



**Together**  
For Humanity

**ANNUAL REPORT 2022-2023**



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## MESSAGE FROM OUR CHAIR, NIMALAN RUTNAM

Together For Humanity Foundation has enjoyed a highly successful year. The well-established and evidence-based work that our staff has been delivering over a number of years was enhanced this year with initiatives that contributed to achieving improved results across a range of performance measures.

Considerable funding received from the Australian Government and the ongoing support provided by our donors and partners has enabled us to extend and deepen our work in and with schools across Australia. On behalf of the Board of Directors, I want to extend our appreciation for the level of support we have received.

There were many highlights this year. Rather than list them all, I will instead single out a few as representative of the impact and scope of our work.

The response to our Intercultural Understanding Partnerships Grant Program (ICUP) has continued to grow, with a large number of applications received from schools from all sectors across Australia. This has been matched by the extension of our work, and partnerships providing a platform for our impact in each state and territory in further years. In just six months, for example, we

doubled our engagement with schools, adding many new schools to those we had worked with previously.

Based on the priority processes we set for 2023, we identified gaps and challenges in meeting our ambitious targets and then implemented various strategies and actions to address these. This has led to impacts in several areas including:

- increasing the suite of our program offerings to schools
- tailoring our programs to the specific needs of individual schools
- establishing new partnerships and contacts in different states
- increasing our social media and website engagement

We have also taken steps to refresh the organisation through a new Constitution, approved by the members in February, and have strengthened our capacity in financial management and reporting. We have also reviewed and revised policies where changes were needed and ensured our risk framework was adjusted as circumstances changed.

In recognition of the generous support we received during the year from our donors, we conducted an appreciation function in May that featured outstanding performances from internationally acclaimed storyteller and author, Noa Baum and First Nations storyteller, author and musician, Nardi Simpson. We also received our first bequest this year which we are using to establish a bequest program to expand this key form of fundraising. I thank the Lazar Family and acknowledge the contribution made to Together For Humanity by the late Peter Lazar both in his guidance in our work and also through this bequest.

Finally, I want to take this opportunity to thank the Board of Directors and the staff of Together For Humanity both individually and collectively for their commitment to our mission.

**Nim Rutnam**  
Chair



## MESSAGE FROM OUR CEO, DR PHIL LAMBERT PSM

From the commencement of my appointment as Interim CEO (later confirmed during the year as CEO), it was clear to me that Together For Humanity had not only a highly committed Board of Directors with diverse insights and experiences, but also staff with the kind of expertise and experience needed to achieve the organisation's mission.

It was also clear that, given the deliverables specified in the Government grant, we needed to recruit well for particular staff roles and duties, and for the organisation as a whole to transform to achieve our goals, compliance requirements and the expected outcomes.

Owing to the support and guidance from the Board, the organisation's capabilities were strengthened during the year through the recruitment of new administration and education personnel in NSW and Queensland. Along with this, the willingness of our existing staff to take on new roles and transition to some new models of practice and operational processes assisted greatly in meeting demands for our work and our performance objectives.

I want to particularly thank the leadership team at Together For Humanity for the manner in which they provided considerable guidance and support throughout the year, enabling the staff to perform at their best and deliver the positive results witnessed this year.

As one of the key leadership team members recruited this year, our Education Manager, Annette Schneider added significant strength to the organisation in educational leadership and management, bringing deep knowledge and skills she acquired through the work she previously led overseas.

I also want to acknowledge the valued contribution of our Dean and Founder, Rabbi Zalman Kastel AM, who continued to provide the Board and our staff with his expert advice and guidance in the work we do, enhancing our relationships and reputation with schools, government representatives, partners and donors.

Finally, I would like to thank the various volunteers and teachers we engage to assist us in the delivery of our programs. This ensures that students have access to a diversity of faiths, cultures and life experiences through our programs. I would also like to thank the corporations for the pro bono support they offer, including giving us access to rooms within their offices for our committee meetings and the specialised advice and services they willingly provide.

**Dr Phil Lambert PSM**

CEO



## MESSAGE FROM OUR DEAN AND FOUNDER, RABBI ZALMAN KASTEL AM

Together For Humanity (TFH) is in the best position it has ever been in, since we began in 2002, to deliver our key priority: fostering interfaith and intercultural understanding. With the foundation firmly in place, we saw a significant increase in our impact during the 2022-2023 year. Thank you to everyone who has made this possible.

We are in a strong position for three reasons: our people, our internal work, and our funding.

Dr. Phil Lambert PSM has stepped up to be our CEO and has made a massive contribution in the short time he has been with us. Phil is a legend in Australian education. He played a key role in partnering with Together For Humanity to work with schools all over the Sutherland Shire in the aftermath of the Cronulla riots. He led the development of Australia's first national curriculum. Governments of Japan, Brazil, UAE, Saudi Arabia, Kazakhstan, Lithuania, Vietnam and others all benefit from his educational expertise and advice, but Phil has prioritised our work for a year. We thank you Phil for leading us.

The riskiest time for an organisation is when it has a massive increase in funds and scale. TFH was challenged during the early months of 2022-2023 to manage growing pains as we began implementing an \$8.1M Government grant. We grappled with keeping our creative approach and deep spiritual heart while developing additional structures to match our increased size. There was some change fatigue in the team and a desire to keep the magic of our work alive.

This transition was masterfully led by Dr. Phil Lambert. Phil was ably assisted by a great team that he helped recruit, as well as our existing team members who benefited greatly from his guidance and management. The rest of the team are listed in the report, but I will highlight Annette Schneider, our Education Manager, who is a master educator with global experience relevant to the mission of Together For Humanity. It has been a privilege to work under your leadership.

With the team in place and much internal work attended to, we accomplished a lot, as can be seen in this report. Some highlights from my perspective were:

- Studies of Religion programs about Judaism and Islam in Catholic, Independent, Muslim and Government schools. This included hosting Catholic and Muslim students in my home to learn about the lived experience of being Jewish.
- Intrapersonal and interpersonal workshops, mostly with Muslim high school students.

Thank you to the team, the volunteers, the Board, the donors, the Australian Government and all who assisted for your support.

One part of the work that I hope to see strengthened in 2023-2024 is bringing communities together. This will include school communities where we are working with the students, teachers and now also parents, as well as faith communities.

**Rabbi Zalman Kastel AM**

Dean and Founder





# ABOUT TOGETHER FOR HUMANITY

Together For Humanity is a not-for-profit provider of educational services. We work with schools and their communities to combat prejudice and advance belonging and inclusion. We offer a range of face-to-face and online programs linked to the Australian Curriculum and Professional Development courses for teachers. We have teams in New South Wales, Victoria and Queensland, and work in collaboration with partners Jewish Christian Muslim Association of Australia in Victoria and The Abraham Institute in South Australia. Schools we work with report substantial improvement in empathy and cohesion. A study by Western Sydney University confirmed that we are successfully assisting students to challenge stereotypes, reduce fears of cultural difference, deal with prejudice and discrimination and develop empathy, mutual acceptance and belonging\*.

