



Cultural Capital Offer

Our School aims for Cultural Capital:

At Hester's Way Primary School, we aim to provide a broad and balanced, well thought out and sequenced curriculum, so that children learn building on their prior knowledge. We aim to strengthen their knowledge, skills and understanding through teaching, learning and practise to enable retention. The 'Cultural Capital' opportunities and experiences that we provide will further develop the children's ability to make connections between the curriculum and knowledge of the world around them, as they navigate social and cultural expectations and awareness.

Our school vision "Aspire, Believe, Care and Achieve" and our values "Perseverance, Confidence, Resilience, Determination, Pride and Independence", underpin our cultural capital work in in school. Children's positive behaviour, mental health and learning attitudes are supported through 'growth mindset' and 'purple learning zones and challenge' so that children are positive, resilient and confident learners throughout their lives. At our school, we will use our Pupil Premium Strategy to review our pupil needs, set targets and allocate funds to address cultural capital, as well as using other areas of the allocated budget.

What is Cultural Capital and why is it important?

'Cultural Capital' is the accumulation and connections of knowledge, skills, understanding and behaviours that a child gains through rich and sustained opportunities and experiences, that they can use to demonstrate their social and cultural awareness. A child will draw upon their cultural capital to be successful in society, in their career and future outcomes. Cultural capital gives a child social and cultural assets to support and help to give them the desire to "Aspire, Believe, Care and Achieve" to become successful, and to rise up the social ladder, from whatever starting point.

It has been evidenced that Pupil Premium or 'disadvantaged pupils' may not have the same opportunities or experiences in their wider lives to gain cultural capital. Schools have a responsibility to ensure that pupils do have these opportunities and experiences in order to build up their Cultural Capital, to avoid losing out to their more advantaged peers. The curriculum and school provision, including Personal Development (including physical and mental health), British Modern Values (BMV) and Social, Moral, Spiritual and Cultural (SMSC) development will inter weave a "golden thread" of opportunities, experiences and learning through the course of the pupil's time at our school.

As the child progresses through school, they should be able to retain, link, use, talk about, discuss, analyse, present and debate their cultural capital through a variety of curriculum subjects, as well as use and deploy the appropriate social and cultural knowledge, skills, understanding and behaviours, at the appropriate social and cultural times, depending on the audience and the need.

Ultimately, cultural capital is part of a child's education, that supports the drive to achieve and be successful in life, to be positive, active and participating citizens.





Ofsted - Cultural Capital

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Their understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

Some children arrive at an early years setting with different experiences from others, in their learning and play. What a setting does, through the EYFS curriculum and interactions with practitioners potentially makes all the difference to children. It is the role of the setting to help the children experience the awe and wonder of the world in which they live, through the seven areas of learning.

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgment about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.

The statements above are taken from Ofsted's Education Inspection Framework.

Addressing Disadvantage and Equality for All

Ofsted shared in "Education inspection framework 2019: our rationale, and how it will work in practice":

Social justice

It is profoundly important to make sure that all pupils receive a high-quality education, built around an ambitious, well-designed and well-sequenced curriculum. This is a matter of social justice and equity, because it is the most disadvantaged children who are most likely to miss out on the things that a strong curriculum supplies. It is they who are more likely than their peers not to hear the rich vocabulary and encounter the concepts that this vocabulary communicates.

Cultural Capital Development and Networking

This document will serve as plan and 'live' document to record our activities and events, whilst we develop our "Cultural Capital Offer", in recovery from the Covid pandemic and educational safeguarding measures. It records events that we had done in the past and events that we would like to do in the future.





