Cronulla Public School

2019 Annual Report

1682

Introduction

The Annual Report for 2019 is provided to the community of Cronulla Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

At Cronulla we equip students with the tools to be successful, confident, creative individuals.This is achieved in a high performing school that is inclusive and works in partnership with our community. Our staff is innovative and dynamic, providing leadership that inspires learning.

School context

Cronulla Public School operates under the banner 'Knowledge Is Strength'. The school is set in park like grounds with large grass playing fields and beautiful views over the surrounding waterways.The staff of Cronulla is committed to providing quality educational programs which meet student needs and develop the talents of each individual child. All staff members are active in pursuing professional development.The school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Success is celebrated by the school community. The school provides a happy, safe and tolerant learning environment for its students.The profile of the school has continued to be raised due to our exemplary and unique programs. The school's enrolment continues to grow rapidly. Cronulla Public is recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Learning

Purpose

Children learn most effectively when learning is challenging, personalised, targeted and engaging. High quality learning environments are dynamic and differentiated, student–centred and foster a love of learning. Our purpose is to create a learning environment where all students are catered for, empowered to succeed and experience a sense of belonging. Students are motivated, self–directed learners who create future learning goals and engage in feedback to enhance their learning.

Improvement Measures

Increase value add trend in reading and numeracy.

Differentiated instruction and student grouping is incorporated into all teaching programs in English and Mathematics.

All students set attainable learning goals in English and Mathematics.

Increased proportion of students displaying positive and resilient behaviours.

Overall summary of progress

2019: Differentiation Project. The Instructional Leader continued to upskill teachers to implement evidence based practices and collect authentic data and plan for targeted teaching. All staff participated in Professional Learning and planning days to implement differentiation in programs. The Curriculum and Pedagogy team reviewed and embedded new programming templates K–6 to ensure differentiation was reflected in all Key Learning Areas.

2019 Assessment Project. The assessment schedule was reviewed and updated with all current assessments linked to the schedule. A whole school assessment spreadsheet was created and updated. Future directions will be for the grade spreadsheet to be used to track student's growth. Data bytes were introduced to upskill teachers in the use of sheets to collect student data and track growth. Reporting was researched in line department requirements.

2019 : Classroom Management Project. Professional learning ensured all staff were familiar with and demonstrating consistent behaviour management. Consistent classroom management practices, aligned to the Positive Behaviour for Learning framework, were embedded. The Wellbeing of all students and staff remained a priority with wellbeing week introduced in week 5 of each term. Student mentors, to ensure each and every child is known and cared for, will remain a priority for the following year.

Progress towards achieving improvement measures

Process 1:   Empowered Learners

Deliver differentiated learning experiences responsive to student need to enable students to demonstrate their learning. Students and teachers have high expectations for learning and achievement.

Evaluation	Funds Expended (Resources)
All teachers differentiating curriculum delivery to meet the needs of students was demonstrated in teaching and learning programs and evident in classroom practice. The improvement measure to increase the value add trend in reading and numeracy showed improvement and was sustaining and growing in years 5 to 7 with a slight increase evident in Years 3 to 5. Differentiated instruction and student grouping is incorporated into all teaching programs in English and Mathematics.	All teachers received an additional 50 minutes release each week to meet with the Instructional or Curriculum Leaders to interrogate student performance data and plan targeted teaching opportunities ($60,000 per annum school funded). In–school Professional Learning, focused on writing and grammar ($1460 for all staff).

Process 2:   High Impact Assessment and Reporting

Ensure whole school assessment practices are consistent and based on formative assessment to drive student learning and report on student learning to parents /carers.

Evaluation	Funds Expended (Resources)
The annual milestone that consistent school–wide practices for assessment are used to monitor, plan and report on students learning was achieved. Formative assessment is integrated into teaching practice and evident in every classroom. Students setting attainable learning goals in English and Mathematics will continue to be prioritised as a focus.	In school resources were used for Professional Learning and planning time.

Process 3:   Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
The Positive Behaviour for Learning Data trends for 2019 indicated an increased proportion of students displaying positive and resilient behaviours with a significant decrease in playground and classroom reminders. Proactive and consistent behaviour management practices were demonstrated in all settings.	Resource management for Wellbeing continued to be a priority and included school funding of additional Student Learning Support Officers and Interventionists enabling students to be well supported.

Strategic Direction 2

Quality Teaching

Purpose

Teacher quality is identified as the most important school–based factor in student achievement. Skilled and committed teachers demonstrate deep pedagogical knowledge, are rigorous in their use of evidence to inform practice and contribute to a collaborative learning culture. Our purpose is to create and maintain a stimulating professional environment which fosters life–long learning. Teachers challenge themselves to continually enrich their practice, reflect on teaching effectiveness and develop collaborative expertise to enhance student learning.

Improvement Measures

Increase the percentage of students in top two bands for reading, writing and numeracy.

Increased proportion of students K–6 achieving internal reading, writing and numeracy benchmarks.

Increased use of student data to inform teaching in English and Mathematics.

Overall summary of progress

2019: Writing Project. The Instructional and Curriculum Leaders continued to meet with grade teams once each week for 50 minutes ensuring consistency in planning and programming. The whole school writing project was underpinned by evidence based whole school professional learning and resulted in improved pedagogical practice. Differentiation and grammar in practice was prioritised as the focus for professional learning. Improvement in student outcomes was clearly demonstrated in the increased engagement and the improved quality of writing K–6.