\* Gale, F., Edenborough, M., Boccanfuso, E., Hawkins, M., & Sell, C. (2019), Western Sydney University, Australia. Promoting intercultural understanding, connectedness and belonging: An independent qualitative evaluation of Together For Humanity programs.



## OUR MISSION

Together For Humanity fosters school students’  
***interfaith and intercultural understanding and,  
in doing so, brings communities together.***

# OUR TEAM

In 2022-2023, we had a number of staff changes. Given the deliverables of the Government grant, it was necessary to recruit additional administration and education personnel. Our national team comprises:

**Dean and Founder**

Rabbi Zalman Kastel AM

**Chief Executive Officer**

Dr Phil Lambert PSM

**Education Manager**

Annette Schneider

**Education Officer**

Andrea Hogg

**Program Coordinator**

Hezie Lazarov

**Education Program Coordinator**

Steve Barnett

**Community Engagement Officer, Victoria**

Aamon Sayed

**Queensland Education Coordinator**

Tanja Hagedorn

**Education Program Presenter**

Calisha Bennett

**Head of Communications**

Nicky Sandler

**Executive Assistant**

Rianna Pekama

**Education Advisor**

Kathleen Gordon

**Education Advisor**

Marilyn Snider

**Education Advisor**

Richard Leo

## OUR BOARD OF DIRECTORS

Our Board of Directors are diverse in their skills and backgrounds. Please visit [our website](#) to learn more about them. The Board met six times during 2022-2023:

- 17 August 2022
- 19 October 2022
- 14 December 2022
- 8 February 2023
- 3 May 2023
- 28 June 2023

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

- Finance, Risk and Audit Committee
- Education Strategy Advisory Committee
- Fundraising and Events Committee
- Marketing, Communications and Engagement Committee
- Gift Fund Committee (dissolved February 2023)

Early in 2023, the entire Together For Humanity team came together for two intensive planning and strategy days. We were joined by our Board on one of the days. Our Queensland and Victorian teams joined our NSW team in Sydney for two busy days of activities, workshops and brainstorming sessions. With some recent new additions to the team, and the pandemic limiting opportunities for travel, it was wonderful to spend two full days together, collaborating and coming up with innovative ideas around how to further our mission of combating prejudice and advancing belonging and inclusion for even more Australian children.



# OUR SUPPORTERS AND COLLABORATORS

## **Our Government Supporters**

The Australian Government Department of Education

Hon Scott Morrison MP

Hon Natalie Ward MLC

## **Our Strategic Partners**

The Abraham Institute

Australian Council of State Schools Organisation

Jewish Christian Muslim Association of Australia

Scripture Union Australia

Catholic Mission Australia

Ark Centre Victoria

Western Sydney University Social Work Department

## **Other Major Donors (individuals, foundations, companies in alphabetical order)**

Abbas and Zohra Aly and Triforce Australia

Andreasens Green Wholesale Nurseries

Banki Haddock Fiora Lawyers

Colin Biggers & Paisley

Community Impact Foundation

EG Funds Management

Fivex

Leslie and Ginny Green

Tina and Maurice Green AM

Henroth Investments Pty Ltd

Janet Holmes à Court AC

## **Our Patrons**

Hon Dr Anne Aly MP

Hon Jihad Dib MP

Janet Holmes à Court AC

Julian Leeser MP

Sir Asher and Lady Joel Foundation

The John and Karen Kightley Foundation

Karen Loblay AM

McCabes Lawyers

Pinshaw Family Foundation

Ross and Chris McDiven AM

Tony and Robin Mitchell

The Naphtali Family Foundation

Plus61J Media

Solotel

St Benedict's Monastery

Thomson Geer

Irving Wallach

The Wolanski Foundation

Donors large and small including many from culturally and religiously diverse communities. Our dedicated volunteers who assist with school presentations and administration.

**We also acknowledge significant past support from:**

Jonathan Baral, Founding Chair and initial funder

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

Costa and Despina Vrisakis and Peter and Chrysa Vlandis, founding governors of Goodness and Kindness (forerunner of Together For Humanity)

Talal Yassine OAM

# FINANCIAL PERFORMANCE

OUR REVENUE FROM CONTINUING OPERATIONS:

**\$1,772,277**

OUR TOTAL EXPENSES FROM CONTINUING OPERATIONS:

**\$1,878,253**

OPERATING SURPLUS/(DEFICIT) AFTER INCOME TAX:

**\$105,976**

TFH accounts are independently audited annually by MNSA Pty Ltd





# OUR ACTIVITY IN SCHOOLS

## SCHOOL PROGRAMS

We offer a suite of programs for students linked to the Australian Curriculum and/or the Student Wellbeing Framework. These include short (1-hour) interactive Presentations, intensive Wellbeing Programs over several weeks and our Interschools Program. Some student program highlights include:

### Curriculum-linked ‘Celebrations’ and ‘Migration Stories’ presentations

We ran our curriculum-linked interactive presentations with year 3, 4, 5 and 6 students from Catholic primary school, St Patrick’s Asquith. The theme for years 3 and 4 was ‘Celebrations,’ and students had a great time trying to guess what the religious and cultural objects in the ‘mystery bag’ were, and which TFH facilitator they belonged to. The children were particularly taken with Mehboba and Asyira, refugees who recently arrived in Australia from Afghanistan. There was a lovely point of connection when Mehboba talked about her prayer beads, and students spoke of the similarities with rosary beads. Year 5 and 6 students explored ‘Migration Stories’ and, again, had many thoughtful, respectful questions for Mehboba and Asyira. In the rich Q&A session, we discussed how the Taliban does not allow girls to go to school in Afghanistan, and how we take education for granted here in Australia. The children were curious, enthusiastic and highly engaged. It was a fantastic program for all involved.



**Curriculum-linked ‘Out of the Box’ anti-prejudice workshop**

As part of their Health and Physical Education studies, in particular the unit on Discrimination in Sport, our Queensland team ran two ‘Out of the Box’ sessions with year 9 students from Runcorn State High School. Our diverse team shared their personal experiences, which prompted questions related to Australian identity, bias and discrimination based on faith, gender and ethnicity. One student asked “do you think there is more attention given to homophobia than there is to Islamophobia?” Our Muslim and transgender facilitators both offered their responses. Our facilitators always stress that they speak from their personal experience, and students learn that the experience of one person is not necessarily reflective of an entire group. Having a diverse team of facilitators willing to share their unique life experiences is an invaluable part of the work that we do, and increases the impact of our programs. One of the presentations was Auslan interpreted for a small number of hearing-impaired students. Sessions were followed by a panel discussion on ‘access to sport’ which explored racism, discrimination, stereotyping, and other barriers to participating in sport.