Cultural Capital Overview

Cultural Capital Activity	Purpose/Reason	Events	When/Who
Houses	Sense of pride in a TEAM and competitive collaboration Specific subject links: History and Geography	Year 6 House Captains House Meetings House Points House event days linked to school charities (4 a year max) Sporting Activities Visit house castles: Goodrich, Sudeley, Clearwell and Berkley	Vote in Y6 HC Autumn T1 Wk3 Short termly Marking and Feedback Policy Link to National Charity days; Houses organise and action events, collect and share funds Long termly 3 year rolling programme: once in KS1 and once in KS2 or each child visits all 4 castles in their primary school life
Community walks and experiences	Keep healthy in local environment Learn about and keep safe in local environment Links to GCC Travel Team and Play Rangers Specific subject links: PSHE, PE, Science, History and Geography	GCC Travel Team walks in the local community Countryside and wildlife walks e.g. Cleeve, Leckhampton, Crickley Hill and South Cerney PCSO to visit school to talk to children and gain feedback about their experiences in the local area Play Ranger park and other community events shared Safe park experiences and skills	Termly with different classes linked to theme subjects Identified classes visit surrounding hillsides weather dependent and based on theme subjects PCSO in school fortnightly; attend and lead assemblies short termly Contact Play Rangers for specific group work "Play2Nuture" when needed Promote community events for children to participate in extra-curricular, organised activities, when communicated
Intergenerational Project with Wentworth Court Dementia Residents Home and The Everyman Theatre	Create memories, experiences and mutual respect through collaborative activities such as art, song and dance ending with a final celebrative event	Weekly visits to Wentworth Court, planned activities by The Everyman Theatre shared with pupils and residents Final event	Summer Term – Year 1 in 2022, 2019, 2018 Summer Term 2023 – Year 3





<p>Pates Grammar School Year 4 and Year 5 "Shaping Futures Programme" and links</p>	<p>Year 4 and 5 pupil premium, more-able pupils work with Year 12 mentors and complete a revision online programme to practise for their admissions test</p>	<p>Visit the school with parents for tour and meeting Regular Year 12 tutor meetings Online programme access Loan of HWPS school laptop Parental guidance about registration for admission Class visits to climbing wall</p>	<p>Year 5 2021-22 Year 4 and Year 5 2022-23</p> <p>Short termly climbing wall visits Y1-Y6</p>
<p>Forest School sessions from The Forest School Learning Initiative</p>	<p>Pupils across the school gain knowledge, skills and understanding about outdoor life and learning Pupils get to experience nature and wildlife in an urban setting</p>	<p>Weekly sessions for one term, rotated for classes to participate Reception Class can access weekly, all year round Forest School plans Safety Mindfulness Fruit scrumping and cooking Campfire Den building Cross curricular activities Identifying and names birds, trees and plants Birdwatch</p>	<p>Short termly rotation Y1 – Y6 Reception Class can access all year round</p>
<p>Music lessons, opportunities and experiences</p>	<p>Children gain rhythm and musical knowledge, skills and understanding to support other learning areas such as language and literacy Children know the importance of music socially, spirituality and culturally to people</p>	<p>Class instrumental lessons Music days/experiences: Steel drums; Greek Performer Music/singing assemblies Listen to variety of music and composers on entry to the hall including classical Whole school, seasonal and modern songs Learn traditional hymns Choir; Young Voices</p>	<p>Years 1, 3, 5 long termly 10 week programmes Spring and summer term – drumming workshops Musicians and performers booked according to theme See Assembly timetable Composer and music genre cards on display in hall, weekly</p> <p>Weekly singing assemblies</p> <p>At least twice a short term Weekly – Young Voices</p>