2019 : Using Data with Confidence. Consistency across the school in data sheets; creating links between the assessment schedule and data sheets to formalise data storage; and embedding quality practice in the English block with focus on writing, spelling and grammar were the priority areas for 2019.The whole school data collection was embedded K–6 with scheduled feedback at grade, stage and school level.

2019: Early Action for Success. The instructional leadership position was continued in line with Early Action for Success guidelines and the focus for instruction K–2. Professional learning, classroom observation and team teaching were used to support quality teaching practice. Weekly collaborative meetings lead by the Instructional Leader focused on learning needs, effective teaching, quality assessment and reflection. Observation and feedback was embedded K–6.

Progress towards achieving improvement measures

Process 1:   **Evidence Informed Pedagogy**

Implement a whole school approach to improving pedagogical practice through professional learning and the development of high quality teaching and learning programs reflecting evidence–based teaching strategies.

Evaluation	Funds Expended (Resources)
A whole school approach to ensure teachers employ evidence–based effective teaching strategies in English instruction was demonstrated. *2019 NAPLAN data revealed improved results in reading, writing and mixed in mathematics in relation to the number of students in the tops 2 bands. Year 3 numeracy results indicate that 49.15% students achieved top 2 bands, a further increase to 77.97% in reading. Year 5 results indicate 19.23% students in top 2 bands, further increase to 45.10% in reading. A further positive shift of students' achievement from middle 2 bands to top 2 bands was noted during 2019.*	In–school Professional Learning , delivered by a specialist, focused on writing and grammar ($1460 for all staff). In school resources were used for planning time.

Process 2:   **Data Rich, Targeted Teaching**

Progress towards achieving improvement measures

Process 2: Strengthen the collection and analysis of student assessment data across the school to identify student progress, reflect on teaching effectiveness and inform future learning directions.

Evaluation	Funds Expended (Resources)
Student assessment data is regularly used school–wide to identify student achievement and progress and all students set attainable learning goals in English and Mathematics.	Instructional Leader DP $24,000 per annum school funded. All teachers continued to receive an extra 50 mins release from face to face each week to meet with the IL or CL (15 hours per week – $60,000 per annum school funded) to interrogate student data and plan targeted teaching opportunities. In school Professional Learning facilitated by the Instructional Leader and the DART team.

Process 3: **Instructional Leadership**

Develop and implement collaborative processes, including regular meetings, observations and feedback, to establish consistency in teacher practice, programming, assessment, data collection and reporting.

Evaluation	Funds Expended (Resources)
The annual milestone that explicit systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback was embedded in practice. *As a results of targeted focus around quality pedagogy and professional learning in writing and grammar, changes to teaching programs and pedagogical practice has been noted.* *Whole school writing pre–assessment which is analysed using a rubric in grade meetings improved teachers ability to plan targeted teaching and interventions for students* *Whole school writing post–assessment results indicated growth in students writing. Teachers have a greater understanding of explicit teaching and differentiation in writing.* *Year 3 2019 NAPLAN results indicated 74.19% achieved in the top 2 bands in writing and 39.62% in Year 5.*	Instructional Leader DP $24,000 per annum school funded. All teachers receive and extra 50 mins release from face to face each week to meet with the IL or CL (15 hours per week – $60,000 per annum school funded) In school Professional Learning facilitated by the Instructional Leader and Curriculum Leader.

Strategic Direction 3

Quality Leading

Purpose

High performing schools have strong leadership, clear directions and a shared vision for the future. Quality school leadership is effective when it is distributed across people within the school and the wider community, utilising expertise and empowering all involved. Our purpose is to build school and community capacity, engagement, growth mindset and collegiality. School leaders, teachers, students, parents and community members work collaboratively to develop, implement and evaluate systems and structures that promote a quality learning environment and improve student outcomes.

Improvement Measures

Increased number of staff access leadership opportunities and demonstrate increased leadership capabilities.

Increase parental understanding of and involvement in school practices, programs and initiatives.

Evidence of authentic evaluation of whole school initiatives and teaching programs and practices.

Overall summary of progress

2019 :Instructional Leadership / High Expectations

All staff have again be encouraged and provided opportunities to develop and demonstrate their professionalism, knowledge and skill. As a result:

One staff member continued as Leader Scout School Engagement

Information Management & Business Intelligence

One staff member continued in the role of Curriculum Advisor

One staff member was seconded as Senior Project Officer for the Literacy and Numeracy Project

One staff member continued as Assistant Principal Positive Behaviour for Learning

2 Class room teachers offered relieving Assistant Principals positions

One staff member continued to work as Deputy Principal

One staff member continued to relieve as Principal

Permanent positions were completed for a substantive Principal, 2 classroom teacher positions and a substantive Assistant Principal 2020

Students were supported by staff in the development of growth mindset and student leaders provided with leadership opportunities.