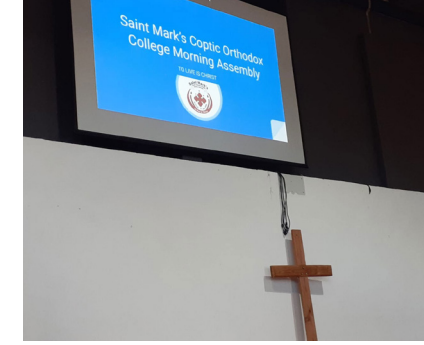
### Curriculum-linked Studies of Religion workshop

Year 11 students from Corpus Christi Catholic High School in the Illawarra visited Chabad North Shore Synagogue as part of their Studies of Religion work. Students heard two perspectives on the Jewish experience from Rabbi Shapiro and facilitator Jeannie Kitchener. Students then spent time in Rabbi Zalman's home where they experienced Kosher cooking, checking eggs for forbidden blood spots and lettuce for insects. The eggs were okay but the lettuce contained a little caterpillar - which might have added some protein but certainly wasn't Kosher! Students also learned about the Jewish Sabbath, and how observant Jewish children use board games to cope without screens on the day of rest.



### Custom presentation St Mark's Coptic Orthodox College

We ran a presentation on 'Similarities and Differences in Body and Spirit' with the entire high school cohort at St Mark's Coptic Orthodox College in Sydney's west. Our team on the day was Rabbi Zalman, Muslim educator Calisha, Coptic priest Father Shenouda and Australian Paralympian Adam Kellerman. Father Shenouda opened with a powerful plea to see one another's humanity, even in those we have historically thought of as our 'enemy.' 'Out of the Box' had students guessing - who could lift 140 kilos of weights? (Calisha) and who walked 140km of the Kokoda Trail? (Adam) - and ultimately shattered some stereotypes. Adam shared his personal story - an incredibly inspirational tale of courage, determination, and triumph of the human spirit over adversity. Students and teachers were rapt and visibly moved. Calisha then told her story, and ended with a touching tale which, in the telling, brought her, and many in the audience, to tears. It was an exceptionally powerful and healing hour of connection through storytelling. In spite of the differences in the room, in body and in spirit, there was a palpable sense of compassion and understanding, and of our shared humanity. Magic.



**Cultures Connecting intensive wellbeing program**

We ran our Cultures Connecting wellbeing program with students from Putland Education and Training Unit. The school is located within Cobham Youth Justice Centre, and provides educational services to the young men incarcerated there.

The students at Putland are some of our highest need students. With restrictions on the materials we can bring into the school, and the unique set of challenges facing the students, a high level of expertise and creativity is required. It took a while for the boys to warm to the program, and to us. One student even asked, “why do you bother coming?”

The program worked on two levels: there were the activities we ran, and - perhaps more importantly - the way we interacted with one another, with the boys, and how they interacted with each other.

Modelling by example and communicating in a respectful way, we explored finding the things that ground us to provide resilience through tough times - things like values, culture and faith. We developed great relationships with the deeply committed and passionate staff, who are keen for us to work with another group of students, and possibly run some teacher professional development.

We'd like to think that the boys were a bit sad to see us go – we did get some good hand clasps and shoulder bumps at the end of the last session.



### **Believe, Belong and Become intensive wellbeing program**

A group of year 6 girls from Chester Hill North Public School took part in our Believe, Belong and Become program. Icebreaker activities about culture and values helped the girls find commonality and bond early on. This set the tone for a beautiful, supportive journey together. During their weekly sessions, the group explored themes of belonging, in-groups, out-groups, values, faith, stereotypes, gender roles and confidence. The students seemed to really look forward to the sessions - they'd walk in bright eyed and all smiles, ready to share. Over the weeks, the tight-knit group grew even closer. It was a very supportive environment.

The girls spoke and listened respectfully and were affirming of one another's strengths. Many of the girls were bilingual and have had caring duties and household responsibilities from an early age. A discussion about household chores assigned to them based on their birth order in their families was particularly helpful. Sebrene said "I was shy at first in this program. We didn't get judged and we can say what we think. That made me feel safe and I know my classmates like me and they are my friends." Majdolin said "I want this program to run all year long because I can discuss the problems I face as a girl and learn how to deal with it positively. It's better than online therapy!"



### Cultural Hearing Asking Telling (CHAT) workshop

Our Queensland team facilitated two Cultural Hearing Asking Telling (CHAT) workshops with 30 students from Yeronga State High School, exploring the value of dialogue for the school's highly diverse community. CHAT is an interfaith/intercultural dialogue program designed by Scripture Union Australia to build respect, understanding and appreciation across differences, particularly cultural differences.





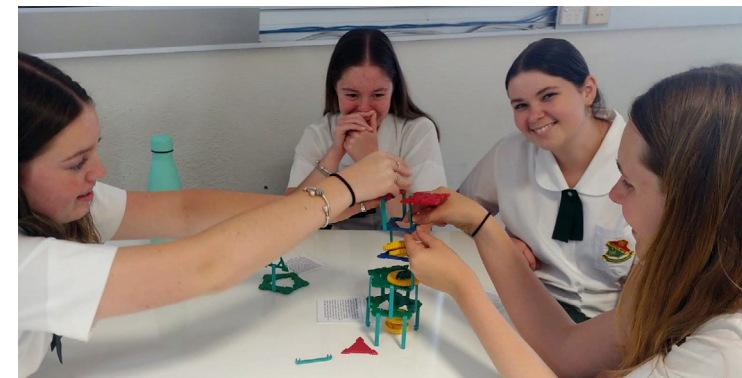
### Interschools program

Jewish students from Mount Sinai College and Muslim students from Arkana College participated in our Interschools program, with the intention of learning about one another and countering prejudice about their faiths. In their third session together, students visited Adamama, an Urban Educational Farm inspired by the Jewish values of Tikkun Olam' (healing the world) and nurturing community. Almost 90 students from years 5 and 6 toured the farm, learning about Jewish and Muslim ideas on conservation and sustainability. Students also learnt about Rosh Hashanah, Jewish New Year, which was approaching, and infused their own honey (traditional for Rosh Hashana) with cinnamon, lavender and other herbs and spices grown on the farm. They shared knowledge from the Jewish (Torah) and Muslim (Koran) holy texts relating to environmental issues, exploring similarities and differences. It was an inspiring day of cultural exchange around living sustainably and building community in a beautiful, natural setting.



