



**Together**  
for humanity

## **Together for Humanity Foundation**

### **Annual Report**

**July 2017 - June 2018**

***Mission:** Together for Humanity fosters students' interfaith and intercultural understanding, and in doing so brings communities together.*

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## **A message from the Chair**

At the Together for Humanity Foundation's 2017 Annual General Meeting I was elected as the Chairman following John McGrath's four and a half years as Chair. The Foundation thanked him for his service, dedication and generous commitment of time to the organisation.

In 2017 – 2018 the Foundation has continued to grow and expand its reach into Australian schools. Following a mid-year Strategic Planning Day, using the Appreciative Inquiry approach, attended by a wide cross range of stakeholders the Board adopted a new Mission Statement which better describes our work:

*'Together for Humanity fosters students' interfaith and intercultural understanding, and in doing so brings communities together'.*

The core work of the Foundation now covers five directions being school presentations, inter-school programs, Belonging and Connectedness programs, teacher professional learning and online learning resource support.

This year our school presentations have reached 7,672 students, teachers and other professionals. The quality of student learning experiences been a big focus. Our work on teacher professional learning, which is critical to our success, will be enhanced in the coming year by the Good Practice project as carried out in 2017-2018, and in the previous year. This project has engaged a total of 18 schools, each school was provided with a \$5,000 small grant to develop their approach to intercultural understanding and preventing student's alienation. The materials produced by the schools in these projects will be disseminated in our teacher's courses.

We are able to achieve this thanks to the efforts and professionalism of our staff. The inspirational Kate Xavier continues to lead our educational work ably supported by Julia Gyomber and Donna Jacobs Sife. Taha Allam joined the team during the year and has thrown himself into his new role with enthusiasm. During the year Georgie Lewis took on the role of Executive Assistant/Fundraising Administrator and has already proved herself invaluable in the office.

Our founder, and National Director, Rabbi Zalman Kastel's vision and leadership has continued to sustain us all for another year. It is his inspiration for intercultural understanding that underpins everything we do to fulfil our mission. We all admire him greatly and value his energy, commitment and strength of purpose.

While the Foundation is in a sound financial position we remain reliant on government grants and private philanthropy. The Foundation continues to engage with State and Federal Governments on a regular basis. A Parliamentary Summit hosted by Trent Zimmerman MP

and Anne Aly MP was held in Parliament House, Canberra on the topic 'Keep Australia Safe: combating violent extremism'. Clayton Utz generously hosted a boardroom lunch with guests Prime Minister Scott Morrison and Amna Karra-Hassan.

Our fundraising has been boosted by a consultant, Lawrence Jackson. A fundraising luncheon held in the NSW Parliament, with guest speaker Alpha Cheng, was well attended and raised much needed funds for our programs.

The Foundation is grateful to the NSW Education Department for making office space available to us on the site of the JJ Cahill Memorial High School, Mascot.

This year we have welcomed Valerie Hoogstad and Jacquie Seemann onto the Board. I thank them, and the other Board members President Madenia Abdurahman, Treasurer Zubeda Raihman, Sam Halbouni, Ruth Magid, Peter Stephinson, Tim Stern, Jana Wendt and Di Yerbury AO for their time and so willingly sharing their expertise. Their role in ensuring the Foundation is well governed and well managed cannot be understated. I also thank other supporters who have served on our sub-committees, including the Gift Fund committee.

CHRIS McDIVEN AM  
Chairman

## A message from the National Director and Secretary

Four key achievements are worth highlighting about the year 2017-2018.

**A focus on quality:** integrated approaches to promoting understanding. A significant influence on our activities was the findings from a major Australian Research Council funded research project initiated by Together For Humanity and led by Deakin University academics. One of the key findings was that there is clear evidence of improved intercultural understanding when schools used an integrated approach, but there was no evidence of improvement if a school undertook a standalone activity. The findings of the Deakin research need to be read alongside the 2008 evaluation report by Dr. Jenny Nayler that found that the Together For Humanity once off presentations were educationally effective. Still, we were inclined to try to maximise the degree of integration of activities in schools. The Good Practice project covered in this report is one great example of this.

