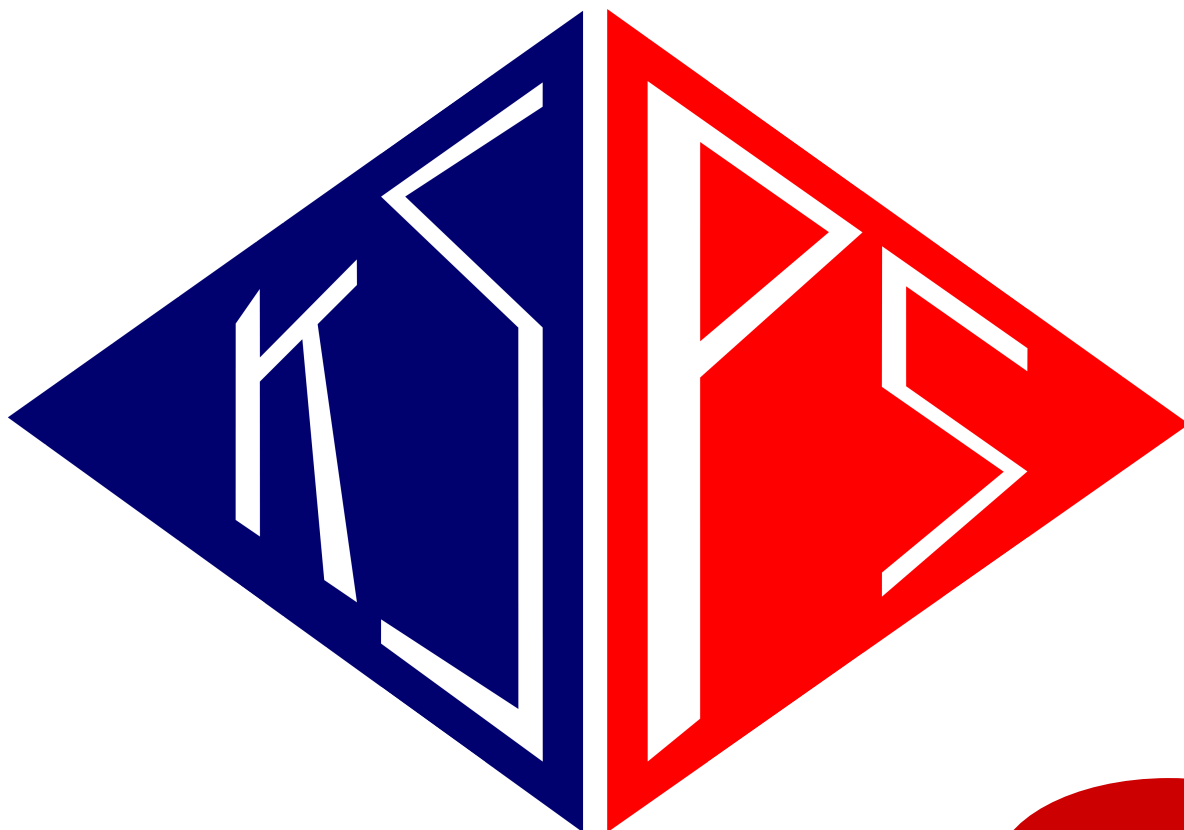
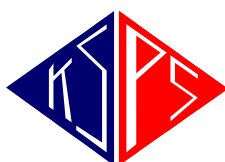


# King Street Public School Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of King Street 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.

Jonathan Russell

Principal

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### Message from the Principal

The year of 2018 was one of new opportunities for King Street Public School. Student enrolments increased by 2% over the 12 month period. In 2018, the school employed three permanent staff members, two temporary staff members and with allocated funds employed five School Learning Support officers to assist the students with support needs.