2019 Community Engagement. Numerous in school events and activities were held with increased participation. Come and See mornings enabled parents to see learning in action followed by reviewed timeframes for P&C meetings. A slight improvement in attendance validated that parents appreciated the alternative in meeting times. Highly successful fundraising and school events were held including Ninja Fun Run, Mother's Day High Tea, Father's Day Breakfast by the Bay and Grandparents Visit for the Book Parade. A community representative was required for all teaching appointment panels.

2019: Continuous Improvement. The school completed the external validation process in 2019 and self assessment processes continued to be developed and improved across the school. All staff participated in the ongoing project team meetings and actively evaluated achievement and progress. Teachers continued to formally evaluate teaching and learning programs.

Progress towards achieving improvement measures

Progress towards achieving improvement measures

Process 1: **Building Leadership Capacity**

Provision of leadership opportunities for individuals and groups to build capacity and share expertise in areas relevant to the school's Strategic Directions.

Evaluation	Funds Expended (Resources)
The annual milestone that Professional learning in the school emphasised developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders was achieved. The leadership team ensured that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. An increased number of staff accessed leadership opportunities and demonstrated increased leadership capabilities.	Participation in student leadership opportunities sponsored by the P&C ($400 for 8 students to attend National Young Leaders Day). Relieving staff positions for the Deputy Principal, off class Wellbeing Assistant Principal and off class Curriculum Leader were school funded.

Process 2: **Community Engagement**

Actively increase participation and engagement from the school community in the planning, implementation and evaluation of school programs, initiatives and future directions.

Evaluation	Funds Expended (Resources)
Parents and community members had the opportunity to engage in a range of school–related activities which resulted in an increase in parental understanding of and involvement in school practices, programs and initiatives.	Teacher attendance at out of hours events and session was voluntary. School funded costs for catering.

Process 3: **Developing an evaluative mindset**

Implement a whole school approach to effective evaluation where students, staff and the community reflect on programs, measure impact and refine practice for the future.

Evaluation	Funds Expended (Resources)
The annual milestone that the leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored was achieved. Teaching and learning programs were evaluated regularly through stage meetings.	All teachers receive and extra 50 mins release from face to face each week to meet with the IL or CL (15 hours per week – $60,000 per annum school funded).

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	$12,133 Flexible funding	Teachers provided explicit and targeted support for identified EALD students.
Low level adjustment for disability	$64,030 Staffing $32,357 Flexible funding	All students requiring adjustments and accommodations continued to be catered for within the school and tracked by the Learning Support Team.
Quality Teaching, Successful Students (QTSS)	$74,168	Instructional Leader supported teachers K–6 in the delivery of curriculum.
Socio–economic background	$17,159 Flexible Funding	A speech pathologist and an Occupational Therapist were employed for early intervention in Kindergarten aligned to the Early Action for Success program.
Support for beginning teachers	$42,390	All beginning teachers received additional support through additional RFF and teacher mentors.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	190	209	224	232
Girls	152	173	187	206

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.2	95	93.9	93.3
1	93.7	94.2	94	94.5
2	93.7	95.1	92	93.6
3	95.9	94.3	94.8	91.5
4	94.5	95.3	93.2	93.3
5	93.8	95.4	93.6	92.2
6	95.5	91.8	92.9	91.6
All Years	94.6	94.5	93.4	92.9
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	18.34
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	4.07

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	518,443
Revenue	4,123,039
Appropriation	3,745,029
Sale of Goods and Services	402
Grants and contributions	370,254
Investment income	6,554
Other revenue	800
Expenses	-3,888,013
Employee related	-3,482,075
Operating expenses	-405,938
Surplus / deficit for the year	235,026

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	307,913
Equity Total	133,029
Equity - Aboriginal	7,351
Equity - Socio-economic	17,159
Equity - Language	12,133
Equity - Disability	96,386
Base Total	3,004,641
Base - Per Capita	97,849
Base - Location	0
Base - Other	2,906,792
Other Total	199,722
Grand Total	3,645,305

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.
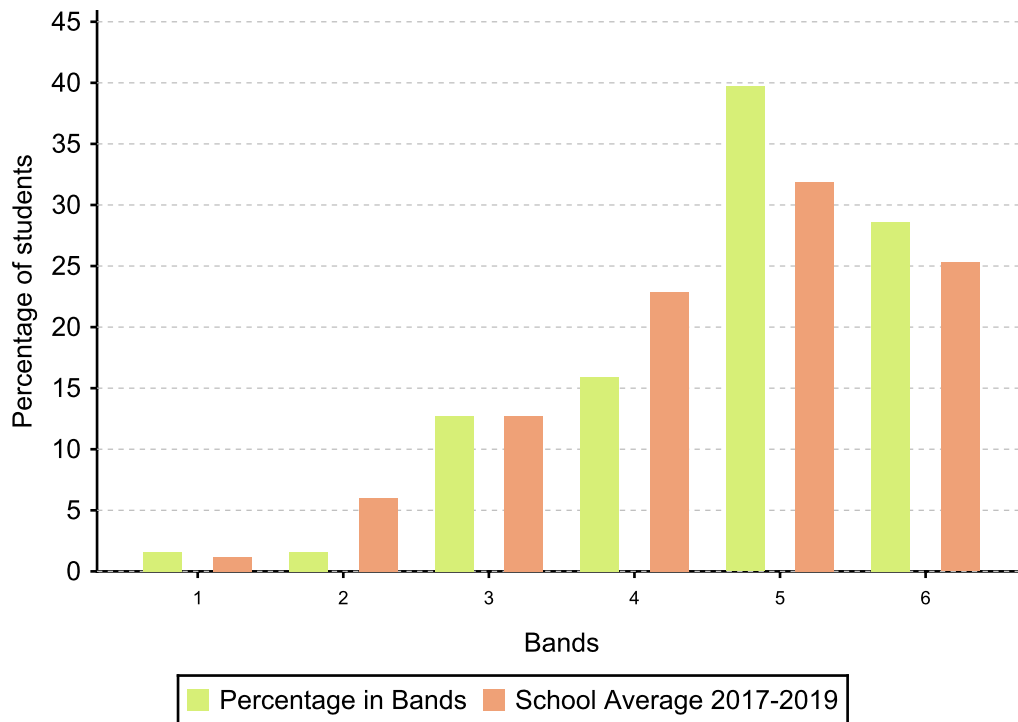
Literacy and Numeracy Graphs