### Custom program St John's College Woodlawn

Facilitators from our NSW, Victorian and Queensland teams joined forces to run a custom-designed program with year 10 and 11 students at St John's College Woodlawn, a Catholic school in Lismore, NSW. The long-anticipated program had been delayed several times due to damaging floods. Over 200 students participated in several programs over two days. Tanja and Merima from Queensland and Aamon from Victoria ran Out of the Box, a workshop which challenges students to examine their assumptions about Australian identity and stereotypes. Students identified issues of bias and prejudice in their community and discussed practical ways to confront them. Year 11 students did an additional session on dealing with differences, while student leaders took part in a full day of activities with Zalman and Mohammed. One exercise split students into fictional communities, each with its own history and set of resources. For example, the 'Echidnas' had a history of persecution and needed to ingratiate themselves with others, so they readily gave away their resources, while the 'Lions' had conquered many nations, and were disinclined to give much away. A great discussion followed about different experiences and perspectives, and how we are shaped by our histories. We spoke about the power of stories, and how, in telling their stories, we honour our ancestors, so they are not forgotten. Our work with St John's College Woodlawn allowed us to deeply engage young people in regional Australia and hear how their concerns differ (or don't) from those of young people living in metro areas. We plan to increase our presence in regional areas in 2023 and beyond.

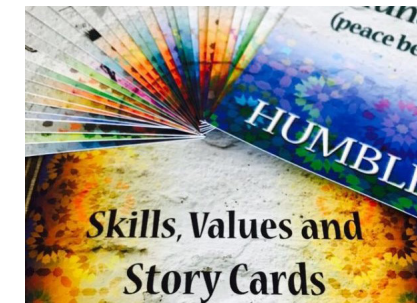
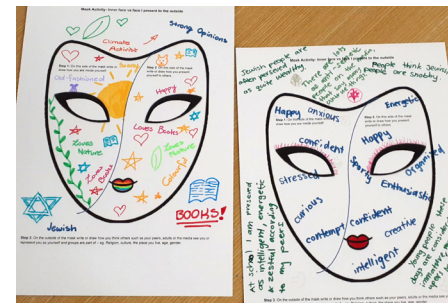


## INTERCULTURAL UNDERSTANDING PARTNERSHIP GRANT PROGRAM (ICUP)

The Intercultural Understanding Partnership Grant Program (ICUP) is a national initiative created by Together For Humanity and funded by the Australian Government Department of Education.

We received 120 Expressions of Interest from schools around the country for ICUP 2022-2023. We are currently supporting 36 schools across four states, including large and small primary and secondary schools in metropolitan and regional areas from all three sectors - Government, Independent and Catholic. There are 18 Queensland schools, eight (8) NSW schools, five (5) South Australian schools and five (5) Victorian schools.

In addition to financial support, ICUP schools receive consultation time with TFH educators to address a cross-cultural and/or interfaith challenge in their school community. Our partners the Abraham Institute and Jewish Christian Muslim Association of Australia support our South Australian and Victorian ICUP schools respectively. Projects address a broad range of issues, each unique to that particular school community. Issues include increased incidents of racism, challenges in schools with a high number of refugee enrolments, lack of understanding of diversity in regional communities and facilitating greater belonging for Indigenous students.



## Snapshot of 2022-2023 ICUP projects

### New South Wales

Heaton Public School in Newcastle NSW already had an ethnically diverse community, before a recent influx of Afghan refugee families who speak a number of different dialects including Dari, Pashto and Urdu. Apart from the challenges of adjusting to a new culture, students and their families carry trauma from poverty, domestic violence, the impact of relocation, fleeing war and unrest. Heaton is using some of their ICUP funding to employ a dynamic, multilingual Student Learning Support Officer for additional days so she can do community outreach, help translate school communication and link new families to support services. She recently helped organise a Multicultural Expo, where refugee students came to school dressed in traditional costume and spoke at assembly about their countries of origin.

Drummond Memorial Public School in Armidale NSW is directing their ICUP funding towards developing connections between Ezidi refugee families and the local Anaiwan First Nations people. Five families travelled to Newarra, the new Anaiwan land 25 minutes west of Armidale. There, Mima Dave Widders shared about the Anaiwan culture. An interpreter translated for the Ezidi families and led everyone in Ezidi dancing. There was also a family from Bhutan who led some Bhutanese dancing. It was a bitterly cold day but the relationships that developed were warm. One parent reflected: “I was personally surprised by the parallels between the Aboriginal culture and our Ezidi culture. We have both suffered loss of land and language at the hands of the dominant culture.”



## Queensland

The majority of QLD ICUP schools are focused on increasing awareness of, and developing a deeper connection with, First Nations histories, cultures and perspectives as part of their ICUP projects.

Independent girls school, St Hilda's School Gold Coast is focused on building cultural responsiveness and knowledge of First Nations culture in their students, staff and school community. The school has a number of Indigenous boarders. For National Reconciliation Week, pre-Prep children joined Junior and Senior students at their Reconciliation chapel service. It was the first time the whole school came together for a formal occasion. The service began with a Welcome to Country by a local custodian, before the younger children recited Acknowledgement of Country in Yugambah language. School Captains shared the 'Sorry Sorry' story about reconciliation. All students then participated in a smoking ceremony to cleanse the spirit and help connect them to Country, with Senior students accompanying the pre-Prep children. Throughout the week, students participated in a range of activities that focused on First Nations cultures, languages and ways forward in reconciliation.

At Dirranbandi P-10 State School, nine hours west of Brisbane, falling attendance of Indigenous students is driving the school to develop a more culturally inclusive school community that values the rich contribution of Dirranbandi culture and history. The school plans to strengthen partnerships with First Nations elders and include Kamilaroi culture and history in the induction program for new teaching staff, in order to improve student and parent engagement with the school community.



## Victoria

St Joseph's College in Geelong used 'Living the Golden Rule' as a theme across several projects to broaden and strengthen intercultural and interfaith perspectives in the College and across the broader community. The first project was to design and create a visual representation of the Golden Rule. Students attended a workshop run by an artist, then met regularly to create a collection of elements for the artist to use in a mural or installation. The school has also developed an 'Interfaith Heritage Trail' which has QR codes and plaques explaining the Golden Rule from each of the faith communities. The third project involved reaching out to local neighbouring schools in the area to participate in an interschool project, which aims to build intercultural understanding capability within the community. Students are looking to engage with local community groups to find young people of faith to be trained as group facilitators for the program.



### South Australia

South Australian ICUP school Trinity College Blakeview has set up a homework club for their junior students from culturally diverse backgrounds. Students receive help with their homework, supervision...and an afternoon snack! The club is well-attended and very popular.

Tyndale Christian School has begun working on its yarning circle. Students are working with Ngarrindjeri elders to create the space themselves. As part of their science lessons, students have been learning about the benefits of different plants and categorising them into plants for pollination, bird loving, bush tucker, bush medicine and bush tools, so they know which plants to include in the space.



We received

***124 applications for ICUP 2023-2024 from five states -***

NSW, QLD, SA, WA and Victoria.

***Interviews will take place in the second half of 2023***

with successful schools selected thereafter.