The school had a strong focus on visible wellbeing and positive playground focused activities. The staff were trained by Professor Lea Waters and her qualified team from the University of Melbourne around the SEARCH Wellbeing framework and the staff passed on valuable knowledge and strategies to students. A specialised secondary PD/H/PE teacher was also employed to provide an exciting skills based initiative to engage students as part of the RFF program. This program has been well received by students, teachers and the community.

The school's technology program has been building momentum with the employment of a Technology Support Officer. This role was to support the students and staff in varying roles across the school. Six new BenQ's were installed and laptops were fixed and in use throughout the year.

In 2018, the Early Action for Success reform enabled a pleasing number of students in Kindergarten to Year Two to make significant gains in literacy and numeracy. Our staff continued to benefit from ongoing professional learning in utilising PLAN2 data, L3, teacher mentoring and classroom teaching support. The school implemented the Learning Progressions with all staff having professional learning with PLAN2.

The Positive Behaviour for Learning Program continues to embed the values of being Kind, Safe, Proud and Supportive in our school wide processes for student welfare and quality learning. The school continues to use Sentral data to evaluate its processes and uses these outcomes to drive improvement in the classroom and the playground.

Our innovative and enthusiastic P&C Committee continues to support and fundraise for the benefit of our students throughout the school. During 2018, the Committee completed many successful projects including the Cracker Night being the major fundraising event of the year. This was a highly successful community event with many funds raised to help support our students at King Street Public School.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff and parents and provides a balanced and genuine account of the school's achievements and areas for development.

## Message from the school community

The past twelve months has seen a new committee come together to help raise funds to purchase new equipment for our wonderful King Street Public School. This past year we have been extremely busy with our fundraising efforts.

We have continued the tradition of the KSPS Cracker Night, and although numbers may have been slightly down on previous years we were still able to raise just under \$10,000. The other major fundraiser for the year was the very successful Ladies on the Lawn held at Abbey Green, raising just under \$10,000 as well. The smaller fundraisers held were the Easter Egg Raffle, Mother's Day Stall, Father's Day Stall, Christmas Concert, teacher's drinks fridge and the can recycling.

We have purchased six BenQ interactive boards for the classrooms, helped in purchasing the new library seating and book cases, purchased the Children's Book Council books, continued to sponsor the Interrelate program and also purchased cutlery, plates and chopping boards for Breakfast Club.

P&C does not run by itself and I would like to thank the Executive Alison, Ros, Mark and Maxene, the Canteen Committee of Brooke, Lorraine, Amy, Mel, Kate and Rechelle, Clothing Shop Jodie and helpers, Fundraising Jacinta and helpers, fellow members of the P & C, Jonathan, Trish and Cindy. It would not be possible to have a successful year without everyone's help.

Thank you for a fantastic year.

Lisa Baily – P&C President

## School background

### School vision statement

King Street Public School is committed to creating a positive learning culture with an emphasis on high expectations, excellence and the wellbeing of all students. Our classrooms resemble an engaging and challenging learning environment where all students are striving to give their best always. The school will continue to promote the core values of being Kind, Safe, Proud and Supportive.

### School context

King Street Public School is situated in the township of Singleton within the southern sector of the town. We have 362 students attending, with 15% identifying Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

King Street Public School strives to be recognised as a school that sets the standard in education and professional excellence. We continue to build the skills and knowledge of our teachers through ongoing Professional Learning which make strong links with the Professional Standards for teachers and leaders.

The Early Action for Success program has enabled professional development for staff in literacy and numeracy and a rigorous accountability of data collection and analysis.

As a Positive Behaviours for Learning school our values of being 'Kind, Safe, Proud & Supportive' are becoming embedded in programs, practices and relationships.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the Learning Domain, the school's judgement is that we have made strong shifts in the area of Learning Culture and Assessment (Sustaining and Growing) and believe that our Wellbeing programs throughout the school and the community are at Excelling. A more deliberate focus will be establishing better report procedures for students, teachers and parents. The wellbeing of students and staff at King Street Public School took a real focus during 2018 and results in our external surveys really showed student, staff and school improvement in all areas.

