



Together
For Humanity

Together For Humanity Foundation ANNUAL REPORT July 2020 – June 2021



One of our South Australian ICUP schools, Mark Oliphant College is supporting and encouraging its students to express empathy, demonstrate respect and take responsibility for tackling racism at school.

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

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1. A MESSAGE FROM OUR CHAIRMAN – Chris McDiven AM

I opened my 2019-2020 report saying the year had been an unusual year because we had faced unexpected challenges in coping with the COVID-19 pandemic. Unfortunately, these challenges have persisted through the 2020-2021 financial year, and communities have continued to be tested and strained mentally, physically, and economically, with little relief in sight at the end of this financial year.

However, there have been opportunities too. Our Education team of Mark van Ommen, Kate Xavier, Kathleen Gordon, Calisha Bennett, Aamon Sayed and Tanja Hagedorn have coped with everything the year has thrown at them, with lateral thinking, ongoing enthusiasm and support for the work we do to bring communities together through education. They have amazed us by coping with working from home, many of them homeschooling their own children at the same time.

Together For Humanity has had a good increase in the number of users accessing our online learning and teacher development programs. A new online learning platform was launched early in the year to raise the standard of the programs. Mark van Ommen was able to visit a group of regional schools to present a Teacher Professional Development workshop face-to-face.

We were able to expand the Intercultural Understanding Partnerships (ICUP) program in 2020 and thirty-five schools participated coming from five States. There was increased interest from regional schools, particularly in New South Wales. We thank our partners, the Abraham Institute (SA) and Jewish Christian Muslim Association (VIC) for assisting in interstate ICUP projects.

Our team has also worked with Benevolence (VIC) and the Museum of Freedom and Tolerance (WA).

These partnerships have also led to the expansion of the girls Believe, Belong and Blossom program. The BBB program is for female students from diverse backgrounds. In a series of sessions supported by female community mentors, girls are led on a journey towards self-confidence and self-belief, gaining a sense of belonging to a community and blossoming as they realise their potential.

There is also a boys program for disengaged and/or marginalised boys to gain a deeper understanding and acceptance of themselves and develop empathy for others.

Our interschools program, bringing children from different faiths and backgrounds together, was limited but continued when schools were in face-to-face learning on the school campuses.

Tanja Hagedorn, our Queensland Coordinator, has expanded the Cultural, Hearing, Asking, Telling (CHAT) workshop-based programs in that state, for students in years six to twelve, in partnership with the Scripture Union.

Our improved website, newsletter and social media communications have increased our outreach into the community. We thank our Communications Officer, Nicky Sandler, for her outstanding work that has led to this positive change.

Together For Humanity has continued to be funded by government grants and private philanthropy. Due to the pandemic, opportunities for fundraising functions have been severely limited, but between lockdowns, we managed to hold a cocktail party, community dinner and an online 'Giving Day' campaign. We are very grateful for the generosity of the many donors who support our work and have been willing to open their pockets and donate the much-needed funds. During the year we worked with fundraising consultants until Alla Serhan was appointed as Fundraising Officer.

National Director Rabbi Zalman Kastel AM, with assistance from staff and board members, engaged with the Federal Government resulting in an announcement in the 11 May Budget that Together For Humanity would receive \$ 8.1 million over four years to expand our work.

The Board's Gift Fund Committee, which oversees the management and determines the distribution of tax-deductible funds raised from the public, has continued to meet and they have undertaken their role responsibly.

The new sub-committee structure adopted last year has served the organisation well, and I thank all the Board members and other consultants for their willingness to participate and share their expertise with us.

Together For Humanity office has been well supported by our very capable General Manager Julia Gyomber, and staff members Hezie Lazarov and Mercedes Esteban-Lyons (for part of the year).

I particularly thank our committed and capable board of President Madenia Abdurahman, Treasurer Zubeda Rahman, and members Tina Green, Sam Halbouni, Valerie Hoogstad, Nim Rutnam, Jacquie Seemann Charak, Peter Stephinson, Tim Stern, Jana Wendt, and Di Yerbury AO for their ongoing support for Together For Humanity, for their input, and the time they commit so readily to ensure the organisation is well governed. We were also delighted that Peter Hamill joined the board in the second half of the year.

Our Board and sub-committee meetings have been mostly held over Zoom, but we have managed to use the technology successfully to ensure our meetings are very productive. In addition, during the year the Board went through a self-evaluation process and ensured all our policies and procedures are up-to-date and relevant.

However, the vision and motivation for Together For Humanity still emanates from our National Director, Rabbi Zalman Kastel AM, who has, for almost twenty years, been our exceptional leader. He continues to inspire us every day to bring communities together through our work in interfaith and intercultural understanding and we sincerely thank him.

Chris McDiven AM
Chairman, Together For Humanity



Students from Punchbowl Boys High School and Wiley Park Girls High School on a tour of Moriah College Synagogue as part of an Interschools program with the three schools.

2. A MESSAGE FROM OUR NATIONAL DIRECTOR – Rabbi Zalman Kastel AM

What a year! We went through a range of experiences in the year covered in this report. On the one hand, we had the sense that “we are all in this together” and a great feeling of solidarity. On the other, we had people hoarding toilet paper. Worse still, were the reports of people turning on Australians of Asian appearance as somehow responsible for COVID-19. Then, just as the financial year came to a close, residents of Sydney found themselves in lock-down again but with a twist of a “tale of two Sydneys,” with an outcry by many residents from the Western Suburbs that they felt unfairly treated in comparison to residents of Eastern and Northern Sydney.

The silver lining of this difficult time is the transcendence of geography through video-conferencing technology. While previously select academics and others used Zoom for meeting, few others imagined we could meaningfully interact across significant geographical divides. Like other organisations, we used this technology to adapt to the new conditions.

Our teams and partners across NSW, QLD, SA and VIC have met regularly to become a far more cohesive team than was thought possible before COVID. We have also developed an approach for delivering lessons online interactively, and adjusting our use of technology to comply with child protection and address the challenges of engaging students through this medium. We are not quite in the post geography age, but the lessons learned should assist in engaging more students in regional areas at far lower cost going forward.

The biggest news of this year has been an announcement by the Australian Government to back a twelve million dollar plan to dramatically increase the impact of Together For Humanity over four years in collaboration with 100 schools and multiple partners. This will involve an investment of \$8.1 million dollars by the Commonwealth matched by \$4 million dollars in cash and in kind by the community. This investment could not have come at a more opportune time. We thank the Government for backing us, along with our current and future donors who made this possible.

I echo the thanks of our Chairman to the Together For Humanity team and all the Board members. I also thank Ms Chris McDiven AM for her enormous support and effort over this past momentous year.

Rabbi Zalman Kastel AM
National Director, Together For Humanity

3. 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

- 1) People and systems: Our teams are nurtured, supported and developed and our systems and procedures ensure consistent quality.
- 2) Quality education programs.
- 3) Holistic Approach: Prioritised school communities and education organisations shift to more holistic and integrated approaches to fostering interfaith and intercultural understanding with support and guidance from TFH.
- 4) Access for all: Deliver short educational programs and online learning to students in diverse geographic areas and socio-economic backgrounds.
- 5) Fundraising is adequate, reliable and sustainable, with 40% costs coming from fees for service.
- 6) Engagement (parents, teachers, donors, partner organisations, faith communities and government). TFH becoming the 'go to' organisation for ICU.