**Succession:** Donna Jacobs Sife has been playing a key role in Together For Humanity since 2007. She has been a passionate advocate for embracing difference and a true role model of coexistence. She designed the programs, promoted them to schools, guided the presenters and has been the heart of TFH. In recent years, as she has been blessed with grandchildren and passed a decade in the role she raised the need for succession planning. Kate Xavier, a HSIE, Social Science and Humanities teacher has been our senior education officer from early 2017 and has taken over from Donna, preserving Donna's key contributions while also adding her own insights. Taha Allam, a science teacher, experienced TFH presenter and a young man of Australian- Lebanese Muslim heritage has joined our team, running our ABCD, Acceptance, Belonging, Connectedness and Discovery programs. Donna will continue to be involved as a lead presenter and advisor and assist in various ways. We offer our deepest gratitude to Donna and look forward to her continued involvement.

Chris McDiven AM has taken over as chair of TFH from John McGrath who has served the organisation for almost a decade. John has provided wise counsel to me, has been generous with his time and brought a collegial approach to the board. Thank you to John for all his support. Chris has brought new energy and skill to the leadership of the board. Her vast experiences in leadership is a boon to Together For Humanity along with her deep commitment to coexistence and good judgement.

**Fundraising:** We have achieved our best result ever this year with over \$200,000 received in donations. This has meant that when our Commonwealth funding was due to end in June 2018 we were in a strong position to continue all services in NSW without interruption.

**Collaboration:** This year we collaborated with the Museum of Freedom and Tolerance in Perth, WA, the Abraham Institute in Adelaide, SA and the JCMA in Victoria on delivering workshops interstate.

Thank you to Julia Gyomber, Georgie Lewis, and Denise Pendleton for invaluable admin assistance.

Sincerely,



Zalman Kastel  
National Director and Secretary, Together for Humanity

# Together For Humanity – At a Glance

## Our Mission

Our **mission** is to foster *students' interfaith and intercultural understanding, and in doing so bring communities together.*

## Our Objectives

*Our objectives during the 2017-2018 year were part of our Medium to Long Term Objectives July 2016-June 2019*

1. **Engage 15,000 school students in learning** that develops their interfaith and intercultural understanding. *(This includes 500 students from marginalised faith and ethnic groups, who sometimes respond to prejudice with a sense of not belonging and social distance from the “mainstream” which can limit their opportunities).*
2. **Develop the quality of engagement of schools with TFH services and mission.** *Schools to work in integrated and holistic ways on fostering understanding and use more than one TFH service.*
3. **Support 500 school teachers in developing** skills, knowledge, motivation and access to resources to foster understanding through accredited courses.
4. **50,000 unique users access** Together For Humanity's online resource.
5. **Develop a sustainable organisation** with sound financial base, securing recurring income of \$550k pa.
6. **Develop the quality of the organization's operations.** *Be a program rather than personality driven organisation. This includes delegation, documenting methodology and processes, effectively engaging volunteers and developing collaborations or partnerships with 5 organisations in 4 states.*
7. **Foster hope and good will between** TFH, Abrahamic communities and broader stakeholder engagement.

## Our Strategies

**Administration and Governance:** *Ensure sound practices, administration and compliance are adhered to consistently.*

**Education:** *All students' educational activities are delivered professionally by religiously diverse teams. Evidence of impact is collected and continues to inform programming. Intensive consecutive programs are tailored to provide students from marginalised ethno-religious backgrounds skills and knowledge to equip them for positive, responsible and*

*engaging participation in the broader Australian community, belonging and connectedness with people outside their own ethnic or religious communities.*

**Finance:** *Implementation of a sound fundraising plan will deliver income adequate to meet program needs. Income will be derived from government, donations and project activity.*

**Government:** *Foster relationships with State and Federal Governments to facilitate support for activities and contribute to policy development when opportunities arise.*

**Marketing and Public Relations:** *Implementing a marketing plan that builds awareness of TFH and increases take up of the all project activities.*

**Stakeholder and community relations:** *Engage with communities and other stakeholders to ensure our work conforms to their needs and principles and gain their support.*

**Volunteering and Committees:** *Engage our volunteers, members and committees in meaningful and useful ways to achieve the activities and objectives of the organisation.*

## **Our Principal Activities**

**Diversity School Presentations and Workshops:** *Students interact with guest presenters or their peers from other schools from backgrounds that are different to their own.*

**Acceptance Belonging and Connectedness through Discovery Workshops:** *These multi-week programs target children of marginalised communities including, but not limited to, students of Pacific, and Islamic heritage who are also from low socio-economic backgrounds. This program helps them develop a sense of belonging and connectedness beyond their own ethnic/religious communities.*