In the Teaching Domain, the staff felt that our school was still delivering with some aspects of sustaining and growing. To be more effective in the Teaching Domain the school's leadership team will take a more thorough analysis of the content to inform effective classroom practice. The staff are engaged in a variety of professional learning opportunities to enhance their skills and are provided with more one to one talks with Instructional Leaders. All staff members (teaching and non-teaching) set priority goals at the start of the year as part of the PDP process and are constantly monitored and their progress evaluated by their supervisor.

In the Leading Domain, the school's judgement is in a variety of areas with a strong focus this year in School Resources and Management Practices and Processes where we feel that the school is Sustaining and Growing and Excelling. This has been evident in the evaluation of the school's administration processes as well as the introduction of clear systems and practices with the administration staff at the front office. A full transformation and renovation of the office and relocation of School Administration Officers, School Administration Managers, sick bay and reception area has assisted in the wellbeing of office staff and enhanced the physical environment of the school.

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

### Visible Learning

#### Purpose

King Street Public School will inspire lifelong learners by embedding evidenced based practice and explicit quality teaching, which is built on the foundation of engagement, targeted learning, reflection and feedback.

#### Overall summary of progress

Visible Learning research conducted in King Street Public School's professional learning.

Choose Maths – University of Melbourne – Marcus Garrett (consultant)

Early Action for Success – Instructional Leaders supporting staff with L3 and PLAN2.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A minimum of 80% of students demonstrating expected growth per semester in Writing. Plan data 2017/18.	\$110 000 \$95 000 \$50 000 \$30 000	– All staff K–6 supported by Instructional Leader through Early Action for Success and self funded 3–6 Instructional Leader  – K–2 Interventionist  – 3–6 Interventionist
A minimum of 80% of students demonstrating expected growth per semester in Number Sense. Plan data 2017/18.		– All K–2 staff trained in L3 Initiative (including casuals)
All students set explicit learning goals (relevant to each child's needs) and identify the specific thinking strategies required to achieve them. Teachers provide feedback to support specific learning intentions.		

#### Next Steps

Instructional Leaders and class teacher to work with John Hattie and associates in Sydney to gain a stronger understanding of Visible Learning. These staff will bring back the information to drive improvement throughout the school.

Train all new staff in L3.

KSPS was successful in gaining a workshop with Noella MacKenzie to develop better writing techniques with students and teachers.

Marcus Garrett to provide ongoing professional learning with staff and analysis of NAPLAN data.

Continue to provide literacy and numeracy workshops for parents.

## Strategic Direction 2

### Visible Wellbeing

#### Purpose

The King Street Public School community believes that the positive wellbeing of all individuals is central to creating successful, thriving citizens.

#### Overall summary of progress

All staff trained in Visible Wellbeing lead by Professor Lea Waters at the University of Melbourne

Implement SEARCH framework into KSPS

Positive Behaviour Learning team continues to devise lessons and clearly outlines values and outcomes for student improvement

Continual tracking of evidence through Sentral data (5 weeks) of playground incidents

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL – SET data displays 100% in all areas and journey of PBL 2018–2020 (Photo Story)	\$20 000 \$10 000	– PBL signage throughout the school – Positive education and Visible Wellbeing project implemented throughout the school – including professional learning for staff
Positive Education – Increasing number of staff, students and the community actively involved in and leading wellbeing throughout the school – Journey of Visible Wellbeing (Photo Story)	\$100 000	– Assistant Principal – Wellbeing – off class supporting students, teachers and parents in well-being initiatives including Rock and Water
Decrease of classroom & playground negative incidents by 20% as recorded in Wellbeing data (Sentral) – comparing 2017 Sentral data		

#### Next Steps

All staff to complete the Visible Wellbeing training throughout 2019.

Create a continued sequence of lessons around the SEARCH Framework for all classes.