OUR STRATEGIES (linked to the Objectives numbers)

Administration and Governance: Ensure sound practices, administration and compliance are adhered to consistently. (4)

Education: All students' educational activities are delivered professionally by religiously diverse teams. The staffing of our programs provides participants with experiences of cross-cultural contact, opportunities to develop empathy with people from backgrounds that are different from their own, and inspiration drawn from observation of models of interfaith coexistence. Evidence of impact is collected and informs programming. Programs are tailored to meet the needs of students and priorities of their teachers. Teaching teachers is also a priority because of their influence on students. (1-3)

Facilitation and Support: Schools are supported and guided with Intercultural Understanding Partnerships to develop their own thinking and approaches to inclusion. (1)

Parent Engagement: Maximise parent involvement in, and knowledge of, impact activities. (2)

Student Leadership: Develop student leaders and champions to influence their peers. (1-2)

Online Learning: Harness the power of technology to broaden our reach. (3)

Targeting/Regional Engagement: Target programs based on benefit and need including regional and marginalised participants. (1-3)

Finance and Fundraising: Income will be derived from government and donations. Implementation of a sound Fundraising Plan will deliver income adequate to meet program needs. (5)

Government Relations: Maintain and foster relationships with State and Federal Governments to facilitate support for activities and contribute to policy development when opportunities arise. (5 & 6)

Marketing and Public Relations: Implementing a marketing plan that builds awareness of TFH and increases take up of all services. (1-3 and 6)

Stakeholder and Community Relations: Engage with communities and other stakeholders to ensure our work conforms to their needs and principles and gain their support. (6)

Team: Support and develop staff, Board and volunteers' growth and wellbeing. (4)

Volunteering and Committees: Engage our volunteers, members and committees in meaningful and useful ways to achieve the activities and objectives of the organisation. (1-6)

OUR PRINCIPAL ACTIVITIES

Supporting Schools With Intercultural

Understanding Partnerships: Support from TFH and communication between TFH and schools will be geared toward maximising the level of engagement on the part of the schools with ICU.

Teacher Professional Development and

Provision of Resources: This activity develops teachers' capacity to foster student's ICU. Professional learning is delivered in person at schools as well as through three online courses (accredited by NESA until March 2021). Interactive online materials for students linked to the National Curriculum are also provided and maintained.

Diversity School Presentations and

Workshops: Students interact with people

from backgrounds that are different from their own. These may involve interaction with guest presenters or with their peers from other schools.

Community and Stakeholder Engagement:

Together For Humanity holds 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 measuring the evidence of students' learning against educational objectives articulated in its Theory of Change document, and the number of students and teachers reached in the activities. Together For Humanity also carries out feedback surveys with participants to assess the effectiveness of the activities. Together For Humanity also has our more substantial educational activities independently evaluated by WSU.



Harmony Week celebrations at Carranballac College, one of our Victorian ICUP schools. Some members of the ICUP team including Ian Grant, Education Officer from our partner JCMA (2nd from the right), with student-designed intercultural project logo 'We Are One.'

4. OUR SUPPORTERS

- The Australian Government through the Department of Social Services (DSS)
- The Australian Government through the Department of Education, Skills and Employment (DESE)
- The NSW Government through Multicultural NSW's Compact Grants programs
- NSW Department of Education
- Western Sydney University Social Work Department

OUR STRATEGIC PARTNERS

- The Abraham Institute, South Australia
- Australian Council of State Schools Organisation
- Benevolence Australia, Victoria
- Jewish Muslim and Christian Association, Victoria
- Museum of Freedom and Tolerance, Western Australia
- Scripture Union, Queensland

OUR PATRONS

- Janet Holmes à Court
- Mr Jihad DIB, MP
- The Hon. Natalie Peta WARD, MLC
- The Hon Scott Morrison MP
- Dr Anne Aly MP
- Mr Julian Leaser MP

OTHER MAJOR DONORS

(individuals, foundations, companies in alphabetical order)

- Abbas & Zohra Aly and Triforce Australia
- Andreasens Green Wholesale Nurseries
- EG Funds Management
- Leslie and Ginny Green
- Tina and Maurice Green AM
- Henroth Investments Pty Ltd
- Eli and Hiam Imad
- Impact Foundation
- Sir Asher and Lady Joel Foundation
- The John and Karen Kightley Foundation
- Karen Loblay AM
- Ross and Chris McDiven AM
- Tony and Robin Mitchell
- The Naphtali Family Foundation
- Plus61J Media
- St Benedict's Monastery
- Thomson Geer
- Irving Wallach
- Donors large and small including many from the our culturally and religiously diverse 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 & Chrysa Vlandis
- Founding Chairman and Initial Funder; Jonathan Baral
- The Besen Family Foundation
- The Magid Foundation
- The Becher Foundation
- The Giving Tree Giving Circle
- Andrew and Nicola Forrest through the Minderoo Foundation
- The Dalwood-Wylie Foundation
- The late Sabina Van Der Linden
- The Wolanski Foundation
- Talal Yassine OAM

5. OUR STRUCTURE AND MANAGEMENT

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

Board of Management

Madenia Abdurahman: President.

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

Zubeda Raihman: 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 organisations.

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.

Timothy has extensive experience in the real estate and retail sectors. He is both a volunteer within the Jewish Community and a qualified 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 decade. 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' experience working in universities, both in academia and as a Director involved with International Education. Valerie is currently working part-time at Sydney University and is 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.

Christina Green: Director.

Tina is the Co-Director for Maurteen Pty Ltd and Green Family Investment Trusts. Over the years she has worked in admissions storefront at Odyssey House and as a phone point of contact for the Child Abuse Prevention Services. Tina has contributed generously being part of philanthropic and family investment groups, as well as through her fundraising efforts for the Australian Youth Orchestra and Royal Botanic Gardens. Tina is a supporter of the Duke of Edinburgh awards and was a committee member for over 20 years for St Vincent's Hospital Ladies Committee.

Nimalan Rutnam: Director.

Nim is a qualified Solicitor, Entrepreneur, Human Rights Activist and Philanthropist who has served on numerous not-for-profit Boards. Nim was the past General Counsel & Executive Director for Procter & Gamble, Australia and New Zealand.

Peter Hamill: Director.

Peter Hamill has been an educator in the Catholic sector for more than 40 years. He has held senior leadership positions in several Catholic schools and education systems. He was a principal of five different Catholic high schools serving in the roles for 15 years. He spent eight years as the Director of Schools in the Diocese of Broken Bay, and has served as the Deputy Director of the National Catholic Education Commission.

Rabbi Zalman Kastel AM: National Director and Secretary.

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

Meetings

The Board met six times during the 2020-2021 Financial Year:

- 1) 19 August 2020
- 2) 21 October 2020
- 3) 16 December 2020
- 4) 17 February 2021
- 5) 28 April 2021
- 6) 16 June 2021

In addition to the Board meetings, Board members attend committee meetings and provide guidance on an ongoing basis as needed.

- 1) Gift Fund Committee
- 2) Finance, Risk and Audit Committee
- 3) Education & Strategy Committee
- 4) Marketing, Communications & Engagement Committee
- 5) Events Action Group

6. OUR FINANCIAL PERFORMANCE

- Our revenue from continuing operations for the year: **\$1,134,110**
- Our total expenses from continuing operations: **\$1,505,359**
- Operating Surplus / (Deficit) after income tax: **\$371,249**

TFH accounts are independently audited annually by Fahad Saddiqi of Clearstone Group.