Percentage in bands:

Year 3 Grammar & Punctuation
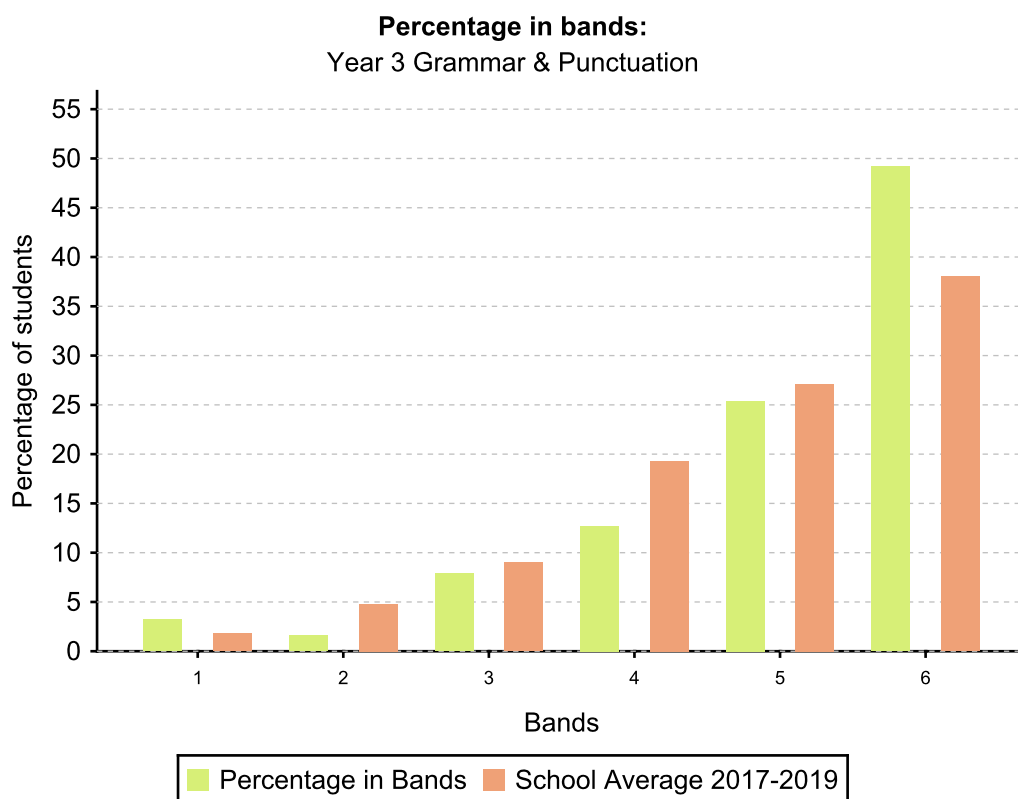
Band	1	2	3	4	5	6
Percentage of students	3.2	1.6	7.9	12.7	25.4	49.2
School avg 2017-2019	1.8	4.8	9	19.3	27.1	38