Continued tracking of the PBL data as well as explore the positive data that comes from PBL. E.g. Tawny Badges and students performing successfully at school.

Take a lead role in the implementation of Visible Wellbeing throughout the Singleton Learning Community.

## Strategic Direction 3

### Visible Community

#### Purpose

King Street Public School promotes high expectations through committed connections and collaboration with its community by developing strong partnerships and maximising excellence.

#### Overall summary of progress

The Visible Community strategic direction team has continued to provide opportunities for parents to be a part of our school and engage in the learning with their children.

The Tawny Badge assemblies throughout the year saw many families attend and continue to make the Tawny badges an honourable award.

PaTCH saw 12 parents participate in the program with about half continuing to experience roles throughout the school and the community.

Towards the end of the year, the Aboriginal Education and Culture program really started to expand throughout the school and the community with the employment of an Aboriginal Education Officer.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of positive responses captured in wellbeing surveys i.e. components of the TTFM survey and social media sites.	\$3276 \$1000 \$7293	Aboriginal Education Officer – employed from Term 4  Welcome to Country signage  Technology Support Officer
Increased opportunities, participation and engagement of parent/caregivers to participate in school based curriculum and extra-curricular activities. (2017 TTFM)		
Creating stronger partnerships with the AECG and the Aboriginal community through strategic planning and the delivery of Aboriginal Culture throughout the school.		

#### Next Steps

Continue to provide a positive culture within the school and promote the wellbeing of all community members throughout the school.

Promote Aboriginal Education and culture throughout the learning community and create a culture of high expectations across the whole school community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$13 276 \$916 \$450 \$658 <ul style="list-style-type: none"> <li>Aboriginal background loading (\$916.00)</li> </ul>	Aboriginal Education Officer – Term 4 salaries Welcome to Country sign Teaching Resources Hospitality
<b>English language proficiency</b>	\$3311	Additional funds to employ K–2 LaST and additional 0.1 to make 3 whole days employment
<b>Low level adjustment for disability</b>	LaST Teachers wages SLSO's wages <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$ 156170.00)</li> <li>Low level adjustment for disability (\$ 70620.00)</li> <li>Low level adjustment for disability (\$156 170.00)</li> <li>Low level adjustment for disability (\$70 620.00)</li> </ul>	A new LaST was appointed to the school in 2018 due to the previous LaST being promoted to Assistant Principal. 0.5 allocation was also used to fund an additional LaST and both were utilised across K–2 and 3–6. Four fulltime SLSO's and one part-time SLSO were employed to support the students and staff with students on Integration Funding Support and high disability needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	RFF teachers across K–6 <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$ 62572.00)</li> <li>Quality Teaching, Successful Students (QTSS) (\$62 572.00)</li> </ul>	The QTSS funds were used to employ a fulltime Science/Technology RFF teacher. This teacher one hour a week of RFF time to all teachers K–6.
<b>Socio–economic background</b>	\$44128 \$104113 \$52572 \$104113 \$4295 \$31440 \$70932 <ul style="list-style-type: none"> <li>Socio–economic background (\$398 042.00)</li> </ul>	Additional DP IL wages K–2 interventionist 3–6 Interventionist Classroom Teacher for AP TSO PD/H/PE Teacher SLSO's
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>Support for beginning teachers (\$ 23061.00)</li> <li>Support for beginning teachers (\$23 061.00)</li> </ul>	The beginning teachers decided to take the one release day every three weeks which was more beneficial than missing 4 hours a week in RFF time. All were completing their accreditation and spent time with their mentors. The BTR was also used for professional learning throughout the area.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	187	165	168	178
Girls	197	197	196	187

Over past twelve months, student enrolments have increased by almost 2%. The school is building on its reputation for sustaining strong literacy and numeracy programs as part of the Early Action for Success reform as well as catering extremely well for a diverse range of students with additional support needs. The three large public schools in Singleton are enforcing the zoning regulations so that our school can continue to build into the future.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93	92.9	93.6	91.5
1	93.2	92.4	91.1	92.8
2	93.8	92.3	91.2	92.2
3	94.1	90.9	91.8	90.3
4	93.2	93.2	91.2	89.8
5	93.6	92.1	92	89
6	93.9	93.5	91.1	90.9
All Years	93.6	92.5	91.7	90.9
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

