural activities each week in the Gulyangarri group. Our Aboriginal girls also were able to participate in SistaSpeak. Opportunities were provided for Aboriginal students to participate in and perform at various events across our Community of Schools.</p>
English language proficiency	<p>\$421482</p> <p>Costs include:</p> <p>Professional learning (EAL/D progressions and data analysis)</p> <p>Additional EAL/D teacher</p> <p>SLSO support</p> <p>EAL/D teaching resources.</p>	<p>All EAL/D students were assessed and tracked against the EAL/D Learning Progression across the four modes: speaking, listening, reading/viewing and writing. This tracking, alongside examining PLAN data, contributed to determining the level of support required for EAL/D students. Students were supported both in class and in small–targeted groups.</p>
Low level adjustment for disability	<p>\$446847</p>	<p>Learning and Support Teachers (LaST) and School Learning Support Officers (SLSOs) provided targeted support to students. Some of this support included:</p> <ul style="list-style-type: none"> * Transitions into Kindergarten, Support Unit, high school and new classes. * Development of personalised plans for learning and/or behaviour support. * Direct targeted teaching support in classrooms and in small withdrawal groups. * Playground support with a focus on safety and social skills learning. * Micro–Skills behaviour management professional learning and support.
Quality Teaching, Successful Students (QTSS)	<p>\$120355</p>	<p>Instructional Leaders had the following impact:</p> <ul style="list-style-type: none"> • Professional learning for all teachers in relation to quality teaching in English, with a focus on reading and vocabulary knowledge. • Built the capacity of all teachers to analyse student assessment data and plan differentiated teaching and learning activities. • Modelled quality lessons and provided feedback to teachers in relation to teaching Numeracy with a focus on number skills.
Socio–economic background	<p>\$1101571</p>	<p>* Speech Therapy – students in Kindergarten to Year 2 have all been assessed and</p>

<p>Socio-economic background</p>	<p>Includes:</p> <p>2 x Speech Therapist: \$ 92600</p> <p>1 x Assistant Principal: \$133087</p> <p>1.4 x additional CT: \$ 150000</p> <p>3.4 x SLSOs: \$187000</p> <p>IT support: \$24000</p> <p>Online Computer Programs:</p> <p>\$12300</p> <p>Coding program K-6: \$80000</p>	<p>targeted students have received support aimed at improving their expressive and receptive language skills. Speech therapists also engaged in team teaching and presenting demonstration lessons as required. A Stage 3 social group was established. Two SLSOs were trained and supported in delivering the program.</p> <p>* Additional LaST support was provided with a focus on the Literacy Progression.</p> <p>* Additional SLSO targeted Stage 2 and 3 students with language difficulties.</p> <p>* All classrooms had direct access to iPads or laptop computers and technology was integrated into the majority of lessons across the school.</p> <p>* The employment of Community Liaison Officers has improved communication and partnerships with parents, carers and external agencies. Some examples of impact include: the development of English language classes, improved student enrolment and transition processes, increased parental involvement in school fundraisers, cultural activities and Toddler Time (prior to school play group regularly attended by infants and their parents).</p> <p>* Little Leapers – prior to school transition program.</p>
<p>Support for beginning teachers</p>	<p>\$82716</p>	<p>Beginning teachers received weekly mentoring from Assistant Principals, including feedback on lessons and programming. Teachers were supported through an induction process and professional learning for accreditation.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$70924</p>	<p>Our Refugee Transition Class, with a full-time SLSO, continued to provide a supportive and individualised transition into life in an Australian school. Newly arrived students benefited from a tailored transition program, including survival English, road safety, school rules and child protection lessons.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	329	328	336	359
Girls	296	296	321	326

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.2	93.6	92.4	90.2
1	91.5	91.6	91.9	92.2
2	92.1	92.5	90.7	93.5
3	91.8	92.2	92.5	92.4
4	92.1	91.1	93	92.9
5	93.6	91.9	91.9	91.7
6	92.2	92	92.8	92
All Years	92.2	92.1	92.1	92.1
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

Liverpool West Public School has maintained a focus on increasing regular attendance at school as a fundamental factor in student achievement. The school implements a rigorous follow-up to student absence and lateness to school through following school attendance procedures. This has seen attendance rates improve. Attendance is monitored within the school by class teachers and the executive. A Home School Liaison Officer regularly meets with a school executive to discuss attendance, flag issues and follow up attendance concerns with families.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	29.75
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.9
Teacher Librarian	1.2
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	9.46

*Full Time Equivalent

There are two permanent Aboriginal classroom teachers on staff. We have a permanent Aboriginal Education Officer and an Aboriginal Community Engagement Officer working in the designated Aboriginal Coota Gulla Preschool. We use our funding to also employ a male Aboriginal School Learning Support Officer four days per week.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	30
Postgraduate degree	70

Professional learning and teacher accreditation

All staff had access to professional learning, including mandatory training, Literacy, Numeracy, 21st Century learning skills and technology. Teachers were also supported in attaining Accreditation and/or Maintenance.