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

7. OUR SCHOOL PRESENTATIONS AND WORKSHOP PARTICIPATION NUMBERS

School presentations and workshops continued to be delivered to students and professional development sessions with teachers in metro and regional areas around the country. A list of these programs is included at the end of this report. These programs and activities reached a total of **4,719** participants across NSW, QLD,

SA, WA and VIC. These included **1,368** in our school based programs, **1,206** students in our high intensity programs **584** for face-to-face Teacher Professional Development, **841** Studies of Religion, **80** for the Metro Regional Youth Summit and a further **640** in our community-based collaborations and programs.

8. OUR ONLINE REACH

In 2020-2021, we moved from our Difference Differently HTML-based website to the Openlearning platform for our teacher and student online learning. We have four student courses and seven teacher courses (4 Cohesion in Diversity and 3 Difference Differently). In the past 12 months, there were **526** enrolled in our student courses, **303** in the Cohesion in Diversity teacher courses and **248** in the Difference Differently teacher courses.

The highest usage of our portal was in **March and June 2021**. The loss of NESA accreditation in March 2021 (as part of a system-wide cancellation of accreditations of a large number courses and providers) has had a detrimental impact on our online learning enrolments. Along with other bodies impacted by the NESA changes, we are working with NESA to address this and expect it to be remedied in the coming year.



Members of our Education team joined forces with Dr Devrim Yilmaz from the University of New England and Dr Jessica Walton from Deakin University to deliver professional development for over 100 teachers and support staff in Griffith. Karen Burke, NSW Department of Education Director of Educational Leadership, Griffith attended along with schools from all over the NSW Riverina.

9. EDUCATION DIRECTOR'S REPORT 2020-2021

The last 12 months have been a challenging time for school education in Australia. As a service provider of educational programs, Together For Humanity has had to adapt to changing circumstances, both in school communities and organisationally.

Staff

During the past year, the education team at TFH has remained stable. At the start of 2021, we employed Aamon Sayed in the role of Informal Education Officer, to co-design and co-deliver our high intensity boys program. Aamon's work experience as a community worker and educator with at-risk youth, people struggling with addiction, victims of domestic violence and those who feel alienated because of their culture, faith or economic situation was a great complement to our high intensity programs.

In Queensland, Tanja Hagedorn, our QLD Coordinator, has been developing a team of diverse presenters to help deliver and extend our activity and impact to more school communities. Our Queensland presenters now include Merima Hodzic, a social worker with Bosnian heritage and Brandon Huges, an indigenous artist and social worker.

Our core educational staff include Kate Xavier, Senior Education Officer, Calisha Bennett, Informal Education Officer, Tanja Hagedorn, QLD Coordinator, Mark van Ommen, Education Director, Aamon Sayed, Informal Education Officer and Rabbi Zalman Kastel AM, our National Director.

Kathleen Gordon is our Curriculum Consultant and serves as a critical friend for our educational activities.

Partnerships

Building the capacity of organisations that are aligned with our mission is integral to our educational approach. We have partnered with the Abraham Institute in SA and the Jewish Christian Muslim Association in VIC to support our Intercultural Understanding Partnership (ICUP) program. This has enabled us to have key people managing projects in NSW, QLD, VIC, SA and WA.

We are working towards formalising our partnership with Scripture Union QLD. Tanja is successfully delivering their CHAT (Cultural Hearing Asking Telling) school-based program.

Our Believe, Belong & Blossom (BBB) girls program has enabled partnerships with Benevolence Australia in VIC and the Museum of Freedom and Tolerance in WA.

Our Senior Education Officer, Kate, continues to liaise with the Australian Council of State School Organisations (ACSSO) regarding the online delivery of their family engagement program.

We anticipate new opportunities for partnerships will emerge in 2022. This includes co-developing pre-service teacher courses with some universities, working with other educational service providers and co-developing programs with other not-for-profit organisations that could help us achieve our mission.

Overall Activity

In the first 6 months of 2021, the education team delivered a high volume of activity, reaching a total of 3,302 unique individual students across our high intensity programs (Boys, Girls, Interschools, Student Leadership and some shorter school-based programs).

Staff delivered Teacher PD in several locations including a regional conference in Griffith at the start of Term 2 2021. TFH Queensland activity also grew from a single program to programs in several schools.

From June, COVID-19 lockdown in metropolitan Sydney halted the delivery of face-to-face programs, although Queensland activity continued with CHAT and a student voice group facilitation. In NSW, we received a number of requests for virtual Studies of Religion sessions.

Holistic approach

Our Intercultural Understanding Partnership (ICUP) grant program resulted in TFH supporting 27 projects with 35 schools across five states. Grant amounts for these school-based projects ranged from \$3,000-\$10,000 per school. Examples of project goals include addressing situations of prejudice as a result of COVID-19 in a school community, a more inclusive approach to student leadership, learning activity redesign to develop intercultural competency and integrated cross-cultural events to capitalise on school community diversity.

The ICUP project has three phases: Planning, Implementation and Evaluation. At the time of writing, we anticipate that 60% of projects

will be completed by the end of 2021. Phase 3, Evaluation, represents the completion of the ICUP project and involves a reflection by the school ICUP team on the overall success of the project, implementation of strategies, project influence on school culture and how TFH support and processes could be improved. It was encouraging that, despite lockdowns, many school communities were able to adapt their project to changing circumstances. For example, some schools in lockdown delivered online learning activities designed to teach students about the beliefs and stories from different cultures.

A key aspect of the Implementation phase was the sharing of resources and stories through the ICUP microsite. The microsite provided a short overview of each project, a document management feature so schools could upload documents, videos and other media, and a discussion forum function which enabled the sharing of ideas on a range of topics. The microsite would not have been possible without the hard work of Curriculum Consultant, Kathleen Gordon and our Communications Officer, Nicky Sandler.

The overall success of ICUP was very much due to the collegiality between ICUP facilitators. Ian Grant and Ginette Everest from JCMA in Victoria, Rachel Gillespie from the Abraham Institute in South Australia, our Curriculum Consultant, Kathleen Gordon, QLD Coordinator Tanja Hagedorn and Education Director, Mark van Ommen. Facilitators met each week to discuss specific project concerns, ideas for the future, administration requirements, grant allocations, financial acquittals and project successes. Our facilitators in Victoria and South Australia were the result of partnerships between TFH and the Jewish Christian Muslim Association and the Abraham Institute respectively.

The ICUP initiative exposed school communities and their networks to the variety of programs offered by our three organisations. A significant amount of 2021 activity including face-to-face teacher PD, student school-based programs and engagement with our online learning was a direct result of ICUP.

The planning for another round of ICUP funding is well underway to provide grants to a further cohort of schools in 2022. With the success of the first round of ICUP schools, we anticipate at least 15 new projects with grants up to \$10,000 and the completion of several projects from 2021.

Quality Programs

This year saw a refining of our school-based programs, new opportunities for program development and greater engagement with regional areas. Our programs can be categorised as short programs, intensive student programs and teacher professional development.

Short programs

In 2021, TFH ran short school-based student programs (1-2 hours duration), demonstrating the agility of our organisation's response to specific requests and interest from schools. Examples include sessions for the Mater Maria College Year 12 cohort, where students had the chance to speak with people from different faith backgrounds. Another example is syllabus-aligned Studies of Religion virtual and face-to-face sessions.

Consistent with our mission, our Informal Education Officer, Calisha Bennett has delivered some online sessions supporting parents of students who attend a primary school in South West Sydney. An initiative facilitated by Liverpool Council, we hope to offer more of these opportunities in 2022.

Intensive student programs

Intensive student programs continue to be our main offering. These programs are either 1-hour per week over several weeks, or two to three full-day sessions. Our Interschool program continues to provide yearly engagement with several school communities. At the start of 2021, several schools completed our new Student Leadership program. This program, run over a full-day, teaches students the skills required to be a leader for all. It also provides time to plan events which are facilitated by the student leadership team.