**Supporting Schools Fostering Intercultural Understanding (ICU):** *TFH encourages and supports schools in integrating ICU into their curriculum and other aspects of school life.*

**Teacher Professional Learning and Provision of Resources:** *This activity develops teachers' capacity to foster students' ICU. Professional learning is delivered in person at schools and through three NESA accredited online courses. Interactive online materials for students linked to the National Curriculum are also provided and maintained.*

**Good Practice Project:** *This project has engaged a total of 18 schools who were each provided with a \$5,000 small grant to develop their approach to ICU and preventing students' alienation. The materials produced by the schools in these projects will be disseminated in our teachers' face to face and online courses.*

**Community and Stakeholders Engagement:** *Together for Humanity hold meetings with key people and community groups to engage them with our work and message.*

**Performance Measurement:** *Together for Humanity reviews the performance of the organisation against its objectives by recording the number of students and teachers reached in the activities. Together for Humanity carries out feedback surveys with participants to assess the effectiveness of the activities. Together for Humanity, periodically, has educational programs independently evaluated.*

## **Our Supporters**

- The Australian Government through the Department of Social Services (DSS)
- Multicultural NSW, a Department of the NSW Government
- Our Patron, Janet Holmes à Court
- The John and Karen Kightley Foundation
- The Magid Foundation
- Donors large and small including many from the Jewish, Christian and Muslim Communities
- Our dedicated volunteers who assist with school presentations and administration

We also acknowledge significant past support from:

- The founding governors of “Goodness and Kindness” (forerunner of Together For Humanity): Costa and Despina Vrisakis, and Peter and Chryssia Vlandis
- The Becher Foundation
- Andrew and Nicola Forrest and the Minderoo Foundation
- The Dalwood-Wylie Foundation
- The Naphtali Foundation
- The Roth Foundation

## **Structure and Management**

Together for Humanity is registered with the Australian Charities and Not-for-profits Commission.

### **Together For Humanity Governance**

#### **Board of Management**

##### **Madenia Abdurahman - Director, President**

Retired School Principal. Experience with not for profit sector. Chair of Muslim Aid Australia.

##### **Ruth Magid - Director**

Has experience with arts, charities and other philanthropic activities, and is a respected member of the Sydney Jewish community.

##### **Zubeda Raihman - Director, Treasurer**

Qualified accountant with experience in a senior position at Macquarie University revenue service and in the not for profit sector, particularly with Interfaith and Muslim organizations.



**William Peter Stephinson - Director**

Over 35 years' experience in business and marketing. This includes his roles with Stop Shot International. Participated in Government grants to promote Australian technology. Alumni member of the Australian Technology Showcase and mentor to new and emerging companies and technologies.

**Timothy Ian Stern - Director**

Experience in the real estate and retails sectors. Volunteer within the Jewish Community. Qualified as a Boy Scout leader.

**Jana Bohumila Wendt - Director**

Has worked as a journalist for many years, covering stories of international interest, including issues of peace and conflict as these intersect with culture, and religion. Jana is also an author.

**Di Yerbury AO - Director**

Former and first female Vice-Chancellor, Macquarie University and Telstra NSW Businesswoman of the Year, 2002. She has been President of several higher educational associations and peak bodies, nationally and internationally. She has been Chair or member of over 20 government reviews in Australia and overseas, and government accreditation panels.

**Sam Halbouni – Director**

Sam Halbouni is currently the Principal of Arkana College, a post he has held for the past 7 years. He is a Justice of the Peace, a member of IPSHA (Independent Primary School Heads of Australia), currently serving as the Proficient Teacher Accreditation Liaison Head, ISAA (Islamic Schools Association of Australia) and a member of the AISNSW Inaugural Advisory Council.

**Chris McDiven AM – Chairman**

Chris is a retired teacher and businesswoman who has served on numerous not-for-profit boards. In 2005 she was elected the first female President of the Liberal Party of Australia. As well as Together for Humanity she is currently heavily involved with Rotary and chaired the Host Organising Committee for an International Peacebuilding Conference in Sydney in March 2018.