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	839,170
Revenue	8,737,360
Appropriation	8,482,070
Sale of Goods and Services	64,015
Grants and Contributions	183,290
Gain and Loss	0
Other Revenue	0
Investment Income	7,986
Expenses	-8,217,503
Recurrent Expenses	-8,217,503
Employee Related	-7,512,532
Operating Expenses	-704,971
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	519,857
Balance Carried Forward	1,359,027

The Principal leads the Finance Committee comprising of the School Administration Manager and two Deputy Principals. The Committee meets on a regular basis to review expenditure and funds allocated according to the school plan, milestones, other school priorities and Department of Education policy expectations.

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	4,328,546
Base Per Capita	135,242
Base Location	0
Other Base	4,193,303
Equity Total	2,041,543
Equity Aboriginal	71,642
Equity Socio economic	1,101,571
Equity Language	421,482
Equity Disability	446,847
Targeted Total	931,285
Other Total	761,066
Grand Total	8,062,440

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.

Literacy Results

Reading Year 3: 89% at or above Minimum National Standard.

Writing Year 3: 95% at or above Minimum National Standard.

Spelling Year 3: 91% at or above Minimum National Standard.

Grammar & Punctuation Year 3: 91% at or above Minimum National Standard.

Reading Year 5: 68% at or above Minimum National Standard.

Writing Year 5: 78% at or above Minimum National Standard.

Spelling Year 5: 86% at or above Minimum National Standard.

Grammar & Punctuation Year 5: 92% at or above Minimum National Standard.

Numeracy Results

Numeracy Year 3: 94% at or above Minimum National Standard.

Numeracy Year 5: 87% at or above Minimum National Standard.

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.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Two Year 3 students in in top 2 for Reading and one beyond Band 6.

One Year 3 student in in top 2 for writing.

One Year 3 student in in top 2 for Spelling and one beyond Band 6.

Two Year 3 students in in top 2 for Grammar and Punctuation.

One Year 3 student in in top 2 for Numeracy.

Parent/caregiver, student, teacher satisfaction

Parents and carers completed the online Tell Them From Me – Partners in Learning Survey in 2018. Our Community Liaison Officers and School Learning Support Officers provided support and interpreting where required to assist parents in completing the survey at school.

Some key positive responses included:

- 88% can easily speak with their child's teacher.
- 88% attended meetings two or more times in the year.
- 65% stated that the school was able to access specialist assistance for their child when needed.
- 80% feel welcomed at school.
- 82% feel that the school is inclusive.
- 80% feel that the school is a safe place.
- 79% stated that they are informed.
- 80% indicated that the school supports positive behaviour.

The respondents indicated that the following areas could be improved:

- 72% of parents indicated that they are informed about their child's social and emotional development.
- 74% of parents felt informed about opportunities concerning their child's future.

Policy requirements

Aboriginal education

Liverpool West Public School has a significant number of Aboriginal students P–6 and supports Aboriginal education as continuous, lifelong learning in line with the Department of Education's Aboriginal Education Policy.

The learning needs of Aboriginal students is supported through the creation of Aboriginal Personalised Learning Pathways (APLPs). All staff undertook training in the development of APLPs so students can excel and achieve in all aspects of their education. The students have an Aboriginal Personalised Learning Pathway plan that focuses on individualised learning goals (Cultural, Academic, Aspirational) and the strengths and interests of each student. These plans are developed collaboratively with students and parents to ensure inclusiveness in decision-making with our Aboriginal families.

Furthermore, all staff undertook training to increase their knowledge and understanding of the cultures and experiences of Aboriginal and Torres Strait Islander peoples. This training was authentic as it provided opportunity for the sharing of the personal journeys of Aboriginal people employed at our school. Connections were established and strengthened through this process. This also supported teachers in providing education about Aboriginal Australia for all students by embedding Aboriginal perspectives across curriculum areas.

Overall, our Aboriginal students are performing equal to or above non-Aboriginal students in NAPLAN. In most areas the Aboriginal students (Year 3 and 5) performed above minimum national standards.

The school continued to expand its resources and opportunities for Aboriginal students to celebrate and promote their heritage and culture. This year the Gulyangarri group continued to meet for an hour each week and participate in cultural activities linked to their goals. Stage 2 and 3 Aboriginal girls participated in weekly SistaSpeak sessions as part of a Community of Schools initiative.

Multicultural and anti-racism education

Liverpool West Public School is a multicultural school with 91% of students from a language background other than English (LBOTE) as at 28 May 2018. The dominant languages spoken at home are Arabic, Serbian, Vietnamese, Hindi and Samoan. Teaching English to LBOTE students is an essential part of learning at Liverpool West Public School. The school has an allocation of 3.6 FTE English as an Additional Language/Dialect (EAL/D) teachers. The EAL/D teachers work with Learning and Support teachers (LaST), classroom teachers, Assistant Principals and Instructional Leaders to best support student needs. All students at Liverpool West Public School are assessed against the EAL/D learning progression during each

school year and this data is submitted to the Department of Education at regular times throughout the year.

The Refugee transition class is a vital part of the school allowing us to provide a more supportive and individualised transition into an Australian school. We also utilise the support of an SLSO to provide direct support to the refugee students who have left the transition class and are in a mainstream class.

Liverpool West Public School has an anti-racism policy supported by trained anti-racism officers. We celebrate days such as Harmony Day and Multicultural Day each year through activities and a whole-school celebration to develop an understanding and appreciation of our diverse cultural, religious and language backgrounds. These events are widely supported by our school and wider community.