Due to its success in NSW, our girls-only high-intensity program, Believe, Belong & Blossom expanded to three other states through our partnerships with Benevolence Australia (VIC) with Zulfiye Tufa, the Abraham Institute with Rachel Gillespie (SA), and the Museum of Freedom and Tolerance (WA) with Catherine Jones. Our Informal Education Officer, Calisha Bennett provided training sessions so interstate facilitators could deliver the program in the spirit that it was intended.

Our newly-employed Informal Education Officer, Aamon Sayed developed and facilitated the boys-only program Man Up in several Sydney metropolitan schools during the first half of 2021.

The program was delivered to several cohorts of 12-15 students from Years 7-10. Man Up teaches boys about healthy masculinity, how to be resilient when presented with challenges and ways they can reach their potential as young men. The boys undertake activities and personal reflection in a safe and supportive environment.

QLD Coordinator, Tanja Hagedorn has delivered several CHAT programs in 2021, generating interest from other schools as the year progressed. CHAT (Cultural Hearing Asking Telling) was designed by Scripture Union Queensland (SU QLD). SU QLD has provided Tanja and her team of diverse presenters with training and networking opportunities to develop our Queensland presence. The result is that we have TFH-specific opportunities for short programs and teacher PD in late 2021 and into 2022. Unfortunately, the SU QLD showcase to be held in June was postponed due to lockdown. The showcase would have provided us with a wonderful opportunity to engage with school chaplains across the state on the work of TFH.

Teacher Professional Development

2021 saw a large number of teachers attend TFH professional development in creating culturally inclusive classrooms and schools. This included two events in regional NSW involving networking with several schools. We also co-delivered teacher PD with the Abraham Institute in South Australia, and have begun delivering teacher PD in Restorative Practices. In partnership with JCMA, we anticipate we will deliver a couple of sessions to schools in Victoria engaging families from diverse backgrounds before the end of the year.

Metro-Regional Inclusive Communities Youth Summit

In November 2020, seven schools from around NSW (including three regional schools: Glenroi Heights Public School, Catherine McAuley Catholic Primary School and James Sheehan High School) presented their ideas about diversity and inclusion to politicians and community leaders at our Metro-Regional Inclusive Communities Youth Summit at NSW Parliament House. It was a hybrid virtual and in-person event where MPs gathered at NSW Parliament House to watch live-streamed presentations from metro and regional schools and engage in a Q&A session with students. Participating schools and community and religious leaders Zoomed in live.

The theme focused on community resilience and maintaining community harmony in the current COVID-19 climate. Students presented their proposals using a range of formats including multimedia presentation, visual artwork and dance performance. The presentations were well-considered and inspiring, and the students asked some tricky questions of the politicians! It was a fantastic opportunity for young people to formulate their own ideas around community harmony in Australia and have their voices heard by some of our nation's leaders in the context of our COVID-19 lockdown landscape.

Quality

All our programs are evaluated so we can continually improve the quality of our content and presenter delivery. Data is collected from participants through online surveys or interviews. We compare this data with our own presenter self-reflection to look for ways to improve our delivery and participant engagement.

Western Sydney University (WSU) continues to work closely with us, and has conducted independent evaluations of some of our Teacher PD sessions and girls-only programs. However, reduced activity due to lockdowns meant that WSU could not finalise its data collection in the 2020-2021 financial period. We expect further data collection and analysis to continue beyond 2021.

In 2022, we will look for ways to embed longitudinal impact measurement in some of our programs to continue to be reflexive and relevant to the needs of our target groups.

Future directions

In 2022, we anticipate that our range of programs and the way we market these programs will transform. Our anticipated new federal government grant obligations require us to provide activities that reduce racial and/or faith-based prejudice and discrimination, address human rights issues and promote social cohesion. We are confident that all our current and future activity will achieve these broad aims. As a result of stakeholder feedback, we will look for opportunities to explicitly align our programs to syllabus content or student wellbeing, explore ways we can adapt some of our face-to-face programs to offer them virtually, and source new partnerships with organisations to broaden our networks.

Mark van Ommen

Education Director, Together For Humanity



Our Metro-Regional Inclusive Communities Youth Summit was a hybrid virtual and in-person event where MPs gathered at NSW Parliament House to watch live-streamed presentations from metro and regional schools and engage in a Q&A session with students. MPs included host Parliamentarian Jihad Dib MP, Minister for Education Sarah Mitchell MLC, Minister for Rural Youth Bronnie Taylor MLC, Member for Orange Philip Donato, TFH Patron Natalie Ward MLC and Member for Calare Andrew Gee MP.

10. OPERATIONS REPORT 2020-2021

The 2020-2021 financial year can be described in many ways, operationally. It is apt to say that it was like lockdown bookends. We commenced the financial year with clear sight coming out of NSW's very first COVID-19 lockdown, allowing for a clear pathway to continue our tremendous activity and positive impact with schools and educators. Nearing the end of the financial year, we were faced, once again, with the challenges of lockdown, transitioning back into an uncertain landscape of working and operating virtually.

If there is one thing that all staff and the operations of TFH accomplished during this period of time, it was being adaptable, creative and resilient within this new world, whilst successfully satisfying all organisational compliance and proposed activities from major government funding and philanthropic foundations.

OPERATIONS TEAM

Our small yet very diligent Operations team has continued to adapt and pivot to the challenges faced by the organisation in the areas of Communications, Special Projects, Compliance, Administration and Fundraising. Some examples of the very important work that has been achieved by the team include:

- The development of a communications strategy and plan
- Media training for the National Director
- Managing the ongoing production of TFH's communications content including regular eNews updates to supporters, maintaining and updating the website and communicating our mission on social media platforms in conjunction with Education and Operations teams

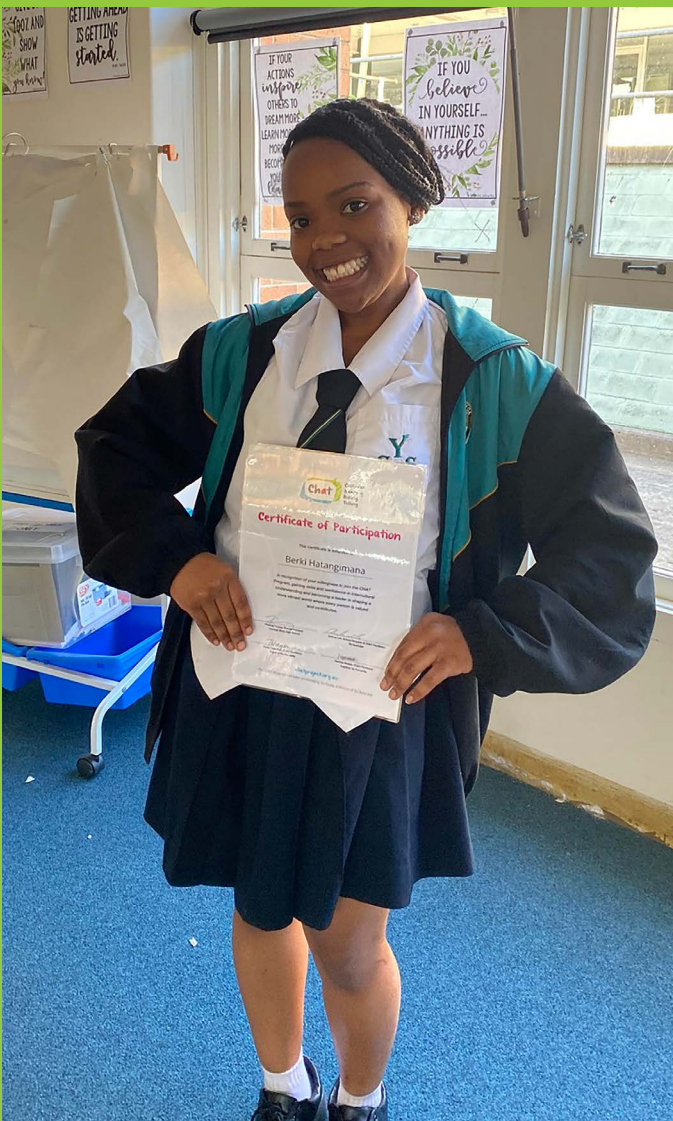


Our Project Officer Hezie, National Director Zalman, and Informal Education Officer Aamon ran our boys-only program, Man Up several times during the year. Participating schools included Punchbowl Boys High School, Arthur Phillip High School and Macquarie Fields High School.

