

Dora Creek Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Dora Creek 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.

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School background

School vision statement

Dora Creek Public School has a small school culture focusing on student wellbeing; promoting rich learning opportunities and collaborative practice. Staff target student needs, leading to improved outcomes for all students.

School context

Dora Creek Public School is a school rich in tradition and quality education. It has served the community of Dora Creek for nearly 150 years and is held in high esteem by the local and wider community. In 2019, the school hosted 109 students, with an approximate equal number of girls and boys. In addition, seventeen percent of our students identify as being Aboriginal. Our Family Occupation and Education Index (FOEI) is currently valued at 117. Dora Creek Public School is a proud member of the Western Shores Learning Alliance. Our school is staffed by a teaching Principal, an Assistant Principal and four additional classroom teachers. We have a full-time School Administration Manager and a part-time School Administration Officer. With additional funding, we employ four part-time School Learning Support Officers. All staff strive to provide students with the skills, knowledge and values necessary for success in education, and in life; underpinned by quality wellbeing philosophies. The school continues to focus on the quality of student outcomes in literacy, numeracy and engagement catering for a broad range of activities in performing arts, cultural awareness, leadership, sporting, environmental and academic pursuits. Our students perform well in sporting initiatives, with a proud history of regional and state representation. Technology supports our teaching and learning programs with all classrooms fitted with IWBs and a Connected Classroom available for all.

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. 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.

Our self-assessment 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	Delivering
TEACHING: Data skills and use	Delivering
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

ENGAGED LEARNING

Purpose

To ensure all students have the opportunity to engage in rich learning experiences that allow them to learn and adapt in a variety of contexts; students will develop foundation skills with a strong content knowledge in literacy and numeracy.

Improvement Measures

Increase the percentage of students demonstrating positive learning and behaviour choices as determined through whole school monitoring of wellbeing practices.

Increase the number of students achieving in the top two bands for NAPLAN reading and numeracy.

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Wellbeing

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

Evaluation	Funds Expended (Resources)
The school has demonstrated its commitment to ensuring a safe and supportive learning environment through the ongoing implementation of PBL, along with the introduction of the implementation of Rock and Water concepts 3–6. The explicit teaching of school-wide expectations ensures that students are developing the means to be resilient in the way they approach relationships and self-monitoring behaviour.	Rock and Water Training– 1 Teacher + Casual Relief Signage– \$250 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1000.00)• Support for beginning teachers (\$500.00)

Process 2: High Expectations

Develop and implement strategies that support the explicit teaching of skills and the meeting of quality task criteria in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
The school continues to develop a culture that supports high expectations, with students demonstrating the ability to challenge themselves to continually improve: <ul style="list-style-type: none">• 31.9% of students (Years 3 and 5) are represented in the top two bands for NAPLAN (Reading and Numeracy)• 45.5% of Year 3 students are represented in the top two bands for NAPLAN Reading, while 16.7% of Year 3 students are represented in the top two bands for NAPLAN Numeracy• 41.67% of Year 5 students are represented in the top two bands for NAPLAN Reading, while 25% of Year 5 students are represented in the top two bands for NAPLAN Numeracy.	In addition to Equity funding, the school also used finances from other areas to support high expectations for student learning. * \$3500 – Literacy and Numeracy Support (Local Schools, Local Decisions): Employment of specialist teacher to allow classroom teachers extra RFF to support learning intervention.

Process 3: Curriculum

Develop the knowledge and skills of all students using evidence-based, innovative teaching practices.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

As a *Bump It Up* school, the school further developed our approach towards supporting students with additional learning needs. A tiered approach to intervention, based upon engaging with data collection, informed teachers with a greater picture of student achievement. This resulted in:

- * 50% of Year 5 students at or above expected growth in NAPLAN Grammar and Punctuation
- * 55% of Year 5 students at or above expected growth in NAPLAN Numeracy
- * 64% of Year 5 students at or above expected growth in NAPLAN Reading

In addition to Equity funding, the school also used finances from other areas to support high expectations for student learning.

- * **\$2610**– Employment of casual teacher to support differentiated learning in Mathematics (Funding source: Literacy and Numeracy)

Next Steps

As part of ongoing engagement with, and effective implementation of, the 2018–2020 school plan:

- * The school will continue to build staff capacity to engage with, and implement teacher professional learning in, the learning progressions.
- * The school will continue to increase its capacity to implement a whole–school approach to student wellbeing, with PBL at its core, in which students can connect, succeed and thrive at each stage of their learning. Classroom intervention, underpinned by school–wide expectations, will continue to be a focus area for 2020.
- * The school will continue to develop and implement strategies that support the explicit teaching of skills and expectations that relate to a variety of settings throughout the school.
- * The school will continue to develop the knowledge and skills of all students using evidence–based, innovative teaching practices in Literacy and Numeracy, underpinned by learning intentions, authentic assessment, tiered intervention and effective feedback.