- King Street Public School has an Assistant Principal (Well-being) assigned to the monitoring of attendance. The Assistant Principal works closely with the district Home School Liaison

Officer to monitor and pursue regular cases of absenteeism. In 2018, the school reviewed its attendance policy and was extremely proactive in making contact with families to ensure students were attending school. As a matter of urgency, procedures were put in place for habitual lateness which has improved the attendance data and has reduced workload of administration staff

- Attendance increased by 0.27% from 2017 data to 2018 data collections.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.79
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.22

\*Full Time Equivalent

King Street Public School has 36 fulltime and part-time teaching, support and administration staff. It is quite a diverse staff with some experienced teachers mixed with early career teachers who have been teaching for less than 10 years. This makes the school a dynamic place to work and it enables staff to share knowledge and ideas to benefit our students. There were two teaching and one support staff that identify as being of Aboriginal descent and this has certainly contributed to the successful Aboriginal programs that are being implemented at our school.

### 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

All staff completed mandatory Professional Learning (PL) in Cardio–Pulmonary Resuscitation (CPR), Child Protection, Code of Conduct and Anaphylaxis training and e–Learning modules. All staff participated in professional learning in the Choose Maths lead by our consultant, Marcus Garrett, from the University of Melbourne. Our infants staff continue ongoing external training and observations in the L3 program. 1 staff member completed their first year of L3 training and 7 staff were in their OPL year. The implementation of the Learning Progressions saw all staff receive ongoing training in the input and analysis of PLAN2 data.

Most of the professional learning throughout 2018 has been linked to the 2018–2020 School Plan and the Early Action for Success reforms. The most influential professional learning was the implementation of our Visible Wellbeing initiative with the cluster 2 group of schools across the Upper Hunter. Professor Lea Waters and her team, led our staff through the SEARCH Framework of wellbeing and our school took a lead role in embedding strength based practices in the classroom and gathering evidence of impact.

In 2018, there were 2 staff members who achieved accreditation at the Proficient Level. A number of others, including 3 beginning teachers, are working towards the Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient Level. All beginning teachers at our school are supported by a mentor. The school provides professional learning opportunities to assist beginning teachers to complete their accreditation.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	457,402
<b>Revenue</b>	4,190,737
Appropriation	3,995,411
Sale of Goods and Services	3,609
Grants and Contributions	191,228
Gain and Loss	0
Other Revenue	0
Investment Income	489
<b>Expenses</b>	-4,124,896
Recurrent Expenses	-4,124,896
Employee Related	-3,600,910
Operating Expenses	-523,986
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	65,841
<b>Balance Carried Forward</b>	523,243

Voluntary school contribution consisted of \$5162 for the year of 2018.

Upgrade of technology and the employment of a Technology Support Officer (0.2) came to \$50000

Majority of funds were distributed into human resources to support students, teachers and families.

## Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	2,476,635
Base Per Capita	70,386
Base Location	4,729
Other Base	2,401,519
<b>Equity Total</b>	743,070
Equity Aboriginal	73,404
Equity Socio economic	439,565
Equity Language	3,311
Equity Disability	226,790
<b>Targeted Total</b>	150,450
<b>Other Total</b>	441,447
<b>Grand Total</b>	3,811,601

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.

### Year 3 Literacy

Reading had students in Bands 1–7 with 8% of our students in Bands 6 and 7. Writing had students in Bands 1–6 with 23.4% of students in Bands 5 and 6. Spelling has produced consistent growth over the twelve months with students placing in Bands 1–7 and 10.2% of students in Bands 6 and 7. Grammar and Punctuation is an area for development from the NAPLAN results with students placed in Bands 1–7 with 55% of students placed in Bands 2 and 3.