Percentage in bands:
Year 3 Reading
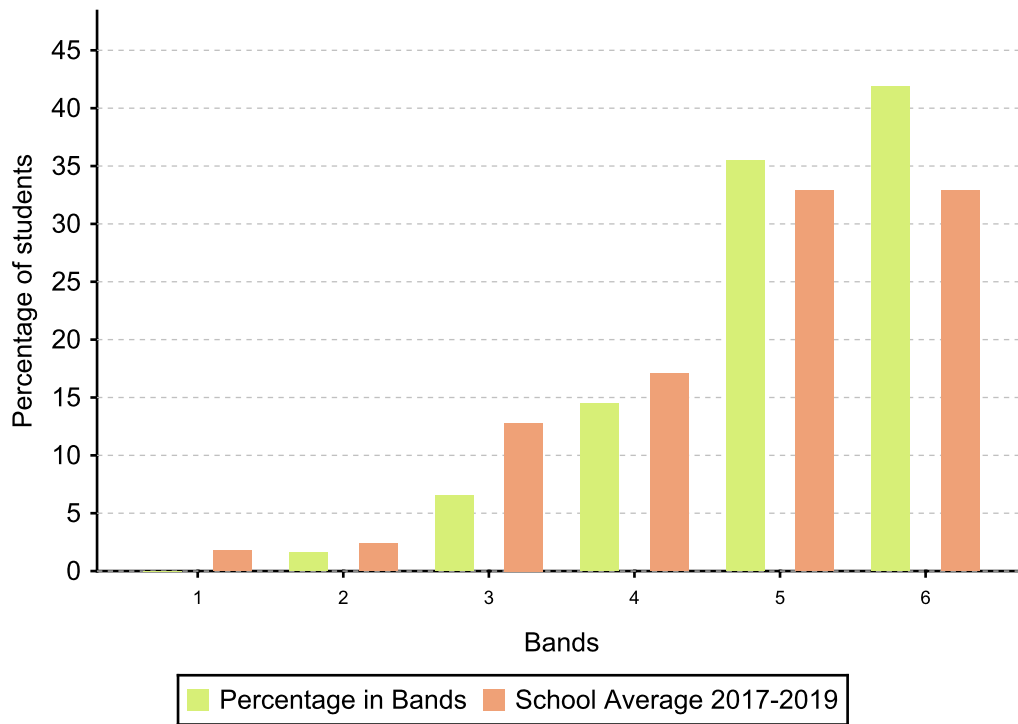
Band	1	2	3	4	5	6
Percentage of students	0.0	1.6	6.5	14.5	35.5	41.9
School avg 2017-2019	1.8	2.4	12.8	17.1	32.9	32.9

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	1.6	1.6	12.7	15.9	39.7	28.6
School avg 2017-2019	1.2	6	12.7	22.9	31.9	25.3

Percentage in bands:
Year 3 Writing
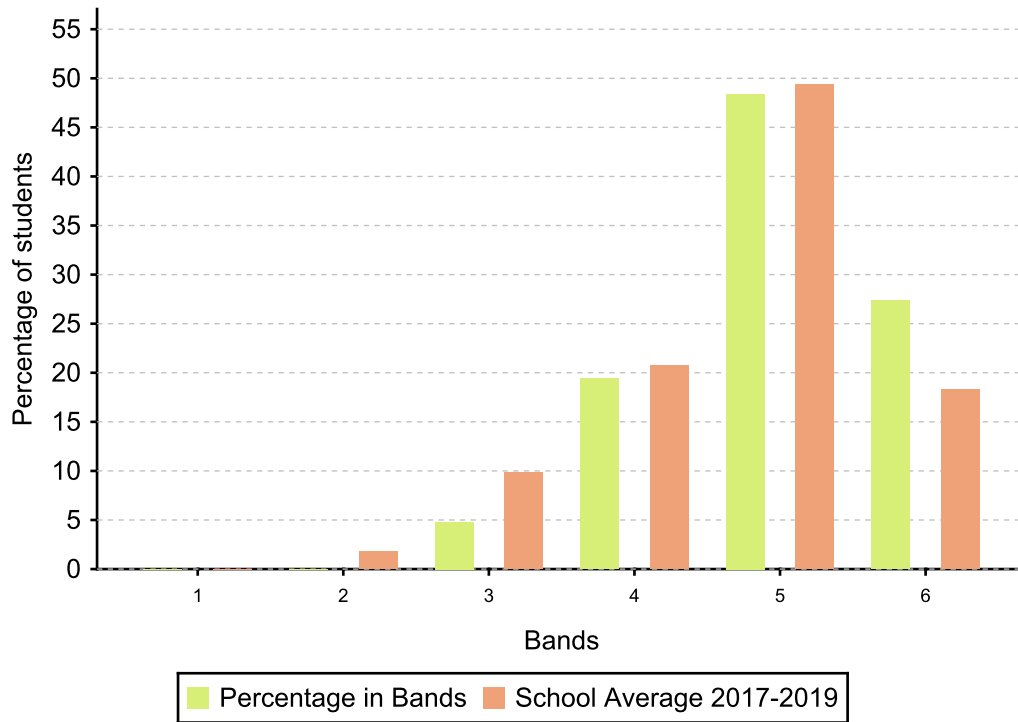
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	4.8	19.4	48.4	27.4
School avg 2017-2019	0	1.8	9.8	20.7	49.4	18.3