**Valerie Hoogstad - Director**

Valerie has over 25 years of experience working in universities, both in academia and as a Director involved with International Education. Currently, Valerie is working part-time at Sydney University and as a consultant in Intercultural Communications. She is also the Chair for NSW Centre for Volunteering and a director on the Board of Odyssey House. Valerie has a Masters degree in Education and is the author of 16 textbooks related to literacy and business communications.

**Jacquie Seemann Charak - Director**

Partner of Thomson Geer, a national commercial law firm, in the employment and safety law team in Sydney. Jacquie has worked extensively with not-for-profit organisations (of many faiths and none) in the education and community service sectors over the past 25 years. She has held a variety of volunteer and executive positions in the Jewish community since she was a teenager.

### **Rabbi Zalman Kastel - National Director and Secretary**

Ordained minister of the Jewish Faith and qualified teacher with over 20 years of experience as an educator in primary and secondary schools. Zalman has a passion for working across communities to develop better understanding between the major faiths. He founded Together for Humanity (in an earlier form as the Goodness and Kindness project) in 2002.

### **Meetings**

The Board met seven times during the 2017-18 Financial Year:

- July 2017
- August 2017
- October 2017
- December 2017
- February 2018
- April 2018
- June 2018

In addition to the board meetings, board members attended committee meetings, and provided guidance on an ongoing basis as needed.

## **Our performance**

### **Year in Review**

### **Education Activity**

#### **School Presentations and Workshops**

School programs continued to be delivered to both students and teachers. A list of these programs is included at the end of this report. These programs reached a total of 7,672 participants. These included 373 students in our ABCD programs, 559 in inter-school programs and 289 teachers.

#### **Online**

Our online reach for teachers professional learning, students learning resources and communities resources recorded 312,648 pageviews (an increase of 16% over previous year which recorded 268,579), and 37,485 visits from unique computers or URL's (an increase of 7% over previous year which recorded 35,133 unique visitors). Our audiences are still concentrated in capital cities (Sydney 27%, Melbourne 22%, and Adelaide and Brisbane both around 10% each) and mainly in NSW and Victoria (54% combined). We would like to see greater reach in regional Australia and other states. Social media engagement via Facebook and Twitter was also very strong.

### **Financial Performance**

Our revenue from continuing operations for the year was \$273,152.

Our expenses were \$606,072 (Please note that the excess of spending vs. income reflects our accounting on a cash basis and the fact that our Government grant for this year was received in the previous financial year).

Our total retained income as of the end of the year was \$456,677.

### **Auditor's Report and Financial Statements**

TFH accounts are independently audited annually by Mohammed Shaheed of MS Tax & Accounting Services.

The Auditor's Report and Financial Statements are available in a separate document.

# Education Activity

## A reflection on Acceptance, Belonging, and Connectedness through Discovery program (formerly known as the Prejudice and Belonging Program)

By Taha Allam - Together For Humanity Education Officer / Youth Worker

*“Tell me and I forget, teach me and I may remember, involve me and I learn”*

- Benjamin Franklin.

**ABCD** stands for **Acceptance, Belonging and Connectedness** through **Discovery**. ABCD is the new program that builds on the **Prejudice & Belonging (P&B)** program that TFH has run since 2008. The P&B program targeted students from marginalised backgrounds and was successful predominantly for **male** students of **Muslim, Pacific Islander and Arabic** ethnic backgrounds. In the new ABCD program, the prejudice element has changed. Rather than a key focus, it is now just one piece of the puzzle in the program. ABCD is flexible enough to meet student needs on different points of the **learning spectrum**, and further responds to **Project Based Learning (PBL)** and specific **cross curriculum collaboration**. The program is **tailored** and customized to suit the **students** of particular **schools** according to their **needs**.

**A Personal Perspective:** As a young Muslim man of Lebanese background attending an all-boys school in the western suburbs of Sydney, I struggled to find my “space” of belonging and acceptance. Although my parents were very supportive and always wanted the best for my education, I felt that the majority of my school peers, as well as many of my teachers, had no respect for or belief in me. The content of my work was questioned on more than one occasion. An example of this was: after coming first in a science exam, my teacher insisted that I re-sit the exam because they did not believe that I was capable of achieving high marks. Furthermore, my school peers did not welcome me to join them, making me feel unwanted.

As a result, I misbehaved throughout school. My mindset shifted from trying to achieve the best of my potential to throwing tables and chairs out of a window, and constantly getting into trouble.