## TEACHER PROFESSIONAL DEVELOPMENT

We run face-to-face and online Teacher Professional Development to equip teachers with the knowledge and skills to cultivate students' acceptance and embrace of difference, and their ability to reject prejudice. Teachers are key to embedding the learning.

We have been reviewing and refining our approach to face-to-face teacher professional development this year. We ran four face-to-face professional development programs nationally reaching a total of **304** teachers. We also presented a live-streamed teacher professional development workshop in Queensland to **32** teachers.

We exhibited at two education conferences in Queensland: Independent Schools Queensland's (ISQ) 2023 Global Teaching and Learning Summit and Association of Secondary Religious Education Assistant Principals (ASREAP) 2023 Conference, where we had positive conversations with attending educators.

We have created a new position, Professional Learning Lead, that will be responsible for driving our Teacher Professional Development, among other things. Recruitment for this position will take place later in 2023.

## **Highlights: Face-to-face Teacher Professional Development**

### **Kenmore State High School Queensland**

Our Queensland team continues to solidify the relationship with Kenmore State High School. Kenmore’s leadership team is committed to creating long-lasting cultural change in the school, so over the course of this year, our team has taken a whole school approach, delivering large group presentations, intensive, small group programs and teacher professional development for staff. We designed and delivered the final two of three teacher PD sessions. Over 100 staff attended each session, with participants breaking into small groups to discuss, among others, themes of privilege and implicit bias, and how to respectfully dialogue about such topics with both students and staff. The school is keen to continue working with us to further strengthen their intercultural knowledge and skills.

### **St Anthony’s Primary School Victoria**

All staff from St Anthony’s Primary School, a diverse Victorian primary school, participated in an immersion day visiting local places of worship through the Interfaith Network of the City of Greater Dandenong as part of teacher professional development. Travelling together on coaches from one place of worship to the next, staff had the opportunity to engage in rich discussion and reflection. One teacher said “visiting the different places of worship facilitated re-establishing how similar we all are regardless of our varying faiths, backgrounds and beliefs. It helped us develop further understanding, warmth, compassion and respect for one another and, in turn, feel more understood and welcomed as well.”

See ‘TFH Online’ section (page 35) for information on online teacher professional development activity.

## TFH ONLINE

### Online presence

We use our website [togetherforhumanity.org.au](https://togetherforhumanity.org.au) and social media platforms Facebook, Instagram, LinkedIn and Twitter to inform and engage with our supporters and the wider public. The website is a constantly evolving platform that showcases the organisation - who we are and the work that we do. It provides an opportunity for people to subscribe to our eNewsletters and donate money to the organisation. The website is also a tool to promote new initiatives including fundraising campaigns, upcoming events and more. Social media is an important tool we use to publicise our operations and solicit public support. It enables us to 1) educate our followers about who we are and what we stand for 2) showcase the important work that we do with schools and 3) grow our following and increase support for the work that we do.

We improved our online presence and engagement through increased output of content - posting more regularly and expanding to include posts highlighting key cultural and religious events and lighter content showcasing our diverse team, in addition to posts about our educational activity.

### Online courses for teachers

This year, the total number of participants who enrolled in our online courses for teachers (of which there are eight courses) was **400**. Participants are teachers and pre-service teachers from government schools, non-government schools and universities around Australia. Each online teacher course includes a minimum of three modules and is designed for two to four hours of learning.

A review of existing teacher online courses in late 2022 proposed a shift to shorter modules from our current longer online courses. We are in the process of creating these shorter online modules to enable greater accessibility of material. We expect there will be higher engagement, higher completion rates and higher learning outcomes because of this change.

*“This course reinforced for me the need to continue bringing diverse perspectives into the classroom and challenge ways of thinking.” Terry*

*“This course affirmed the importance of empathy and also the importance of actively engaging with others to develop understanding.” Debra*

### Online courses for students

This year, the total number of teachers who enrolled in our online courses for students (of which there are four) was **184**.

Our current Learning Management System does not tell us how many students are using the materials. However, if each of the 184 teachers taught a class of 25 students, we can assume that **4,600** (184 x 25) students took the course.

Each of the student courses has between 11-16 lessons. If **4,600** students did three lessons from a course, this equates to **13,800** (4,600 x 3) student engagements with our online lessons.

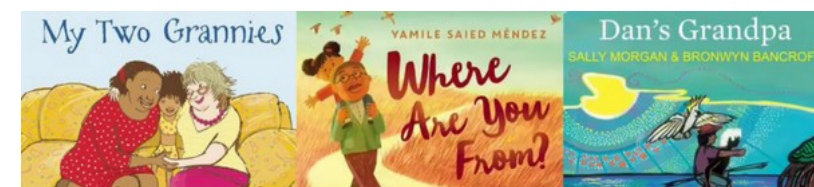
We are planning to recruit an Education Officer (Online Learning) who will be tasked with reviewing a broad range of suitable Learning Management Systems, with the view to adopting a new, fit for purpose system for our online student courses, and potentially also for our online teacher courses. A new LMS should provide us with more accurate data on the number of students accessing our online resources.

In addition to student courses on the LMS, we have [student resources on our website](#) ('Harmony Week Resources').

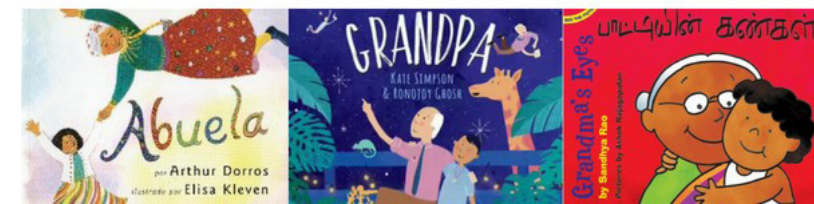
Three new resources were added to these online resources: two curated book lists featuring diverse authors; one to coincide with Grandparents Day and the other to coincide with Indigenous Languages Day. The third resource was a video about skin colour to coincide with World Children's Day.



## Celebrate INDIGENOUS LANGUAGES



## Celebrate GRANDPARENTS' DAY



There were 3,235 views of the student resources on our [website](#) this year, ***an increase of over 400%***.

## FUNDRAISING

This year, we held two events: a TFH supporter ‘thank you’ event in May 2023, and a broader community event in collaboration with the Sydney Jewish Writers Festival in June 2023, which was not a fundraiser. Both events centred around the theme of storytelling to bridge divides and create understanding. We often use storytelling in our programs with students. When we tell stories, we bind the listener emotionally and evoke empathy and compassion, which, research tells us, is key to defeating prejudice and building connection and goodwill.