### Year 5 Literacy

Reading had placed students in bands 1–7 with 20% of our cohort in Band 7. The Writing component placed students in Band 3–6 with 49% of students in Bands 5 and 6. Spelling results again were pleasing with students placed in Bands 2–8. 10.6% of students were in Bands 7 and 8. Grammar and Punctuation was again an area for improvement with students placed in Bands 1 through to 7.

### Year 3 Numeracy

Numeracy had students placed in Bands 1 –6. 21.5% of students were in Bands 5 and 6 which is a much higher score to similar size schools throughout our network. Value Added data for Year 3 Numeracy showed increased growth from K–3 and displayed the highest growth in 5 years.

### Year 5 Numeracy

Numeracy results placed all students in Bands 3–8. 2.2% of students finished in Band 8 with 81% of students in Bands 4, 5 and 6. Value Added data for Year 5 Numeracy showed significant growth from 2015 and placed the school in the Sustaining and Growing area of the School Excellence Framework.

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.

In 2018, twenty four students in Year 3 and 10 students in Year 5 achieved the top 2 bands in either reading or numeracy in the Online NAPLAN assessment. These results are the second highest in the previous five years and highlights the outstanding work and performance of our students. Overall, more than 20% of our students achieved in the Top 2 bands in Reading and Numeracy in Year 3 and Reading in Year 5.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of parents, students and teachers about the school. In 2018 the school participated in the Tell Them From Me and the People Matters survey with the following results:

### Students Results – Tell Them From Me

6% increase in students having positive behaviour at school.

9% decrease in bullying/victim related issues at our school

Positive increase in the climate of the school

### Teachers Results – People Matters Survey

21% increase in Employee Engagement

24% increase in Engagement in Work

45% increase in satisfaction in Senior Management

15% increase in Diversity and Inclusion

### Parents Results – Tell Them From Me

King Street Public School parents survey stated that the following areas the school was above NSW Government School norm (7.4) in two-way communication

(8.1) I feel welcome when I visit the school

(7.7) I can easily speak with my child's teachers

(7.6) I am well informed about school activities

(8.5) I can easily speak with the school principal

(9.0) The school's administration staff are helpful when I have a question or problem

## Policy requirements

### Aboriginal education

King Street Public School received Aboriginal background funding in 2018. Our plan included:

The temporary employment of an Aboriginal Education Officer from Term 4 2018. The AEO provided many opportunities and support for our students, teachers and families within the school and across the community. The AEO provided external services for many of our families to access and the position has been well supported across the whole school community.

An Aboriginal dance instructor has been employed across the Singleton Learning Community. Our dance

instructor works with our students and our AEO every second Friday from 10:15am – 11:15am. Our students performed for the first time at the Presentation Day assembly.

NAIDOC Day celebrations took the format of workshops for students in art, storytelling, indigenous games and hut making. The local high school sent students from their Girls Academy and Clontarff Academy in support of the day. All students across the school, used indigenous artwork techniques to decorate a paling for our Bush Tucker garden.

The school has applied for additional funding and works to establish a Bush Tucker Garden, a "Yarning Circle" and have approached the local elder Uncle Warren to develop a Welcome to Country sign to display at the front office.

### Multicultural and anti-racism education

Students participated in a number of multicultural education programs in Human Society and Its Environment, Personal Development and Literacy helping to develop the skills of tolerance and acceptance and how to build and maintain respectful relationships within the community. Students learn how different cultures and religions contribute to the Australian identity and the need for compassion, tolerance and respect. Our school participated in "Bullying No Way" day during Term 1. Students engaged in lessons and designed posters to display in their rooms. Two staff members are trained as Anti-Racist Contact Officers. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment. Student participation in school and community Anzac Day Services and Remembrance Day Services supported the development of a historical and ethical perspective of world events.