		<p>Visits to theatres, performances and events to see live orchestras, e.g. Pantomime Church charity singing CD "I Sing Pop"</p> <p>Cheltenham music festival – in the past wrote and performed "Opera"</p>	<p>Pantomime – Autumn term 2; other performances according to themes</p> <p>Two or three year rolling programme and dependent on funding</p> <p>Annually</p>
<p>English Phonics Language and Literature</p>	<p>Our pupils enter school on average, significantly well below the national average for communication, language and literacy. Phonics, language and vocabulary acquisition is key to pupil's being able to communicate effectively and to a range of audiences. Pupils will be immersed in rhyme, poetry, traditional, age related and classical texts. Reading for pleasure, authors, introductions to new books and library visits will be promoted and encouraged. Reading enables the attainment of knowledge in all subject areas.</p>	<p>Sound walks</p> <p>Vocabulary prioritised and taught at age related expectation and beyond</p> <p>Rhythm and rhyme – Rhyme of the Week</p> <p>Diversity included in our school</p> <p>Reading Spine</p> <p>Poems</p> <p>Tradition Stories and Fairy Tales</p> <p>Alternative traditional stories – challenge stereotypes and "happy ever after"</p> <p>Cheltenham Literature Festival</p> <p>Author visits and book signings</p> <p>Local library visits</p> <p>School summer reading challenge</p> <p>Cheltenham library</p> <p>Visit a bookshop</p>	<p>Reception Class and Pre-School – Autumn Term</p> <p>Weekly as part of English and subject curriculum</p> <p>Weekly – Reception Class and KS1</p> <p>Daily/Weekly/termly according to English curriculum and story time. Reviewed regularly; on school website</p> <p>Termly – see Talk for writing and reading curriculum overviews for poems and traditional stories</p> <p>Annually</p> <p>At least two or three times a year</p> <p>Short termly visits – each class rotate</p> <p>Summer term</p> <p>A year group visit the library and take book token from World Book Day and get book - March</p>
<p>Sports including swimming</p>	<p>Sports and activity not only essential for a healthy and active life but it is also needed for children to learn about working as a team, competition – winning and</p>	<p>Move More activities and CPD</p> <p>Cheltenham College swimming lessons KS2</p> <p>Sports days</p> <p>Cheltenham Athletics</p> <p>Cheltenham Dance Festival</p>	<p>Sports Strategy and Sports Lead calendar</p> <p>Y3 and Y4 Autumn term and Y5 and Y6 Summer term</p> <p>Rec/KS1; Combine two classes x2 in Summer term</p> <p>Summer term</p> <p>Spring term</p>





	losing, gaining resilience and persevering. Sports and a healthy lifestyle supports positive mental health, making positive relationships and setting goals and aspirations. Pupil's who may not be as academically able may have a talent or skill in sports that could lead them to a career.	Funky Warehouse/Trampoline Trampolining Go Ape BMX experience at local special schools Skateboarding sessions Wheels days	Year 2 Year 6 Year 4 Year 5 Year 3 Rec and Year 1
Science including STEM	Cheltenham Festivals often offer our school reduced rates for our PP pupils. Science is a valuable, exciting and hands on subject. The subject lead is liaising with Cyber First Hub and other local schools to promote STEM.	Cheltenham Science Festival Local Science Project – assemblies and workshops GCC Life Bus Mobile Planetarium Virtual headset theme based Knex Challenge Cyber First Hub links and activities Secondary school Y4 and Y5 experiences - transition	Annually Annual workshop and assembly Annually Two or three year rolling programme Two or three year rolling programme Annual – Year 6 ASA secondary visits - annual
Healthy eating and cooking as part of Design and Technology	Healthy eating, budgeting, sourcing and cooking food are essential life skills. They are also good fund raising opportunities, as business projects.	Cookie Club – school business project Cooking sessions linked to class themes	Y1 – Y6 short termly Rotated across short terms one class per term; Reception Class planned in Summer term for tea party
Educational Visits	Educational visits are planned for each class. The children should experience a range of places, people, animals and environments in progressive order, over time. Every child	Park Farm Dinky Street (role-play) Supermarket Restaurant Cooking at local shops/eateries	Rec – Y6 local; Pittville Park Reception Class Year 1 Link to Design and Technology; cookery Year 3 Year 4 Year 5





	<p>should experience these educational visits, so contributions are voluntary from parents. The visits will link to the curriculum and the developmental stage of the child.</p>	<p>Wildlife park Beach Cheltenham town Birmingham, Bristol and Wales – experience diversity of cities and language/accents London Museum Roman sites Skill zone Transport: buses, coaches, trains, canal or boat trips and visit transport places e.g. airport</p>	<p>Year 2 A year group.. (Library, book shop, festivals, local history, park)</p>
Educational Visitors	<p>Visitors to school will enrich the children’s learning through the curriculum, child-led aspirations and talents. It may be easier for visitors to attend school and more children can access the information.</p>	<p>Assembly visitors Visitors to class – subject/ themed based paid and volunteers Community based visitors Stakeholders Careers or aspiration led visitors</p>	<p>Assembly timetable – regular Christian and community-based visitors Local groups, business and agencies Inspiring stakeholders As above</p>
Upper Key Stage 2 residential trip	<p>As children get older, they should experience a night or two away from their parent/carer to promote independence and to make memories with their primary school friends learning new and different activities which promote team work, risk taking and self-belief.</p>	<p>Outdoor activities Camping</p>	<p>Summer term – Croft Farm local residential camping experience with water and outdoor activities</p>
School Council	<p>Pupil’s voice and contribution to the school and society is invaluable. They often have</p>	<p>Eco projects Healthy School status work</p>	<p>School Council members voted in by their class, following presentation as to why they should be appointed</p>