### **TFH supporter ‘thank you’ event: Building bridges through Storytelling**

#### **31 May 2023, Intercontinental Sydney Double Bay**

Invitation-only, three-course dinner and performances from seasoned storytellers to say ‘thank you’ to donors, volunteers and supporters. A ‘soft ask’ if guests felt inspired to donate on the night. In total, 75 people attended. Outstanding performances by Nardi Simpson, Yuwaalaraay storyteller, author, musician and founding member of Indigenous folk duo, Stiff Gins (story and song) and Noa Baum, internationally acclaimed, award-winning storyteller and author who was visiting from USA, keynote for Sydney International Storytellers Conference. The event was a great success, anecdotal feedback was that guests thoroughly enjoyed the evening.

### **Community event: STORYTELLERS ~ BRIDGEMAKERS (not a fundraiser)**

#### **7 June 2023, Urban Winery Sydney, Moore Park**

A ticketed community event - a night of story and song - in collaboration with Sydney Jewish Writers Festival. In total, 67 tickets were sold. Transporting opening didgeridoo performance by Marc Cottee and performances by diverse storytellers Nardi Simpson, Yuwaalaraay storyteller, author, musician and founding member of Indigenous folk duo, Stiff Gins (story and song); Olatundji Akpo-Sani, spoken word poet who shared his story of growing up on the cultural fringes of black and white America, belonging to both but never quite fitting into either; and Noa Baum, internationally acclaimed, award-winning storyteller and author who was visiting from USA. A resounding success, we received fantastic feedback about the evening.

***“[The event] was inspiring and full of the best that humans can be***

***[...]***

Congratulations on providing such great work that makes peace easy  
despite the tendency for otherwise.”

In June 2023, we also ran an EOFY online campaign through our eNewsletter and social media channels.

We received our first bequest this year from the late Peter Lazar AM, which we are using to establish a bequest program to expand this form of fundraising. A lion of Australia's public relations and communications industry, Peter was a great supporter of Together For Humanity, not only through his bequest but with his generous communications advice and guidance.





## PARTNER ACTIVITY

### **The Abraham Institute**

Our longstanding strategic partner in South Australia, The Abraham Institute delivered 23 short presentations and four long workshops, reaching over 2,000 South Australian school students to help increase their interfaith and intercultural understanding. One highlight was a panel discussion to Year 11 Spiritualities, Religion and Meaning students about anti-Semitism and Islamophobia, and the impact it has on the people who experience it.

The Abraham Institute saw the facilitation and support of three (3) government and non-government schools to develop and implement their ICUP action plans. One example is their work with Salisbury High School, delivering two long programs and being a part of the school's Refugee Week celebrations.



**Jewish Christian Muslim Association (JCMA)**

A key contributor to the ICUP program, JCMA continued to work with ICUP 2021-2022 schools as some projects were delayed and extended into this year due to Victoria's prolonged lockdowns. JCMA staff drew on their intercultural expertise to select and provide support to the five Victorian schools for ICUP 2022-2023: Brunswick Secondary College, Cranbourne Secondary College, St Anthony's Primary School in Noble Park, Marist-Sion Catholic College in Warragal, and a joint project in Frankston between John Paul College and St John's Catholic Primary. Projects range from a cultural evening - 'The 4Cs' (Cultivating Creative Cultures with Communities) - showcasing the rich mix of cultures at a school to an interfaith tour for teachers visiting places of worship around the Dandenong region.

**Scripture Union Australia**

Scripture Union Australia and TFH Queensland have developed a collaborative relationship through shared values and objectives. The intercultural and interfaith dialogue program, Cultural Hearing Asking Telling (CHAT) has been a catalyst for this relationship, opening doors to collaboration with school chaplains who are part of schools' wellbeing teams. We have seen how the co-delivery of programs impacts students positively: TFH is able to provide a diverse team to facilitate the program, and school chaplains or staff members support participants beyond the program.

**Catholic Mission Australia**

This year we entered into a collaboration with Catholic Mission Australia to co-design and deliver 'Interfaith Encounter' programs with students from faith-based schools. Participating schools include Gilroy Catholic College, Australian Islamic College of Sydney, St Patrick's Marist College and Malek Fahd Islamic School. We have a number of Interfaith Encounters planned for later in the year with additional schools.

**ARK Centre Victoria**

We supported the ARK Centre's Pillars of Light Festival in Federation Square, Melbourne. A week-long celebration of multiculturalism and diversity that is inspired by, and takes place during the Jewish festival of Chanukah, Pillars of Light brings together guest speakers, dignitaries, artists, musicians, performers, cultural groups and sportspeople from diverse communities in the spirit of connection and collaboration. We are looking at further ways to collaborate in the future.

# 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 facilitators to administration support.

## Donate

We warmly welcome your generous support by donating. Donations over \$2 for the purposes of religious instruction in government schools are tax deductible. There are several ways to donate:

### Pay by Credit Card

Please visit our website

[togetherforhumanity.org.au/tfh\\_donate/](https://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:

PO Box 71

Broadway NSW 2037

## Leave a Bequest

Have a longstanding positive impact on interfaith and intercultural education and leave a gift or bequest in your will.

For further information, please contact us on

[admin@togetherforhumanity.org.au](mailto:admin@togetherforhumanity.org.au)

## Support us

By hosting an event or fundraising activity or becoming a corporate partner.

# CONTACT

**Telephone:** 0468 705 665

**Email:** [admin@togetherforhumanity.org.au](mailto:admin@togetherforhumanity.org.au)

**Web:** [togetherforhumanity.org.au](https://togetherforhumanity.org.au)

Together For Humanity Foundation Ltd

PO Box 71

Broadway NSW 2037

## APPENDIX: 2022-2023 NATIONAL EDUCATION ACTIVITY

| Date       | School/Location  | Program                          | Numbers reached    |
|------------|--|----------------------------------|--------------------|
| 20/07/2022 | Kenmore State High School  | Teacher Professional Development | 130                |
| 26/07/2022 | St Pauls Catholic College  | Multi-faith Day (Custom)         | 134                |
| 08/08/2022 | Craigmore High School  | Believe, Belong & Become         | 15                 |
| 10/08/2022 | Chester Hill North Public School                                     | Believe, Belong & Become         | 15                 |
| 11/08/2022 | Kenmore State High School  | Teacher Professional Development | 121                |
| 15/08/2022 | Craigmore High School  | Believe, Belong & Become         | 15 - repeat cohort |
| 17/08/2022 | Chester Hill North Public School                                     | Believe, Belong & Become         | 15 - repeat cohort |
| 22/08/2022 | Craigmore High School  | Believe, Belong & Become         | 15 - repeat cohort |
| 24/08/2022 | Chester Hill North Public School                                     | Believe, Belong & Become         | 15 - repeat cohort |
| 29/08/2022 | Craigmore High School  | Believe, Belong & Become         | 15 - repeat cohort |
| 31/08/2022 | Chester Hill North Public School                                     | Believe, Belong & Become         | 15 - repeat cohort |
| 31/08/2022 | Granville Boys High School, Emanuel School, Auburn Girls High School | Interschools Program             | 62                 |
| 01/09/2022 | Endeavour College  | Studies of Religion              | 60                 |
| 01/09/2022 | St Aloysius College  | Studies of Religion              | 40                 |
| 01/09/2022 | William Clark College  | Studies of Religion              | 16                 |
| 05/09/2022 | Craigmore High School  | Believe, Belong & Become         | 15 - repeat cohort |
| 05/09/2022 | St Aloysius College  | Studies of Religion              | 15                 |