Strategic Direction 2

QUALITY TEACHING

Purpose

To ensure teachers develop quality teaching practices utilising evidence based pedagogy.

Improvement Measures

Increase effective use of data to inform pedagogy across the school.

Increase collaborative practice and effective feedback across the school.

Progress towards achieving improvement measures

Process 1: Engage in Effective Classroom Practice

Develop and provide professional learning in the implementation of quality teaching and learning through evidence based programs that meet the learning needs of all students.

Evaluation	Funds Expended (Resources)
An effective, whole-school approach to implementing evidence-based, differentiated teaching and learning programs that promote student growth exists within the school. Teachers across the school are actively embedding the use of assessment as, of, and for learning; teaching direction is based upon increased monitoring and assessment of student progress.	Anita Chin Community of Schools Initiative: \$5200 – Mathematics K–6 Professional Development Day \$1100 – Numeracy Professional Learning

Process 2: Data Use in Teaching

Effectively monitor student progress by developing assessment tasks that are conducive to consistent judgement of student learning, and which identify skill gaps for improvement and areas for extension.

Evaluation	Funds Expended (Resources)
Teachers across the school are further developing the use of the Learning Progressions to inform understanding of student learning. The use of PAT data has been utilised to allow students to more readily access differentiated support in Mathematics in particular; with maths groups implemented 3–6 to enhance student participation and engagement. This has resulted in significant growth in the Number strand of Mathematics.	Funding Sources: • Low level adjustment for disability (\$1300.00)

Process 3: Collaborative Practice and Feedback

Teachers draw on research to develop and implement high quality, effective teaching and learning strategies.

Evaluation	Funds Expended (Resources)
The school has in place systems, processes and practices to improve teaching and learning across the school, with an emphasis upon increasing professional knowledge, professional discussion and effective collaboration.	

Next Steps

As part of ongoing engagement with, and effective implementation of, the 2018–2020 school plan, Dora Creek Public

School will:

- Continue to provide professional learning in the implementation of quality teaching and learning for students, with an increased focus upon evidence based learning that more effectively caters to the learning needs of an increased number of students.
- Continue to effectively monitor student progress by developing and/ or engaging with tasks that are useful tools for enhancing assessment as, of and for learning. Regular monitoring of student data will occur in order to provide students with appropriate tiers of intervention at a whole class, small-group and individual level.
- Continue to develop and implement explicit teaching and learning strategies, guided by continued professional learning and ongoing collaborative practice across the school.

Strategic Direction 3

EFFECTIVE LEADERSHIP

Purpose

To ensure leadership is strong, strategic and effective. As a result of this leadership, the school community is self-sustaining and ever improving.

Improvement Measures

Distributed Instructional Leadership is evident across the school and drives quality teaching and learning.

Increased number of staff leading curricular and extra-curricular programs for students across the school.

School self-assessment reflects an increased incidence of the school *excelling* on elements of the *School Excellence Framework*.

Progress towards achieving improvement measures

Process 1: Instructional Leadership

Implement systems, processes and practices that enhance the capacity of all staff to develop a culture of high expectations and community engagement which results in sustained and measurable whole school improvement.

Evaluation	Funds Expended (Resources)
A ever-evolving culture is present in the school, which focuses upon distributed instructional leadership across all grades, with school executive leading others to lead learning for staff. Professional learning within the school is based upon identified areas of need, underpinned by evidence-based teaching practice and consistent, measurable progress in student learning.	\$21343 – Teaching Principal's Relief utilised to increase professional capacity in curriculum delivery, with a focus upon writing and comprehension.

Process 2: Performance Management and Development

Develop leadership that supports collaborative performance development, and shared accountability across the school to continuously facilitate and monitor school improvement.

Evaluation	Funds Expended (Resources)
The school recognises a high performance culture that has a focus upon quality educational delivery, facilitated by high performing teachers, and informed by rigorous, accountable accreditation processes.	