	<p>relevant views and opinions on current affairs and making the world a better place. Pupil and FOHWPS to work together to fund child-led projects in school. School council to led the school in Eco Projects and work towards Healthy School status.</p>	<p>Work with Friends of Hester's Way to plan and action child-led school projects</p>	<p>Class meetings every month School Council meetings every month with a lead member of staff School Council and FOHWPS meet bi-annually to plan and action projects due to funding gained for school</p>
<p>Extra-curricular activities</p>	<p>Clubs enable children to mix with children from other year groups and ages. They can join something that interests them or that they would like to practise or get better in doing. Children can try a club and may find that they have a talent in this subject. They offer topics and alternatives to the more academic subjects.</p>	<p>Football Dance Balanceability Gardening Cookery Library – reading 11+ Club – Year 6 Dream Scheme – link with external agency Community links: homework club Other school links</p>	<p>See extra-curricular timetable</p>
<p>Personal Development</p>	<p>PD is the fundamental subject area. Positive behaviour and attitudes to learning must be in place before any child can learn and develop. At HWPS we pride ourselves on our pupil's amazing behaviour, attitude to learning and responses to our school's vision and values. We use pupil voice and needs to plan</p>	<p>Behaviour and learning attitudes Positive mindset Purple learning zone Rights of the Child Safeguarding and keep safe work School's vision and values PSHE Curriculum PINK Curriculum PD Lead links with GHLL Lead</p>	<p>Teach, review and reminders of behaviour policy at the start of every short term Class Charter start of Autumn term1 Positive mindset through assemblies, stories and class sessions Purple Learning zone taught and shared regularly as daily class practise Rights of the Child – assembly timetable Safeguarding and keep safe – assemblies and class Vision and values – assemblies and VMV profiles PSHE curriculum – sequenced over year and in place PINK curriculum used to support PSHE/assemblies</p>





	and focus on priority areas of the curriculum.	Y4 and Y6 Pupil Well-being Surveys inform the PSHE curriculum focuses SRE and personal hygiene	Pupil survey annual SRE & PH Y5 & Y6 summer term
Fundamental British Values	Children have a right to be heard, know their rights, feel safe to express an opinion, influence change and make safe choices. They need to learn about the importance of laws, including those that govern their class, school and the wider community, as well as consequences of breaking the law and rules. The majority of pupil's understand how to keep themselves safe.	Democracy: Council, voting and expressing views and opinions Communicating with MP Visit Parliament Skills Zone – court experience The Rule of Law: Behaviour Policy and work with PC Beat Officer/PCSO Individual Liberty: Rights of the Child, comparisons of lifestyles Mutual Respect: Behaviour Policy, PSHE and role models Tolerance of those with different faiths and beliefs: RE and PSHE	Assemblies School Council Democracy – educational visits; Skill Zone Behaviour Policy – short termly; whole school reward PCSO/PC Beat Officer work with Y6 Assembly NSPCC visitors and other children's organisations RE Curriculum, visits and visitors
Social, Moral, Spiritual and Cultural Development Religious Education	We have a Cultural Corridor in school, we display children's work from RE and faith work. This area and an outdoor space will be developed to celebrate and show the work that will come from this area of Cultural Capital. These are important personal values that guide people to make the right choice and manage their feelings and actions in life.	Social: Behaviours in class and at play, relationships - PSHE Moral: Right and wrong, behaviour, good role models and scenarios- PSHE Spiritual: RE, faith, places of worship, non-religious faith, sensory experiences, mindfulness and meditation Create a sensory and spiritual place in school Cultural: Theatre and Ballet - music, dance, literature Cinema experience during National Film Festival week for schools	Behaviour Policy, assemblies and pupil voice. GHLL pupil survey – Y4+ Summer T1 PSHE and SRE curriculum Teaching staff and child leaders/ambassadors: learning, play, forest school, computing RE curriculum; RE visits and visitors – Interfaith week – Autumn T2. Visit variety of religious places: church, mosque, cathedral, temple. Recite 'The Lord's Prayer' Yoga – Reception and Year 1 FOHWPS and school council Educational Visits Cheltenham Festivals – Dance, Literature The Everyman Theatre – visits and links