|            |   |  |                    |
|------------|---|--|--------------------|
| 07/09/2022 | Chester Hill North Public School  | Believe, Belong & Become               | 15 - repeat cohort |
| 08/09/2022 | Australian International Academy  | Studies of Religion                    | 10                 |
| 12/09/2022 | Craigmore High School   | Believe, Belong & Become               | 15 - repeat cohort |
| 13/09/2022 | Immanuel Primary School   | Studies of Religion                    | 100                |
| 14/09/2022 | Chester Hill North Public School  | Believe, Belong & Become               | 15 - repeat cohort |
| 14/09/2022 | Punchbowl Boys High School  | Cultures Connecting                    | 60                 |
| 20/09/2022 | Mount Sinai College, Arkana College   | Interschools Program                   | 89                 |
| 21/09/2022 | Chester Hill North Public School  | Believe, Belong & Become               | 15 - repeat cohort |
| 21/09/2022 | Our Lady of the Rosary Catholic School                                      | Custom Presentation                    | 164                |
| 14/10/2022 | Moriah College, Punchbowl Boys High School,<br>Wiley Park Girls High School | Interschools Program                   | 50                 |
| 24/10/2022 | St John the Baptist Freshwater  | Out of the Box                         | 29                 |
| 26/10/2022 | Punchbowl Boys High School  | Cultures Connecting                    | 60                 |
| 27/10/2022 | St John's Grammar School  | Studies of Religion                    | 200                |
| 02/11/2022 | Punchbowl Boys High School  | Cultures Connecting                    | 60 - repeat cohort |
| 09/11/2022 | Punchbowl Boys High School  | Cultures Connecting                    | 60 - repeat cohort |
| 15/11/2022 | City Country Alliance Leadership Conference                                 | Custom Presentation                    | 111                |
| 16/11/2022 | Punchbowl Boys High School  | Cultures Connecting                    | 60 - repeat cohort |
| 17/11/2022 | Putland Education & Training Unit   | Custom Presentation                    | 75                 |
| 17/11/2022 | St Aloysius College   | Studies of Religion                    | 65                 |
| 21/11/2022 | St John's College Woodlawn  | Out of the Box and Custom Presentation | 16                 |
| 22/11/2022 | St John's College Woodlawn  | Custom Presentation                    | 214                |

|             |  |                                    |                     |
|-------------|--|------------------------------------|---------------------|
| 24/11/2022  | Homebush Boys High School  | Studies of Religion                | 17                  |
| 28/11/2022  | Granville Boys High School, Emanuel School, Auburn Girls High School | Interschools Program               | 75                  |
| 29/11/2022  | Mt Sinai College, Arkana College                                     | Interschools Program               | 80                  |
| 30/11/2022  | Punchbowl Boys High School   | Cultures Connecting                | 60 - repeat cohort  |
| 01/12//2022 | East Preston Islamic College   | Custom Presentation                | 15                  |
| 01/12/2022  | Kenmore State High School  | Out of the Box                     | 350                 |
| 02/12/2022  | Kenmore State High School  | Out of the Box                     | 350 - repeat cohort |
| 05/12/2022  | St Patrick's Catholic School Asquith                                 | Out of the Box                     | 150                 |
| 07/12/2022  | Punchbowl Boys High School   | Cultures Connecting                | 60 - repeat cohort  |
| 08/12/2022  | Hunters Hill High School   | Custom Presentation                | 50                  |
| 02/02/2023  | Marian Catholic College Kenthurst                                    | Studies Of Religion                | 25                  |
| 07/02/2023  | Australian International Academy                                     | Studies of Religion                | 13                  |
| 13/02/2023  | Salisbury High School  | Believe, Belong & Become           | 14                  |
| 14/02/2023  | Yeronga State High School  | Out of the Box                     | 137                 |
| 15/02/2023  | Meriden School   | Studies of Religion                | 7                   |
| 20/02/2023  | Lurnea High School   | Cultures Connecting                | 23                  |
| 20/02/2023  | Salisbury High School  | Believe, Belong & Become           | 14 - repeat cohort  |
| 27/02/2023  | Salisbury High School  | Believe, Belong & Become           | 14 - repeat cohort  |
| 27/02/2023  | Putland Education & Training Unit                                    | Cultures Connecting                | 15                  |
| 27/02/2023  | Lurnea High School   | Cultures Connecting                | 23 - repeat cohort  |
| 28/02/2023  | Mount Sinai College, Arkana College                                  | Interschools Program               | 98'                 |
| 28/02/2023  | St Peter's College   | Spiritualities, Religion & Meaning | 160                 |

|            |                                   |                                  |                    |
|------------|-----------------------------------|----------------------------------|--------------------|
| 02/03/2023 | East Preston Islamic College      | Breakthrough                     | 27                 |
| 02/03/2023 | St John's Grammar                 | Religion Studies                 | 150                |
| 03/03/2023 | St John's Grammar                 | Religion Studies                 | 150                |
| 2/03/2023  | East Preston Islamic College      | Breakthrough                     | 24                 |
| 06/03/2023 | Putland Education & Training Unit | Cultures Connecting              | 15 - repeat cohort |
| 06/03/2023 | Salisbury High School             | Believe, Belong & Become         | 14 - repeat cohort |
| 06/03/2023 | Endeavour College                 | Teacher Professional Development | 10                 |
| 06/03/2023 | Lurnea High School                | Cultures Connecting              | 23 - repeat cohort |
| 09/03/2023 | Mercedes College                  | Religion Studies                 | 125                |
| 10/03/2023 | St John's Grammar                 | Religion Studies                 | 300                |
| 13/03/2023 | Putland School                    | Cultures Connecting              | 15 - repeat cohort |
| 13/03/2023 | Salisbury High School             | Believe, Belong & Become         | 14 - repeat cohort |
| 13/03/2023 | Lurnea High School                | Cultures Connecting              | 23 - repeat cohort |
| 14/03/2023 | Seton High School                 | Society and Culture              | 25                 |
| 15/03/2023 | Sunnybank State High School       | Out of the Box                   | 34                 |
| 17/03/2023 | St John's Grammar                 | Religion Studies                 | 150                |
| 0/03/2023  | Salisbury High School             | Believe, Belong & Become         | 14 - repeat cohort |
| 20/03/2023 | Putland School                    | Cultures Connecting              | 15 - repeat cohort |
| 20/03/2023 | Lurnea High School                | Cultures Connecting              | 23 - repeat cohort |
| 21/03/2023 | Vaucluse Public School            | Harmony Day Presentation         | 242                |
| 21/03/2023 | Cardijn College                   | Religion Studies                 | 45                 |