Percentage in bands:
Year 5 Grammar & Punctuation
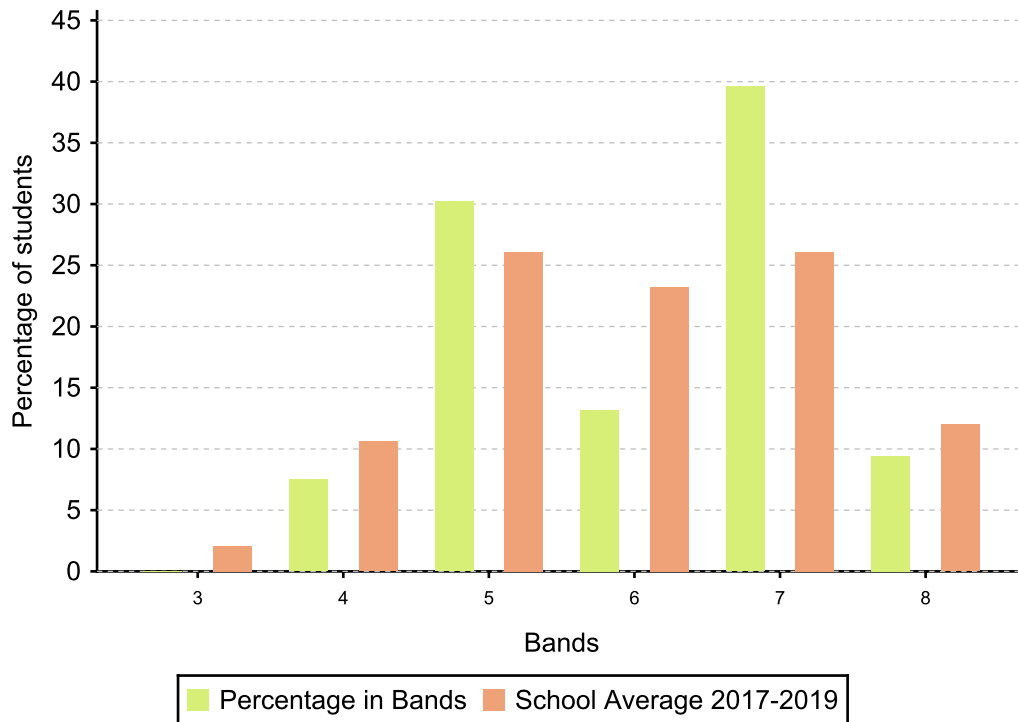
Band	3	4	5	6	7	8
Percentage of students	0.0	7.5	30.2	13.2	39.6	9.4
School avg 2017-2019	2.1	10.6	26.1	23.2	26.1	12

Percentage in bands:
Year 5 Reading
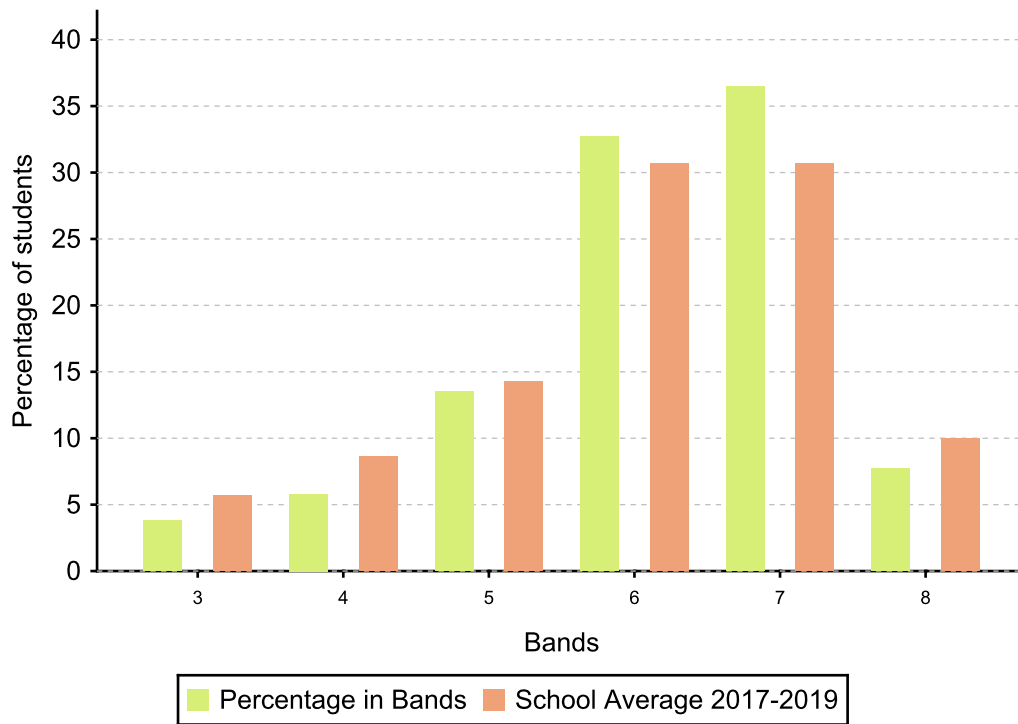
Band	3	4	5	6	7	8
Percentage of students	3.8	5.8	13.5	32.7	36.5	7.7
School avg 2017-2019	5.7	8.6	14.3	30.7	30.7	10