<p>Difference and Diversity</p>	<p>Our school demographic, historically has been made up of a mainly British, white population. Our EAL pupil admissions have increased and are now nearly 30%. Our children need to learn respect and tolerance for all, including how to</p>	<p>SEND assemblies Visitors with disabilities to inspire Penpals with group of children in similar yet different context EAL school development Work with GARASS MfL – KS2 Basic language use in assemblies, answering the register and welcoming</p>	<p>Assembly timetable Explore with St Matthews; links with our schools such as Dean Close EAL RAP EAL pupil – short termly and parent meetings – long termly EAL Curriculum Signage and communications around school</p>
<p>Roles and responsibilities; school ambassadors; play and peer leads/mentors</p>	<p>Children rise to challenge of purpose, roles and responsibilities. They are able to lead areas of the school themselves and support each other, with guidance and support.</p>	<p>Class jobs Safety inspectors Play leaders Forest School Leaders Learning ambassadors</p>	<p>Risk assessments – Reception/Y1 classes – indoor and outdoor areas Playground – Upper KS2 apply for role; mediation with PST Forest School – one term a year; Y6 train to join other classes to lead Curriculum Leads work with pupils to learn about the subject whole school e.g. learning walks, lead pupil voice, discuss work and lead assemblies</p>
<p>Life Skills</p>	<p>This is such an important subject area for our children to learn to be independent and safe, as they perform daily tasks at school and at home. It also forms part of an 'enrichment' curriculum where talents and skills in other areas of a pupils life can shine through.</p>	<p>Roles and Responsibility Risk Assessment Emergency Services Forest School Cooking: plan, cost, buy and make a meal Duke of Edinburgh Enrichment Emergency First Aid Word processing – computing Sewing/knitting Dining Etiquette</p>	<p>As above Emergency services visits and visitors; Skillzone Forest School timetable and plans Design and Technology; Termly cook wth Catering Manager Look into DofE Activities during play and as in afternoon sessions Year 6 – Summer T6 Computing curriculum; extra curricular club DT; Club Lunchtimes; visit restaurant; assembly</p>





		<p>Gardening: growing organic food and knowing where it comes from</p> <p>Balancibility</p> <p>Cycling proficiency</p>	<p>Each class has a gardening bed to maintain and grow food; scrumping in Autumn and making crumbles and pies; Food to Table – farm visits</p>
Art and Design	<p>There is no 'wrong' outcome or mistakes to be made in art. Art can be a therapy and sensory pleasure to relax. Learning about art through the curriculum, enables children to gain access to cultural knowledge about artists and their work. Art should be accessible and a discussion point for all.</p>	<p>Artist visitors or on TEAMS</p> <p>Visit local art galleries</p> <p>Collaborative projects</p> <p>Communications with artists</p> <p>Share class/school art in the local community: doctors, dentist, other schools, Wentworth Court</p>	<p>Curriculum Overview links and assembly timetable</p> <p>Visits to Cheltenham, local and London galleries</p> <p>Local artists to talk to the children, paint murals and make art heritage for the school</p> <p>Art galleries to share pupil work with stakeholders and as permanent displays</p> <p>Each year group prepares some art to share with an external place, agency or business</p>
Competitions and quizzes	<p>'Winning', 'Taking part', 'Losing' and being out of your comfort zone, due to unexpected experiences or questions supports resilience and a competitive, aspirational character.</p>	<p>Junior MasterChef – Cheltenham</p> <p>Food and Drink Festival</p> <p>Talent show</p> <p>Sports in school and with other local schools</p>	<p>Agree class and when</p> <p>Summer term – whole school auditions and show</p> <p>Sports RAP and Strategy</p>
Current Affairs	<p>We all need to know about what is going on in the world around us and debate on topical events and views.</p>	<p>Newsround</p> <p>Assemblies</p> <p>Weather</p>	<p>At least once a week, KS2 watch Newsround during snack time to find out about national or international news</p> <p>Weather verbal reporting in Rec, Y1 and Y2</p> <p>KS2 aware of clothing needs according to weather at play time</p> <p>Assembly timetable</p>
Finance	<p>The Maths Curriculum teaches the children about recognising money, its value, how to calculate, reason and</p>	<p>Business projects linked to Design and Technology</p> <p>School Council</p>	<p>Design and Technology curriculum overview</p> <p>FOHWPS and School Council meetings and collaboration</p>