|            |   |  |                    |
|------------|---|--|--------------------|
| 21/03/2023 | JJ Cahill Memorial High School                | Harmony Day Presentation               | 280                |
| 22/03/2023 | Caringbah High School                         | Studies of Religion                    | 36                 |
| 22/03/2023 | Sunnybank State High School                   | Out of the Box                         | 52                 |
| 23/03/2023 | St John the Baptist Freshwater                | Harmony Day Presentation               | 64                 |
| 27/03/2023 | Salisbury High School                         | Believe, Belong & Become               | 14 - repeat cohort |
| 27/03/2023 | Putland Education & Training Unit             | Cultures Connecting                    | 15 - repeat cohort |
| 27/03/2023 | Lurnea High School                            | Cultures Connecting                    | 23 - repeat cohort |
| 28/03/2023 | Cardijn College                               | Religion Studies                       | 45                 |
| 28/03/2023 | Australian International Academy of Education | Studies of Religion                    | 10                 |
| 29/03/2023 | Australian Islamic College of Sydney          | Studies of Religion                    | 7                  |
| 30/03/2023 | Cardijn College                               | Religion Studies                       | 45                 |
| 30/03/2023 | Saint Mark's Coptic Orthodox College          | Custom Presentation                    | 400                |
| 31/03/2023 | Yeronga State High School                     | Cultural Hearing Asking Telling (CHAT) | 17                 |
| 31/03/2023 | Endeavour College                             | Religion Studies                       | 100                |
| 03/04/2023 | Hunters Hill High School                      | Custom Presentation                    | 104                |
| 03/04/2023 | Salisbury High School                         | Believe, Belong & Become               | 14 - repeat cohort |
| 04/04/2023 | Cardjin College                               | Religion Studies                       | 45                 |
| 27/04/2023 | Runcorn State High School                     | Out of the Box                         | 119                |
| 03/05/2023 | Chester Hill North Public School              | Believe, Belong & Become               | 15                 |
| 04/05/2023 | Sunnybank State High School                   | Cultural Hearing Asking Telling (CHAT) | 13                 |
| 08/05/2023 | Thomas More College                           | Spiritualities, Religion and Meaning   | 50                 |

|            |   |  |                    |
|------------|---|--|--------------------|
| 09/05/2022 | Corpus Christi Catholic High School                           | Studies of Religion  | 25                 |
| 10/05/2023 | Gilroy Catholic College, Australian Islamic College of Sydney | Interschools Program   | 38                 |
| 10/05/2023 | John Paul College   | Breakthrough   | 15                 |
| 10/05/2023 | Chester Hill North Public School                              | Believe, Belong & Become                                     | 15 - repeat cohort |
| 11/05/2023 | Sunnybank State High School                                   | Cultural Hearing Asking Telling (CHAT)                       | 13 - repeat cohort |
| 15/05/2023 | Springfield Central State High School                         | Cultural Hearing Asking Telling (CHAT)                       | 10                 |
| 17/05/2023 | Punchbowl Boys High School                                    | Believe, Belong & Become                                     | 46                 |
| 17/05/2023 | Yavneh Leibler College  | Custom Presentation  | 40                 |
| 17/05/2023 | Chester Hill North Public School                              | Believe, Belong & Become                                     | 15                 |
| 18/05/2023 | Sunnybank State High School                                   | Cultural Hearing Asking Telling (CHAT)                       | 13 - repeat cohort |
| 19/05/2023 | Federation University   | Introduction to Together For Humanity (Pre-service teachers) | 6                  |
| 20/05/2023 | Salisbury High School   | The “I’s” Have It  | 15                 |
| 22/05/2023 | Springfield Central State High School                         | Cultural Hearing Asking Telling (CHAT)                       | 10 - repeat cohort |
| 22/05/2023 | Burton Primary School   | Pursuing Peace   | 45                 |
| 22/05/2023 | Moriah College, Punchbowl Boys High School                    | Interschools Program   | 27                 |
| 23/05/2023 | St Brigid’s College   | Religion and Social Justice                                  | 25                 |
| 23/05/2023 | Australian International Academy Kellyville                   | Believe, Belong & Become                                     | 29                 |
| 24/05/2023 | Punchbowl Boys High School                                    | Believe, Belong & Become                                     | 46 - repeat cohort |
| 24/05/2023 | Chester Hill North Public School                              | Believe, Belong & Become                                     | 15 - repeat cohort |
| 25/05/2023 | Good Samaritan Catholic College                               | Studies of Religion  | 120                |

|            |   |  |                    |
|------------|---|--|--------------------|
| 15/05/2023 | Burton Primary School   | Pursuing Peace                             | 30                 |
| 29/05/2023 | Springfield Central State High School                                       | Cultural Hearing Asking Telling (CHAT)     | 10 - repeat cohort |
| 29/05/2023 | Malek Fahd Islamic School, St Patrick's Marist College                      | Interschools Program with Catholic Mission | 63                 |
| 30/05/2023 | Australian International Academy Kellyville                                 | Believe, Belong & Become                   | 33                 |
| 31/05/2023 | Punchbowl Boys High School  | Believe, Belong & Become                   | 46 - repeat cohort |
| 31/05/2023 | Auburn Girls High School, Emanuel School, Australian International Academy  | Interschools Program                       | 65                 |
| 31/05/2023 | Chester Hill North Public School  | Believe, Belong & Become                   | 15                 |
| 01/06/2023 | Sunnybank State High School   | Cultural Hearing Asking Telling (CHAT)     | 13 - repeat cohort |
| 01/06/2023 | Runcorn State High School   | Out of the Box/guest presenters            | 119                |
| 05/06/2023 | Springfield Central State High School                                       | Cultural Hearing Asking Telling (CHAT)     | 10 - repeat cohort |
| 05/06/2023 | Australian International Academy Kellyville                                 | Believe, Belong & Become                   | 33 - repeat cohort |
| 05/06/2023 | Salisbury High School   | The "I's" Have It                          | 15 - repeat cohort |
| 06/06/2023 | Arkana College, Mount Sinai College   | Interschools Program                       | 87                 |
| 07/06/2023 | Punchbowl Boys High School  | Believe, Belong & Become                   | 46 - repeat cohort |
| 07/06/2023 | Chester Hill North Public School  | Believe, Belong & Become                   | 15 - repeat cohort |
| 08/06/2023 | Sunnybank State High School   | Cultural Hearing Asking Telling (CHAT)     | 13 - repeat cohort |
| 09/06/2023 | Independent Schools Queensland Global Teaching & Learning Summit Conference | Conference                                 | 32                 |