In addition to my personal troubles, I experienced a significant degree of social distance from people of different backgrounds. One example of this: In my early years of university I encountered an African man who caught the same train as me every morning who tried to make conversation with me. I had no intention or reason to interact with this man as a result of my prejudice. One day he tapped my shoulder while I had earphones plugged into my ears with the jack plugged out and spoke to me in my mother tongue (Arabic). We spoke for the entire journey to Uni and it made me realise that even when I feel like I am alone, I am not really alone in that experience. My dislike of those from other cultures was a combination of the feeling that I did not belong anywhere at all, and not having ever met these people in person, such as those of Jewish background.

It is my belief that there are many students with a similar experience of not having a space to belong. This is true regardless of their race, gender, religion and/or culture. Drawing on my own experience, it has been my objective through this program to help students as individuals and to assist them to discover answers to questions about faith, identity and opportunities to interact with people different to themselves.

**The Program:** ABCD has developed into a collaborative approach with teachers and students, as a means to support and reinforce the learning through facilitated experiential learning activities. One aim of ABCD is to enable students to see firsthand how people with diverse identities can share common values and experiences and can navigate their differences to work together. The program seeks to help students feel a greater sense of belonging and connection within their schools, as well as beyond their ethnic or religious groups.

In one school ABCD was aligned with a school based project called 'where the good men grow', and the school's wellbeing framework, which has as its focus: "to help our students develop better relationships with their teachers... and manage their lives better once they leave school". In another school, the program was integrated with English, History and Visual Arts.

The program combines a variety of experiences. In one school I brought in an indigenous guest speaker and together we developed a lesson combining the school curriculum needs and the guest speaker's specialist knowledge. The students were taught the difference and meaning between dot-art and cross-art through an art activity. A long canvas of butcher's paper was rolled out where students used cross-art to create a story that explains how all their identities, cultures and communities tie together to form the current community they live in. Further, the meaning of indigenous art was found through the interpretation of their own canvas painting.

The program has given students new information about cultures and religions apart from their own, and correcting misconceptions. ABCD helps students to explore and discover themselves. A sample of this learning is seen through the paper rocket activity. This is where students dress a paper rocket with their identity and life pressures and then launch their personalized rocket on an apparatus. Some flew further than others, however the students stated, "it doesn't matter where you come from and how much we know, we're all different and we all have our own journeys... the flying differences of each rocket just means my journey is different to others".

Students were guided in a safe and open environment to explore personal feelings during discussions and debriefs of activities. One student reflected that the program provided an opportunity to "identify myself... learning how to deal with my struggles and differences with others".

# The Good Practice Teacher Module

1

## Low Diversity Schools

- What can we do to make our school environment reflect our commitment to diversity?
- How do we develop trust and form partnerships with parents in our school community?
- How do we help our CALD new arrivals feel that they belong in our school?
- How can we create a partnership with a school very different from ours?
- How can we help our colleagues to embrace diversity?



2

## High Diversity Schools

- How can we transcend tokenism and develop a more transformative approach?
- How do we help students move beyond stereotypes and respect diverse practices?
- How do we develop trust and form partnerships with parents in our school community?
- How do we support students to develop projects that build cultural cohesion?



3

## Schools with students facing the challenge of marginalisation

- How can I find common ground with my students and help those who aren't connecting?
- How do we help students explore and embrace their multiple identities?
- In the face of prejudice, how can we help students develop resilience?
- How can we effectively dialogue about controversial issues?
- How do we talk about extremism?
- How do we support students to develop projects that build cultural cohesion?



### Additional content

- Films documenting student projects
- Interviews with Principals, Teachers and Students
- Lesson plans
- Units of work
- Student work samples
- Student reflections
- Insights from Community Liaison Officers and Community workers who worked with marginalised communities

## Good Practice Project

The Good Practice Project Intercultural Understanding Professional Learning Module is well under way. The module aims to marry research into effective ICU with real world examples of intercultural understanding projects and initiatives in Australian schools.

The course has been designed around the key findings of the *Doing Diversity: Intercultural Understanding in Primary and Secondary Schools* (Deakin University 2015) joint project with Together for Humanity and four participating universities namely Deakin, Western Sydney University, RMIT and ANU.

The module will comprise of four elective modules that enable teachers to choose a context most relevant to them. The three streams are:

- Schools with low diversity
- Schools with high diversity
- Schools that are facing the

challenge of students who feel a sense of marginalization or alienation due to religious or racial prejudice.