	<p>problem solve but it does not teach about savings, business, enterprise and links to careers and financial gain. It will benefit our pupils to learn about saving, investing and how to plan, resource and create a business project, which will inform positive money management.</p>	<p>Friends of Hester's Way work with children to plan, action and fund child-led projects Banks staff visit school to talk to children about saving money Money management – link to Maths Lessons about business, business owners and entrepreneurs visit school</p>	<p>Banks in to visit upper KS2 children</p> <p>Visits and visitors</p>
<p>Performances and oral presentations</p>	<p>A large part of Cultural Capital gain is through the development and ability to communicate, verbalise and debate thoughts and views. Vocabulary will be taught and verbal presentation, rehearsal and debate practised, as this improves, the child's development of their "Perseverance, Confidence, Resilience, Determination, Pride and Independence", will in turn strengthen.</p>	<p>Harvest Festival Christmas: Rec/KS1 Nativity; KS2 singing Easter Class assemblies In school, informally and on stage in front of audience Use local theatre stage Upper Key Stage 2 presentations, debate and discussions</p>	<p>Harvest Festival – Autumn T1 Christmas Nativity/Performance – Autumn T2 Weekly key stage and/or whole school singing Spring T4 Spring and Summer terms</p> <p>Christmas and class performances</p> <p>Assemblies and part of PSHE or other curriculum areas</p>
<p>Links to other local schools</p>	<p>To use other schools resources and facilities To promote and share the positive ethos and behaviours of our pupils Further develop positive reputation of the school</p>	<p>Cheltenham College: Governor link and swimming Dean Close: Use of Bacon Theatre and activity days Cluster groups: SENDCO, Maths Hub, Book Club, moderation All Saint's Academy – transitions and events</p>	<p>Autumn and Summer terms</p> <p>TBA</p> <p>Summer term; when invited</p> <p>All year; admission test in September annually</p>





		Pates Grammar School – Shaping Futures Programme and events	
Celebrations	The school, day, week and year is full of learning, next steps and areas for development. It is important to celebrate the successes and ensure that the school's achievements are shared and valued.	Weekly celebration assembly School behaviour rewards Autumn and summer discos Film afternoon/evening Year 6 Leaver's events and party Social media – share successes and pupil's work	Assembly timetable Weekly 'marbles in the jar' – termly reward Summer term At least weekly, on Facebook, Twitter and new Instagram accounts
Transitions	New beginnings, well-being, progression and positive relationships are all promoted as part of our school's transition work.	Pre-school to school transitions In-house class transitions Secondary school transitions	EYFS RAP – annual events and Summer term transition work Summer term – class swaps Secondary school meetings and visits Develop a transition policy and timetable
Careers	As well as encouraging and promoting further education as a way into careers and improving future outcomes, vocational and business careers should be shared with the children. This is so that they are more aware of their choices, need for academic success (especially in English and Maths) and focus on their skills and talents.	Careers Fair Visits and visitors Assemblies linked to aspirations and job roles Linking the purpose of learning to careers: YES programme	Summer T6 – Upper KS2 – whole school staff collaboration Planned visitors as part of the curriculum – always ask them what qualification they need to be a... firefighter, police officer, builder, nurse Assemblies Yes Programme used to show short films to connect curriculum learning to purpose and real-life experiences.
Alumni	Many pupils have shared their learning journeys and as a school we would like to celebrate their successes, as they have achieved degrees at university, qualifications	Past pupils share their learning journeys and celebrate the success of their education on the school website.	Page on new website format to share their history at HWPS and achievements after secondary school. Publicize on newsletter and social media.





	and attained jobs both in professional and business sectors.		
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