- Coverage of TFH in the media (examples include [AMUST](#), [The Mandarin](#), [Central Western Daily](#), [The Big Smoke](#))
- Creation and management of promotional campaigns and materials for the Education team, TFH's core work, fundraising and other special events including QLD Scripture Union conference
- Developing media material
- Production of online presentation for Regional and Rural Mental Health Symposium
- Creation of ICUP microsite in conjunction with Education team
- Supporting the delivery of film projects in conjunction with Education and Operations teams with five promotional films in the pipeline as well
- Management of TFH's CRM and the integrity of data flow and development
- Assistance with fundraising activities and strategy development in tandem with the National Director and fundraising team
- Co-facilitation of the high intensity boys program
- Event management of fundraising campaigns including inaugural online match giving campaign and EOFY campaign
- Assist with securing and developing relationships with prospective and current donors as well as support efforts to assist with donor retention and expansion
- Project manage the implementation of the TFH fundraising strategy and plan and assist with implementation relating to major gifts
- Scope and assist with grant applications and proposals

A huge thanks to Mercedes Esteban-Lyons, Hezie Lazarov and Nicky Sandler; contractors Jackie Gold, Lawrence Jackson, Avril Janks and Alla Serhan and Jeff Tuch for all their contributions towards TFH throughout the 2020-2021 financial year.

This dedicated team of people in Operations has enabled great things to happen, and their individual and collective achievements are paving the way for further growth, support and recognition for TFH.



Berki Hatangimana, one of the graduates of our first CHAT (Cultural Hearing Asking Telling) program with Yeronga State High School in Queensland. Our QLD Coordinator, Tanja Hagedorn and her team are working in collaboration with Scripture Union Australia to facilitate the CHAT program in more QLD schools.

MUSTER (MUTUAL UNDERSTANDING, SUPPORT, TOLERANCE, ENGAGEMENT AND RESPECT)

TFH successfully acquitted its three-year grant with the Federal Government, the Department of Social Services, under their Mutual Understanding, Support, Tolerance, Engagement and Respect (MUSTER) initiative, which is a sub-activity of the Strong and Resilient Communities Activity.

Under the MUSTER grant, TFH positively demonstrated the main aims of the initiative by building cohesion by creating a sense of commonality to further understanding and acceptance of diversity through school communities and education.

TFH met and, in many circumstances, exceeded its MUSTER activity target participation numbers, even with the effect COVID-19 had on the ability to run certain activities. Furthermore, TFH could easily demonstrate the staffing profile and high levels of organisation-wide engagement, and enabled the Department to have confidence in our organisation to fulfil the requirements of the MUSTER grant.

Highlights from the overall MUSTER funding included:

- 488 unique individual students participating in over 20 programs in 21 different schools in our high-intensity programs
- 937 unique individual students participated in 13 sessions involving 12 schools in our Interschool programs
- 871 unique individual teachers participating in over 35 programs in 40 different schools in our Teacher Professional Development programs
- 2,921 students from SA, VIC, QLD and NSW. Over 30 programs were established and delivered in our school-based/ short programs. The impact of COVID-19 restrictions limited the number of students that could be engaged with
- 602 students over 10 sessions participated in our Studies of Religion programs

PARTNERS

The ongoing commitment to building a community of practice with like-minded organisations continued throughout the year with long-term, strong and strategic partnerships

with the Abraham Institute (SA), JCMA (VIC), Benevolence Australia (VIC), the Museum of Freedom and Tolerance (WA) and Scripture Union Queensland.

These strategic partner organisations have produced quality work in intercultural understanding and interfaith education, and the dedicated teams have tirelessly contributed towards the common goal and the aims of TFH programs and activities, from high-intensity programs through to Teacher Professional Development.

A snapshot of some of the collaborations include:

- Liverpool Council's Children's Youth Parliament and Hoxton Community Centre Parent Engagement Workshops
- EducAID AU - Mental Health First Aid Training for TFH staff
- Presenters at the Rural and Regional Mental Health Conference, Australia NZ Mental Health Association
- Recipes for Ramadan with Jane Jeffes - proactively played a role in the program and joint funding to expand upon this project
- Multiple Iftar events including the Arkana College and Mt Sinai multifaiter Iftar dinner with students and parents from Muslim and Jewish communities
- Community Minds, a Community Development organisation in Bankstown, is currently undertaking a gap analysis and service mapping of ICU/interfaith services and programs in schools for the Bankstown/ Canterbury/Auburn/Granville area to assist with developing stronger and more cohesive links with other community organisations and effective take up of services
- Our Queensland team continued to make inroads with the Queensland Global Learning Network (QGLN), the Abbey Multifaiter and Cultural Dialogue Centre, Caboolture, Initiatives of Change, IWAA and QLD Baptist Union. Plans are well underway despite COVID-19 having shifted some original timelines.

Queensland activity highlights include:

- Scripture Union Australia and Chaplaincy QLD: A strong partnership between SU Australia and TFH is being formed, with a current focus on Queensland. In Queensland, over 800 schools have SU Chaplains. SU's Cross Cultural Coordinator, Tim Fawsett, and TFH's

QLD Coordinator are developing and building a collaboration between Chaplains in schools and TFH for program delivery. This partnership is to benefit the school community as a whole, as children and teachers are supported in their work toward greater social cohesion through dialogue.

- Scripture Union's Annual Chaplaincy Conference (attended by about 600 Chaplains) was planned for July. This would have been a great networking and promotion event for TFH who would have had a stand in the exhibition area. Unfortunately, the event was cancelled due to COVID lockdown.
- The Abbey Multifaith and Cultural Dialogue Centre, Caboolture - the QLD team are in conversation with the Abbey to confirm a partnership between TFH, the Abbey and other metro and regional organisations, including police, healthcare, and various faith community leaders in delivery of interfaith/intercultural/diversity training, workshopping and support, with a focus on youth. This project is largely at a conceptual level, as COVID-19 restrictions over the course of the year have caused disruptions.
- Queensland Global Learning Network - communication and attendance of meetings (online) has been limited and depending on relevance, e.g. with regards to curriculum content of intercultural programs in schools.

A special thanks to Rachel Gillespie, Zulfiye Tufa, Ginette Everest, Ian Grant, Shaheen Hughes and Tim Fawsett for continually creating a mutually beneficial strategic alliance in developing and delivering intercultural understanding programs, sharing expertise, building community goodwill between and toward faith and other communities and co-creating, promoting and continually improving programs collaboratively.