Percentage in bands:
Year 5 Spelling
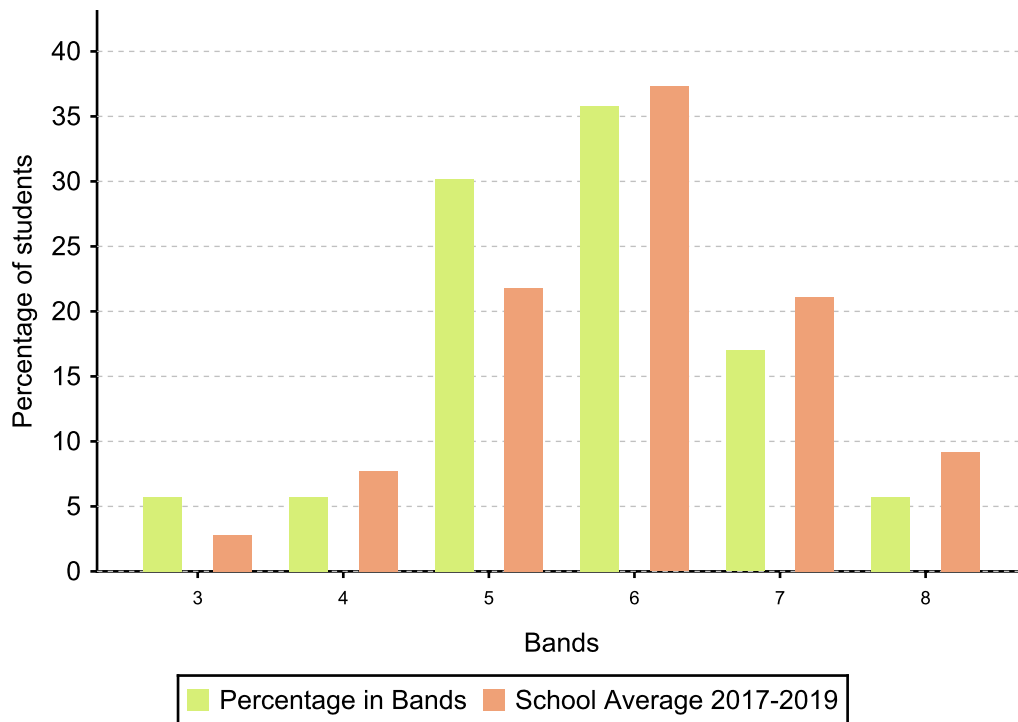
Band	3	4	5	6	7	8
Percentage of students	5.7	5.7	30.2	35.8	17.0	5.7
School avg 2017-2019	2.8	7.7	21.8	37.3	21.1	9.2

Percentage in bands:
Year 5 Writing
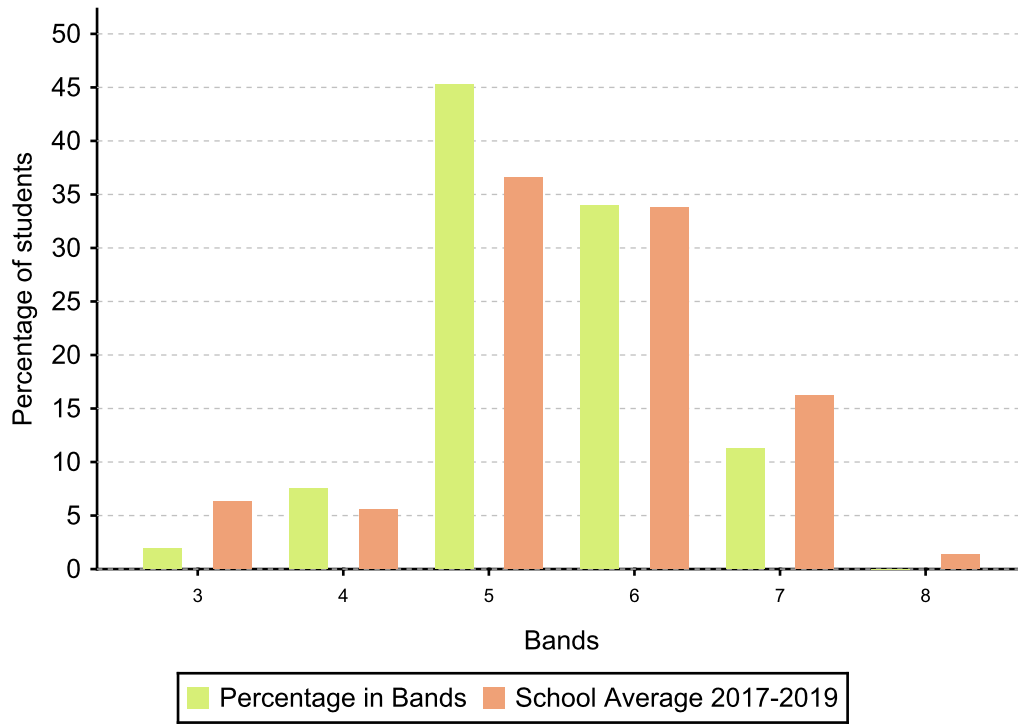
Band	3	4	5	6	7	8
Percentage of students	1.9	7.5	45.3	34.0	11.3	0.0
School avg 2017-2019	6.3	5.6	36.6	33.8	16.2	1.4