One unique part of the course will be in the way it addresses the question of extremism. One section of the module will draw on the work of Dr. Ratna Ghosh (Canada) and her colleagues at the Tony Blair Institute for Global Change (UK) who are world leaders in developing research-based teacher resources about countering extremism through developing resilience, critical thinking and dialogue skills.

To enhance the course further we have consulted widely with various community leaders and professionals to gain their insights and expertise. These have included Shaykh Ahmed Adbo (Shifa Institute), Apajok Biar (Youth Participation Officer for

the Cumberland Council), Andre Ntibesha (African Communities Community Liaison Officer), James Fry (Multicultural NSW Ambassador) and Alpha Cheng (peace advocate).

We have also engaged critical friends, predominantly academics including Emeritus Prof. Di Yerbury AO (former Vice-Chancellor of Macquarie University) to review the course structure and content.



**Above:** You can't ask a refugee that student led forum at Burwood Girls High School which aimed to encourage empathy and understanding about refugees. The school also ran a "You can't ask a Muslim that!" forum. The student led forum demonstrated a holistic approach to ICU in the school and showcased social transformation in action.



**Above:** Photo from Lavington Public School (Albury, NSW) cultural program which focused on helping students connect to their Indigenous cultures as a means to increase a sense of belonging and engagement with school. The project involved the creation of a Bush Tucker garden, Indigenous elders visiting students weekly to share knowledge of culture and various local indigenous artists run art workshops with the students.

**Below:** Illawarra Sports High Schools Refugee and EAD/D Students pose outside a mural of legendary soccer commentator Les Murray (an ex-student). Illawarra Sports ran several initiatives to help

*increase the ICU of their students and support students who had experienced instances of racism and prejudice in the local area.*





## Community Awareness Raising and Engagement

### Collaboration

Collaboration is an important priority for Together For Humanity. One of our most fruitful collaborations this year was with the Perth based Museum of Freedom and Tolerance. Together we delivered programs to 1190 students in 12 WA schools.

We have also continued our long standing collaboration with the Victoria based Jewish Christian Muslim Association. Planning for the delivery of teacher professional development and other joint strategic planning was pursued and should bear fruit in the 2018-2019 year.

We continue to support the NSW Government's Compact Alliance. This brings together a broad range of organisations dedicated to social cohesion. In particular, we work closely with one alliance member, the Bankstown Youth Development Service (BYDS). We have jointly delivered a school program that utilised the skill sets of staff of both organisations. The City Country alliance is another potential partner, and we have attended to that relationship this year.

Most important of all has been our collaboration with teachers and schools in the Good Practice Project explained above (see pages 13-15).

## How you can help

### Volunteer your time

Please contact our office if you are interested in becoming a volunteer for Together for Humanity.

### Make a Donation

We would warmly welcome your generous support by making a tax deductible donation. There are several ways in which this can be done:

#### DIRECT DEPOSIT

**Bank:** Westpac Banking Corporation

**Account Name:** Together for Humanity Foundation

**BSB:** 032 188

**Account:** 421013

#### CHEQUE

Cheques made payable to Together for Humanity Foundation should be forwarded to us at PO Box 248 Rosebery NSW 1445

#### CREDIT CARD OR PAYPAL

Please visit our website [http://www.togetherforhumanity.org.au/tfh\\_donate/](http://www.togetherforhumanity.org.au/tfh_donate/). To make a payment

by Credit Card, click on the LOWER WHITE BUTTON that says “Donate with a card”. To make a payment by PayPal, click on the Blue Donate button.

### **Leave a Bequest**

Please contact our office.

### **Support an Event or Fundraising Activity**

Please contact our office.

### **Become a Corporate Partner**

Please contact our office.