WELLBEING

The impact on COVID-19 and the subsequent lockdowns can not be underestimated with regards to the mental health and wellbeing of everyone. To ensure the best support for our team, TFH proactively continued with (virtual) weekly staff meetings, informal buddy systems for staff to check in and catch up, virtual water cooler opportunities and being flexible with our scheduling to practically address the effects of the professional blending into the personal whilst working from home.

Additional support for staff also included the opportunity to access external professional organisational coaching through Leadership Space and, for the first time in TFH history, an Employment Assistance Program (EAP) with Sydney-based provider UPRISE. UPRISE has been available to all staff to provide access to information, skills development, direct support and services to proactively address work-related stress, mental health and wellbeing concerns in a safe and confidential manner.

TFH has also made a huge investment in staff training and professional development. This year we have ensured that mandatory training, as well as training specific for set roles was easily accessible and provided for ongoing skills and knowledge-based growth to enhance expertise in our specific roles and organisational development.

FUTURE

In May 2021, the Federal Government's Department of Education, Skills and Employment announced the commitment towards funding TFH over 4 years.

The funding will support the establishment of a National Award for Excellence to recognise student, teacher and school champions of 'inclusive citizenship,' and will allow TFH to significantly increase the scale and impact of its work through an online learning platform for students and teachers across Australia. It will also support over 100 schools to design innovative approaches to advancing harmony that can then be rolled out to every school in Australia.

With the challenges of the year, the effort, adaptability, contribution and energy from our team cannot be commended enough. A huge thank you to our dedicated and proactive Board and Committee members, our Education and Operations teams, contractors and strategic partners and most importantly to our founder and National Director Rabbi Zalman Kastel, whose exceptional intellectual and creative capacity, purpose and determination have no bounds.

It is clear with the commitment from the Federal Government and our supporters that we will continue to expand our impact and keep striving to bring our Australian communities together.

Julia Gyomber

General and Engagement Manager,
Together For Humanity

11. HOW YOU CAN HELP

Volunteer your time

Please visit our website if you are interested in becoming a volunteer for Together For Humanity. There are opportunities to get involved from Program Presenters to Administration Support.

Donate

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

Pay by Credit Card

Please visit our website https://www.togetherforhumanity.org.au/tfh_donate/

Click on the 'Donate' button

Pay by Direct Deposit

Bank: Westpac Banking Corporation

Account Name: Together for Humanity Foundation Ltd

BSB: 032 188

Account: 421013

Pay by Cheque

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

Leave a Bequest

Have a longstanding, positive impact on interfaith and intercultural understanding education and leave a gift or bequest in your will. For further information, please contact us on

info@togetherforhumanity.org.au

Support us

By hosting an Event or Fundraising Activity, or becoming a Corporate Partner

12. CONTACT DETAILS

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Rosebery NSW 1445

Telephone: 0468 705 665

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Web: togetherforhumanity.org.au



We worked in collaboration with the Museum of Freedom and Tolerance to pilot our girls only program, Believe, Belong & Blossom for a group of participants from various schools around Perth. This artwork was drawn live throughout segments of the workshop, and was added to by participants throughout the two-day journey of exploration.

13. APPENDIX I: NSW 2020-2021 EDUCATION PROGRAM ACTIVITY

Date	Location	Program	Numbers Reached
02/07/2020	Emanuel Synagogue-NSW	Community discussion	25
20/07/2020	St Benedict's Catholic College-NSW	SOR	130
20/07/2020	Australia Street Infants School-NSW	Teacher PD	15
29/07/2020	Hoxton Park Public School-NSW	School Based program	60
30/07/2020	Endeavour College-SA	SOR	200
30/07/2020	Eden College-NSW	BBB Eden College	12
05/08/2020	Penola Catholic College, Emu Plains-NSW	RAP Penola College	64
06/08/2020	Eden College-NSW	BBB Eden College	12-repeat cohort
13/08/2020	Eden College-NSW	BBB Eden College	12-repeat cohort
20/08/2020	Eden College-NSW	BBB Eden College	12-repeat cohort
24/08/2020	Redeemer College-SA	SOR	50
24/08/2020	Penola College, Emu Plains-NSW	School Based program	160
25/08/2020	Penola College, Emu Plains-NSW	School Based program	160-repeat cohort
27/08/2020	Eden College-NSW	BBB Eden College	12-repeat cohort
02/09/2020	Hoxton Park Public School-NSW	School Based	60
02/09/2020	Sydney Jewish Museum-NSW	Teacher PD Webinar	41
03/09/2020	Eden College-NSW	BBB Eden College	12-repeat cohort
09/09/2020	Ravenswood College-NSW	School Based	15
10/09/2020	Eden College-NSW	BBB Eden College	12-repeat cohort
14/09/2020	Bellfield College-NSW	Teacher PD	65
17/09/2020	Eden College-NSW	BBB Eden College	12-repeat cohort
22/09/2020	Thebarton Senior College-SA	School Based program	40
14/10/2020	Hoxton Park Public School-NSW	School Based program	60-repeat cohort
27/10/2020	Our Big Kitchen-NSW	Interschool	92
30/10/2020	Bankstown Girls High School-NSW	BBB	23

02/11/2020	Plympton Primary School-SA	School Based program	130
13/11/2020	Bankstown Girls High School-NSW	BBB	23-repeat cohort
19/11/2020	NSW Parliament House-NSW	TFH Metro Regional Youth Summit	80
20/11/2020	Penola Catholic College, Emu Plains-NSW	Teacher PD Penola College	65
24/11/2020	Arkana and Mt Sinai -NSW	Online-Interschool	65
24/11/2020	St Aloysius College Milsons Point-NSW	School based program	75
27/11/2020	St Aloysius College Milsons Point-NSW	School based program	75-repeat cohort
10/12/2020	Arkana College-NSW	Teacher PD	19
27/01/2021	Arkana College-NSW	Teacher PD	19-repeat cohort
02/02/2021	Mater Maria Catholic College -NSW	School based program	60
04/02/2021	Mater Maria Catholic College-NSW	School based program	70
07/02/2021	Emanuel Synagogue, Woolahrah-NSW	Community	65
12/02/2021	Greenacres library-SA	Community	14
16/02/2021	Springfarm Public School-NSW	Teacher PD	12
18/02/2021	Holroyd High School-NSW	RAP	21
22/02/2021	Australian International Academy-NSW	School based program	23
22/02/2021	Mt Hira College-VIC	BBB	12
24/02/2021	Punchbowl Boys High School-NSW	Man Up	12
24/02/2021	Punchbowl Boys High School-NSW	Man Up	12
24/02/2021	Punchbowl Boys High School-NSW	Man Up	12
24/02/2021	Punchbowl Boys High School-NSW	Man Up	12
24/02/2021	Clarence Valley Anglican College-NSW	Teacher PD	23
01/03/2021	Mt Hira College-VIC	BBB	12-repeat cohort
02/03/2021	Endeavour College-SA	School Based program	60
02/03/2021	Chester Hill Public-NSW	BBB	12