Percentage in bands:
Year 3 Numeracy
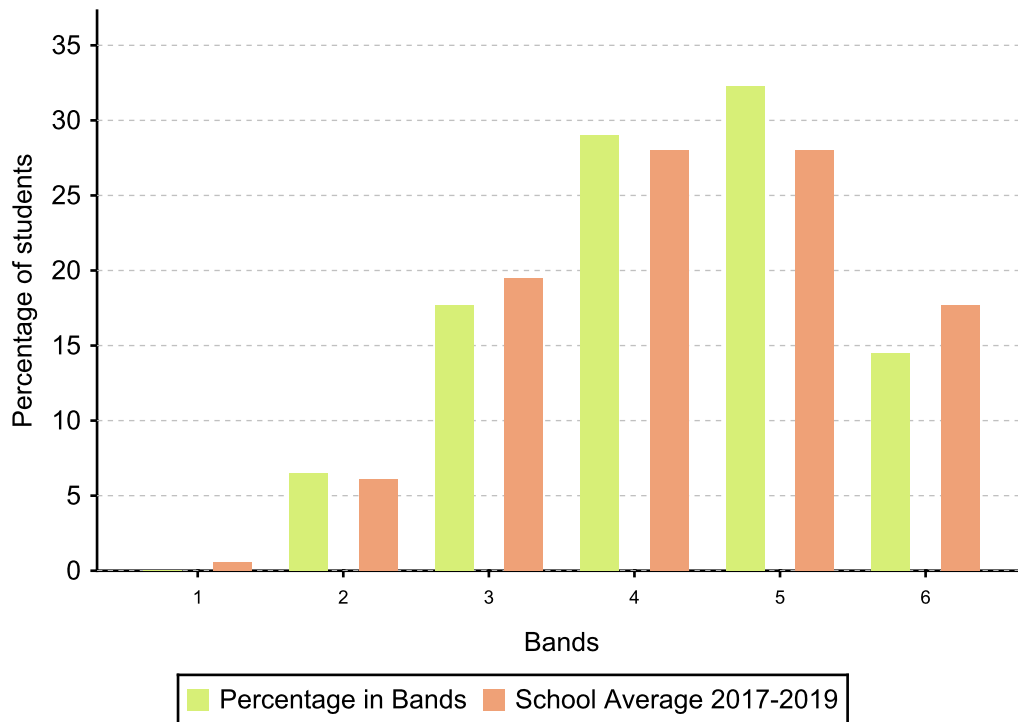
Band	1	2	3	4	5	6
Percentage of students	0.0	6.5	17.7	29.0	32.3	14.5
School avg 2017-2019	0.6	6.1	19.5	28	28	17.7

Percentage in bands:
Year 5 Numeracy
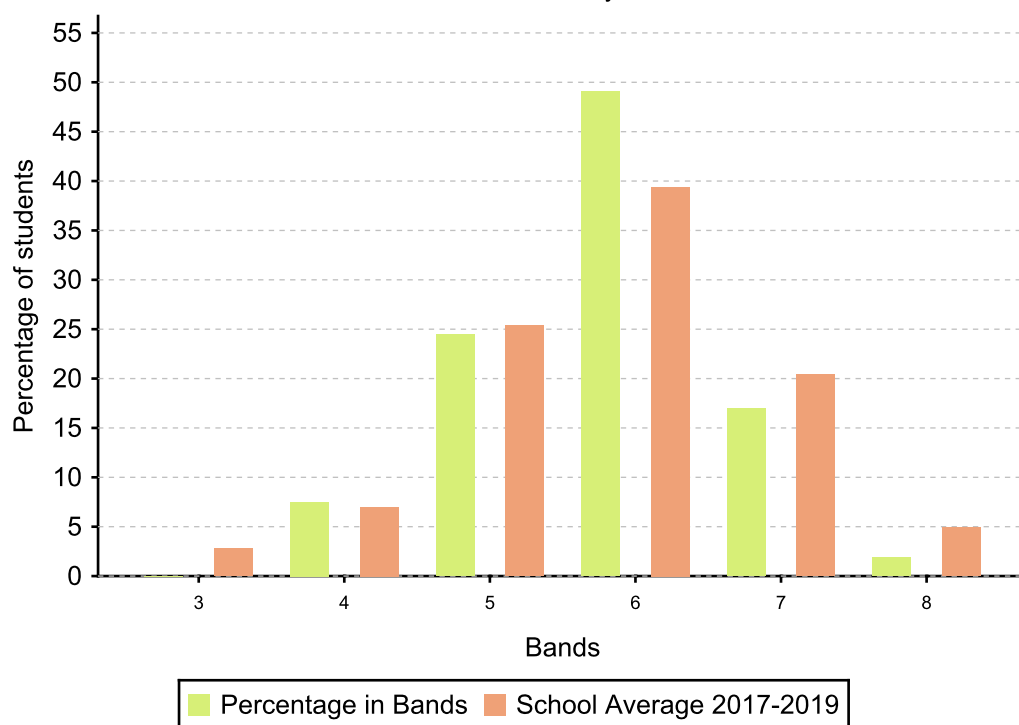
Band	3	4	5	6	7	8
Percentage of students	0.0	7.5	24.5	49.1	17.0	1.9
School avg 2017-2019	2.8	7	25.4	39.4	20.4	4.9

Parent/caregiver, student, teacher satisfaction

Perspectives of Students from the 2019 Tell Them From Me survey

76% of students in this school had a high sense of belonging

91% of students had positive relationships at Cronulla Public School

94% of students valued school outcomes

92% of students had positive behaviour

91% of Students try hard to succeed in their learning

Perspectives of Parents from the 2019 Tell Them From Me survey

78% of parents felt they were welcome at Cronulla Public School.

61% of parents felt well informed about their child's progress.

88% of parents have talked with the teacher more than 2 times in the year.

75% of parents have attended more than 2 meetings in the year

72% of parents believe teachers show an interest in my child's learning

67% of parents said that Cronulla Public School is a safe school.

78% of parents feel that Cronulla Public School supports positive behaviour

67% of parents believe that the school is inclusive of all students.

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Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.