## **Contact details**

Together For Humanity Foundation Ltd

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**Web:** **Foundation** - [togetherforhumanity.org.au](http://togetherforhumanity.org.au)

**Educational Resources & Teacher Professional development** - [differencedifferently.org.au](http://differencedifferently.org.au)

## Appendix : 2017-2018 Workshops

Date(s)	Location	Number
3 July 2017	Cobham Juvenile Justice Centre	40
10 July 2017	Frank Baxter Detention Centre	60
11 July 2017	Frank Baxter Detention Centre	45
24 July 2017	Punchbowl Boys High School - 9 sessions between July and September	60
26 July 2017	Interschool Program - Auburn Girls High School, Emanuel School and Granville Boys High School	56
1 August 2017	Granville Boys High School - 6 sessions between August and September	90
3 August 2017	Mimosa Public School	280
8 August 2017	Masada College, Australian International Academy (AIA) and Bass Hill High School	80
10 August 2017	Western Grammar School	15
10 August 2017	Wiley Park Girls High School - 5 sessions between August and September	18
15 August 2017	Epping West Public School	180
16 August 2017	Al Faisal College	60
18 August 2017	Granville Boys High School and BYDS	160
21 August 2017	Richmond High School	50
23 August 2017	Auburn West Public School	140
24 August 2017	Georges Hall Public School	280
25 August 2017	Lindfield East Public School	50

31 August 2017	Paddington Public School	90
5 September 2017	Interschool Program -Arkana College and Mt Sinai College	90
7 September 2017	Killara High School	25
11 September 2017	Spirituality in the Pub	60
19 September 2017	St Patrick's Catholic Primary School, Asquith	218
22 September 2017	Mary Bailey House Early Education - Teacher PD	15
4 October 2017	Annual ANZELA Conference	90
10 October 2017	Turrumurra Public School	160
16 October 2017	Punchbowl Boys High School - 8 sessions between October and December (new cohort)	75
16 October 2017	Atwell College, Western Australia	40
17 October 2017	Mandurah Baptist College, Western Australia	36
19 October 2017	Catholic Education Office Wollongong: REC's - Teacher PD	15
19 October 2017	Balga Senior High School	180
19 October 2017	Coolbinia Primary School	100
20 October 2017	Wesley College	130
23 October 2017	Australian Islamic College, Kewdale	80
24 October 2017	Kapinara Primary School	25
24 October 2017	Prindiville Catholic College	370
25 October 2017	St Thomas' Primary School	30
25 October 2017	Mandurah Baptist College	50
26 October 2017	Carmel School	50

26 October 2017	St Andrews Grammar School	49
8 November 2017	Sylvania Heights Public School - Teachers Professional Learning	22
22 November 2017	Country City Alliance Leadership Day 1	72
23 November 2017	Punchbowl Boys High School - Teacher PD	50
28 November 2017	Christ Church Grammar School	180
29 November 2017	Emmanuel College	60
30 November 2017	Northern Beaches Secondary College Cromer	90
1 December 2017	Plumpton High School	300
9 January 2018	Cobham Juvenile Justice Centre	67
12 February 2018	Parliament House - Prevention of Violent Extremism	30
13 February 2018	WISH: Interfaith Women's Network	20
18 February 2018	Together for Humanity Presenter Training	50
20 February 2018	Good Practice Project Teacher PD	20
6 March 2018	Whalan Public School	80
14 March 2018	Interschool Program : Moriah College, Wiley Park Girls High School and Punchbowl Boys High School	32
19 March 2018	Shalom College	80
20 March 2018	Jamberoo Public School	73
21 March 2018	Masada College, Ravenswood Australian Islamic College and Galstaun Armenian School	118
22 March 2018	Malek Fahd Islamic School, Beaumont Hills	480
23 March 2018	Neutral Bay Public School	300

28 March 2018	Ivanhoe Primary - Teachers PL	40
4 April 2018	Waverley College	25
10 April 2018	Interschool Program: Mt Sinai College and Arkana College - April to June	65
13 April 2018	Newington College	140
30 April 2018	Sylvania Heights Public School - Teachers PD	50
8 May 2018	Christian Brothers' High School Lewisham	200
10 May 2018	Interschool Program - Emanuel School, Auburn Girls High School and Granville Boys High School	90
14 May 2018	Punchbowl Boys High School - weekly sessions May and June	60
22 May 2018	Wollongong Catholic Education Office Teacher PL	18
4 June 2018	Heathcote High School	135
7 June 2018	Wiley Park Girls High School	10
18 June 2018	Plumpton High School	56
20 June 2018	Burwood Girls High School - Good Practice Project	660
26 June 2018	Al Faisal, PL	30
26 June 2018	Al Faisal, Minto - Student Workshop	75
27 June 2018	Jannali High School	200
28 June 2018	Taren Point Public School	52
	<b>TOTAL</b>	<b>7,672</b>