03/03/2021	Punchbowl Boys High School-NSW	Man Up	12-repeat cohort
03/03/2021	Punchbowl Boys High School-NSW	Man Up	12-repeat cohort
03/03/2021	Punchbowl Boys High School-NSW	Man Up	12-repeat cohort
03/03/2021	Punchbowl Boys High School-NSW	Man Up	12-repeat cohort
04/03/2021	Australian Islamic Academy-NSW	School based program	4
04/03/2021	Australian Islamic Academy-NSW	School based program	17
06/03/2021	Amplified Conference/ SU- QLD	Teacher PD	18
08/03/2021	Drummond Memorial Public school-NSW	Teacher PD	65
09/03/2021	Chester Hill Public-NSW	BBB	12-repeat cohort
10/03/2021	Punchbowl Boys High School-NSW	Man Up	12-repeat cohort
10/03/2021	Punchbowl Boys High School-NSW	Man Up	12-repeat cohort
10/03/2021	Punchbowl Boys High School-NSW	Man Up	12-repeat cohort
10/03/2021	Punchbowl Boys High School-NSW	Man Up	12-repeat cohort
15/03/2021	Croydon Park Public School-NSW	RAP	24
15/03/2021	Mt Hira College-VIC	BBB	12-repeat cohort
16/03/2021	Chester Hill Public-NSW	BBB	12-repeat cohort
17/03/2021	Australian Islamic Academy-NSW	RAP	13
17/03/2021	Punchbowl Boys High School-NSW	Man Up	12-repeat cohort
17/03/2021	Punchbowl Boys High School-NSW	Man Up	12-repeat cohort
17/03/2021	Punchbowl Boys High School-NSW	Man Up	12-repeat cohort
17/03/2021	Punchbowl Boys High School-NSW	Man Up	12-repeat cohort
18/03/21	Scripture Union, QLD	CHAT	14
18/03/21	Mercedes College-SA	SoR	150
19/03/21	Scripture Union, QLD	CHAT	14

19/03/2021	Greenacres Library-SA	Community	14
22/03/2021	Scotch College-SA	SoR	150
22/03/2021	Mt Hira College-VIC	BBB	12 -repeat cohort
22/03/2021	Moriah CollegePunchbowl Boys and Wiley Park Girls High,-NSW	Interschool	45
23/03/2021	Chester Hill Public-NSW	BBB	12
23/03/2021	Mt Sinai & Arkana-NSW	Interschool	60
24/03/2021	Punchbowl Boys High School-NSW	Man Up	12 -repeat cohort
24/03/2021	Punchbowl Boys High School-NSW	Man Up	12 -repeat cohort
24/03/2021	Punchbowl Boys High School-NSW	Man Up	12 -repeat cohort
24/03/2021	Punchbowl Boys High School-NSW	Man Up	12 -repeat cohort
24/03/2021	Youth Parliament-Heckenberg Community Centre-NSW	Community	44
26/03/2021	James Meehan High School-NSW	RAP	18
30/03/2021	Sydney Jewish Museum-NSW	Teacher PD	24
30/03/2021	Chester Hill Public-NSW	BBB	12-repeat cohort
31/03/2021	JJ Cahill Memorial High-NSW	Short	350
12/04/2021	Mt Hira College-VIC	BBB	12-repeat cohort
11/04/2021	Queensland Baptist Youth and Young Adult-QLD	Community	50
19/04/2021	Mt Hira College-VIC	BBB	12-repeat cohort
20/04/2021	Griffith leagues Club (Barellan central teacher cluster)-NSW	Teacher PD	100
20/04/21	Chester Hill Public-NSW	BBB	12-repeat cohort
27/04/21	Chester Hill Public-NSW	BBB	12-repeat cohort
28/04/2021	Arkana College-NSW	Interschools	350
28/04/2021	Yeronga State High-QLD	School based CHAT	9

03/05/2021	Arthur Phillip high, Parramatta-NSW	Man Up	15
04/05/2021	Macquarie Fields High School-NSW	Man Up	15
04/05/21	Chester Hill Public- NSW	BBB	12-repeat cohort
04/05/2021	Macquarie Fields High School-NSW	Man Up	15
05/05/2021	Yeronga State High- QLD	School based CHAT	9-repeat cohort
10/05/2021	Arthur Phillip high, Parramatta-NSW	Man Up	15-repeat cohort
10/05/2021	Thebarton Senior College SA	BBB	26
11/05/2021	Springfarm Public School-NSW	Teacher PD	23
11/05/21	Chester Hill Public- NSW	BBB	12
11/05/2021	Macquarie Fields High School-NSW	Man Up	15-repeat cohort
11/05/2021	Macquarie Fields High School-NSW	Man Up	15-repeat cohort
12/05/2021	Yeronga State High- QLD	School based CHAT	9-repeat cohort
05/05/2021	Marian Catholic College - Kenthurst- NSW	Interfaith	50
17/05/2021	Arthur Phillip high, Parramatta-NSW	Man Up	15-repeat cohort
17/05/2021	Thebarton Senior College SA	BBB	26-repeat cohort
18/05/2021	Macquarie Fields High School-NSW	Man Up	15-repeat cohort
18/05/21	Chester Hill Public- NSW	BBB	12-repeat cohort
18/05/2021	Macquarie Fields High School-NSW	Man Up	15-repeat cohort
19/05/2021	Yeronga State High- QLD	CHAT	9-repeat cohort
24/05/2021	Arthur Phillip high, Parramatta-NSW	Man Up	15-repeat cohort
24/05/2021	Thebarton Senior College -SA	BBB	26
25/05/2021	Macquarie Fields High School-NSW	Man Up	15-repeat cohort
25/05/21	Chester Hill Public- NSW	BBB	12

25/05/2021	Macquarie Fields High School-NSW	Man Up	15-repeat cohort
25/05/2021	Thomas More College-SA	School based program	14
26/05/2021	Yeronga State High-QLD	CHAT	9-repeat cohort
28/05/2021	Delaney College-NSW	Short	50
31/05/2021	Arthur Phillip high, Parramatta-NSW	Man Up	15-repeat cohort
31/05/2021	Thebarton Senior College SA	BBB	26
01/06/2021	Macquarie Fields High School-NSW	Man Up	15-repeat cohort
01/06/2021	Macquarie Fields High School-NSW	BBB	15
01/06/21	Chester Hill Public-NSW	Man Up	12
02/06/2021	Trunkey Public School-NSW	Teacher PD	14
02/06/2021	Yeronga State High-QLD	CHAT	9-repeat cohort
03/06/2021	Endeavour College-SA	SoR	56
03/06/2021	Trunkey Public School-NSW	Teacher PD	14-repeat cohort
07/06/2021	Thebarton Senior College-SA	BBB	26
08/06/2021	St Pauls Catholic College Greystanes -NSW	Short	150
08/06/2021	Cardijn College, Noarlunga Downs-SA	SoR	105
09/06/2021	Yeronga State High-QLD	CHAT	9-repeat cohort
10/06/2021	Kenmore State High School-QLD	School based forum	6
14/06/2021	Shalom College-NSW	Community Interfaith Panel	350
15/06/2021	Salisbury East High School-SA	Teacher PD	100
16/06/2021	Yeronga State High-QLD	CHAT	9-repeat cohort
16/06/2021	Granville Boys-NSW	Interschools	90
18/06/2021	Fountain College, Ferndale-WA	BBB	30
19/06/2021	Museum of Freedom & Tolerance-WA	BBB	15

20/06/2021	Museum of Freedom & Tolerance-WA	BBB	15-repeat cohort
25/06/2021	Kenmore State High-QLD	School based forum	7
20/06/2021	Kenmore State High-QLD	School based forum	7-repeat cohort
03/08/2021	Yeronga State High-QLD	School based CHAT	15-repeat cohort
10/08/2021	Yeronga State High-QLD	School based CHAT	15-repeat cohort
20/08/2021	Kenmore State High-QLD	Student voice	8
17/08/2021	Yeronga State High-QLD	School based CHAT	15-repeat cohort
24/08/2021	Yeronga State High-QLD	School based CHAT	15-repeat cohort
31/08/2021	Yeronga State High-QLD	School based CHAT	15-repeat cohort
06/09/2021	Yeronga State High-QLD	School based CHAT	15-repeat cohort
13/09/2021	Yeronga State High-QLD	School based CHAT	15-repeat cohort
TOTAL			4719



Some TFH team and Board Members at an Interfaith Iftar, hosted by the school community from Islamic independent school, Arkana College for students and parents from Jewish school, Mount Sinai College. From L to R: Madenia Abdurahman, Rabbi Zalman Kastel AM, Kate Xavier, Tina Green, Emeritus Professor Di Yerbury AO, Zubeda Raihman, Chris McDiven AM, Mark van Ommen, Valerie Hoogstad, Nicky Sandler, Timothy Stern, Aamon Sayed, Hezie Lazarov.

14. APPENDIX II: LIST OF PARTICIPATING ICUP SCHOOLS

Project/ School	Project Goal	Number Of Students
Australian International Islamic College, Gold Coast Campus (P-12)	This enthusiastic ICUP team (Campus Coordinator, two Imams and a Jewish teacher) is working on ways to strengthen community connections. This includes working together with a local Catholic school and revising their curriculum.	approx 150
Chapel Hill State School in Brisbane (P-6)	This whole school project is focused on helping students develop their self identity before exploring their commonalities and diversity. Each semester, a series of classroom lessons will be followed by a whole school culminating event.	over 800
Ipswich State High School, South of Brisbane (7-12)	This project is focused on developing the intercultural understanding of teachers. Working with local elders and an academic from the University of Queensland, the team are planning a full-day professional development that addresses APST 1.4 (strategies for teaching Aboriginal and Torres Strait Islander students) and APST 2.4 (understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians).	approx 1900
Padua College in Brisbane (5-12)	To deepen interfaith and intercultural understanding between our school communities (Padua College, Mt Alvernia College and the Islamic College of Brisbane) through student, teacher and community participation and documenting of exchange experiences in 2021.	approx 1460
Ballarat High School, regional Victoria (7-12)	The project aims to equip students for their adult professional lives by incorporating school-wide mentoring programs involving awareness-raising, encounter events and training in inclusion.	approx 1440
Carranballac College in Melbourne (R-9)	The school plans to engage with broader community programs and individuals who have the knowledge and personal experience to support this project. Through sharing these positive experiences, students, teachers and families will communicate and demonstrate respect for their own cultures, strengthen their identities and accept and celebrate the cultural differences of others within the wider community.	approx 1400
Glenroy College in North Melbourne (7-12)	The enthusiastic team is looking to strengthen parental and family engagement, with many families from a diverse range of cultural, social and faith backgrounds, through a series of strategic events. Glenroy aims to develop teachers' capacity in intercultural understanding, and increase parent participation and CALD community groups' engagement with the school.	approx 500
St Josephs College Geelong (Boys 7-12)	The College aims to improve intercultural understanding through dialogue and advocacy, building strong links to the community through the 'Building Bridges' Program. The team aims to celebrate the Golden Rule – treat others as you want to be treated – by creating a visual representation of this principle to include as part of a Heritage Trail.	approx 1800

Keller Road Primary School in outer North Adelaide (R-6)	The project aims to develop a suite of videos in the languages spoken by students to help parents gain a deeper understanding of their childrens' school. Increased parent understanding and engagement should help students fully participate in school life.	approx 210
Mark Oliphant College in outer North Adelaide (preschool - 12)	Students at Mark Oliphant College will be supported and encouraged to express empathy, demonstrate respect, and take responsibility for tackling racism at school and improving intercultural understanding.	approx 1610
Paralowie School in outer North Adelaide (R-12)	Paralowie School wants to increase intercultural peace, harmony and cohesion and raise awareness of similarities and shared experience between different cultural groups.	approx 1387
Pinnacle College in Adelaide across 3 campuses (F-12)	The project aims to develop a whole school approach to improving interfaith and intercultural understanding in students and their families, so that students and their families feel a greater sense of belonging to, and appreciation of, the diversity and inclusiveness of Australian culture.	approx 675
Playford College in Elizabeth, SA (F-11)	Playford College want their students to have greater insight into their own unique selves with a focus on health and wellbeing, using the lens of the ph360.me approach	approx 400
Playford International College in Elizabeth, SA (7-12)	The project is seeking to create a broad range of activities across the curriculum, as well as whole school events to raise awareness of, and create more harmony within the school.	approx 1150
St Augustine's Parish school in the outer North of Adelaide (R-6)	The project seeks to organise classes at the school for parents from culturally diverse backgrounds to inform them about what's happening and include them in the life of the school.	approx 630
Thomas More College in the outer North of Adelaide (7-12)	The project aims to organise a series of culturally diverse cooking classes and meals as a way of increasing parental involvement and make parents feel like a welcome part of the school community.	approx 886
Delaney College/ Bankstown Girls/ Punchbowl Boys in the Parramatta area of Sydney (7-12)	An in-school celebration of cultural diversity offering increased opportunities for students to connect with students from different cultures outside of their geographic area. The project provides students with the opportunity to reach out to a cause beyond their own area, encouraging them to develop greater connection with, and empathy and compassion for others in different parts of the city.	approx 1300
Delaney College in Sydney (7-12)	The project aims to develop strategies and resources for students and teachers around gender equity and relationships. It also aims to improve parental engagement with the College, and challenge cultural and religious attitudes towards education.	approx 387

Drummond Memorial Public School in regional NSW (K-6)	The project aims to increase staff intercultural understanding and foster more positive relationships between students from different cultures through the school's Positive Behaviour for Learning Framework. The team consists of teachers, support staff and an officer who works with the Ezidi community. A large number of students at the school are from the Ezidi community.	approx 172
East Hills Public School in Southern Sydney (K-6)	The project involves producing a book which celebrates the cultural diversity of the East Hills Public School community. The book will tell the stories of staff, students and parents.	approx 173
Holroyd High School in South West Sydney (7-12)	The project aims to increase opportunities for students to engage with people from outside their local area. The school also is working to revamp its student leadership focus, processes and training to encourage higher expectations and model leadership for inclusion of all cultures.	approx 569
JJ Cahill Memorial High School in inner Sydney (7-12)	JJ Cahill is looking at ways to promote student identity and highlight the cultural diversity of its school community. Strategies include the celebration of different cultures as part of its wellbeing program and at key school events.	approx 327
Penola Catholic College in Western Sydney	Penola aims to develop an integrated, whole school approach to diversity education and the promotion of identity as a way to address wellbeing needs at the College. This includes revamping one-off events like Harmony Day, NAIDOC week and more, so that there are pre and post event learning opportunities.	approx 683
Putland Education and Training Unit is in a Juvenile Justice Centre in Western Sydney	Putland is using film to enable students to tell their stories, experiences of racism and stereotyping. The short films will also serve to educate other students how to respond to these types of situations more appropriately and in a more empowered way.	n/a
Spring Farm Public School in South West Sydney (K-6)	The project aims to increase student and staff knowledge and experience of different cultures. The plan is to create whole school cultural celebrations, where a class studies a particular culture for a period of time, then presents what they have learned at a multicultural day. The project also aims to increase parent engagement with the school through innovative, more effective parent engagement strategies.	approx 700
Trunkey Public School in regional NSW (K-6)	The project aims to provide students with increased opportunities to connect with people from different cultures. Trunkey is looking to partner with four other small primary schools in the area.	approx 13
Fountain College in Perth, WA (K-12 across 2 campuses)	Fountain College is looking at ways to engage families and train them in how they can better support their child's learning. They also want to form connections with other local schools to increase their students' exposure to people who are different to them.	approx 270