Next Steps

As part of the 2018–2020 school plan the school will:

- Continue to build the capacity of staff to drive school improvement, which will be achieved through ongoing professional learning, growth in shared practice and meaningful access to student data
- Continue to evolve the Mathematics scope and sequence to reflect new knowledge acquired by staff to provide more effective intervention in Number and Algebra, with a focus upon Quantifying Number, and Additive and Multiplicative Strategies
- Continue to focus upon leading collaborative professional development in writing at Dora Creek Public School, informed by whole-school engagement with the *Seven Steps Writing* model. The school has a *Seven Steps* coach, who will be utilised by the school to embed leadership in exemplary writing practice across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$17 859.00) 	<ul style="list-style-type: none"> Students from Aboriginal background took part in the PLP process. All students had a PLP, which was developed in close consultation with families and Aboriginal community members. This was conducted in an informal "yarn and feed" setting; feedback from which indicated that this was a well-received, effective process. NAIDOC Day was conducted in a way that increased collaboration with the local community, with a local elder invited to conduct a "Welcome to Country" and smoking ceremony. Students were presented with experiences in traditional Aboriginal art, Indigenous Games, traditional storytelling and guest speakers from the Aboriginal community. Students extended partnerships with Morisset High School during transition visits for Aboriginal students. Aboriginal students were provided with the opportunity for reading and numeracy intervention, which was conducted by SLSO's and LaST's; both within classroom settings and intervention withdrawal sessions
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$48 798.00) 	<ul style="list-style-type: none"> Students regarded as educationally at-risk provided with support for reading, comprehension and numeracy. All students requiring adjustments and learning support are catered for within class programs and other whole school initiatives. Increased access to the curriculum for students with disabilities, enhanced by the development of a precise approach to Learning and Support Team processes, along with identification of students requiring NCCD adjustments. Effective differentiation provided for students, informed by staff engagement with the <i>Teaching For Inclusion</i> website, ongoing consultation with external support and NDIS providers. Staff were able to form effective partnerships with specialist support to more accurately target areas of need for students with disabilities..
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$21 663.00) 	<ul style="list-style-type: none"> Professional learning provided through in-school mentoring. Relieving AP and Principal as instructional leaders to inform the assessment, data collection, and monitoring processes within the school Growing evidence of collaborative practice across the school; underpinned by demonstration lessons and team-teaching situations, effective shared practice and close monitoring of staff Professional Development Plans, guided by professional discussion and leadership. Peer observations of colleagues' teaching and feedback provided for staff members based upon the Australian Professional Standards for Teachers. Implementation of <i>Seven Steps... Writing</i>. Engagement with specialist support in

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$21 663.00) 	<p>numeracy, which led to the implementation of effective differentiation of numeracy teaching; providing students the opportunity to engage with new learning at their level, while still providing exposure to appropriate stage-based syllabus outcomes.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$59 521.00) 	<ul style="list-style-type: none"> • Employment of specialist dance and drama teachers to support and build capacity of teachers to provide engaging experiences in the Creative Arts for the students of Dora Creek Public School • Teachers were provided with an hour of intervention time, over and above their RFF allocation, to meet the needs of their students. This allowed for classroom teachers to more effectively cater to individual students needs. • Phonemic awareness and sight word knowledge achieved through small group and individual tuition. • Continuation of targeted skills intervention in numeracy • Further STEM professional learning to develop a whole school approach to digital technologies • Targeted Vocabulary and Grammar for students as part of <i>Bump It Up</i> initiative.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	52	56	48	55
Girls	61	60	57	54

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	94.1	92	90.9
1	97	93.7	88.8	88.5
2	94.8	95.9	89.9	93.5
3	95.5	93.5	93.6	91.1
4	94.2	93.5	87.6	92.4
5	92.2	92.2	88.9	88.4
6	95.4	91.6	89.4	94.4
All Years	95	93.4	90.2	91.2
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)	1
Classroom Teacher(s)	3.71
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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	85,367
Revenue	1,288,481
Appropriation	1,254,779
Sale of Goods and Services	2,182
Grants and contributions	30,797
Investment income	724
Expenses	-1,338,635
Employee related	-1,180,545
Operating expenses	-158,090
Surplus / deficit for the year	-50,153

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	81,840
Equity Total	126,179
Equity - Aboriginal	17,859
Equity - Socio-economic	59,521
Equity - Language	0
Equity - Disability	48,798
Base Total	972,942
Base - Per Capita	24,637
Base - Location	0
Base - Other	948,305
Other Total	49,067
Grand Total	1,230,028

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Literacy

- The number of Year 3 students reaching the top two bands in the NAPLAN aspect of Reading was 44.4%, whilst in Year 5, the number of students in the top 2 bands for Reading increased from 7.1% in 2018 to 41.7%. 66.6% of Year 5 students were in the top *three* bands.
- The number of Year 5 students **at or above expected growth** in Reading was 64%
- Student data demonstrated a mean scaled score of 388.7 for NAPLAN writing, Year 3; whilst Year 5 displayed a mean scaled score of 431.2.
- 30% of Year 3 students (increasing from 38% in 2017) and 33.3% of Year 5 students were in the top two bands for the NAPLAN aspect of Spelling, while 40% of Year 3 students and 25% of Year 5 students occupied the top two bands in Grammar and Punctuation.

Numeracy

- The number of Year 3 students reaching the top two bands in the NAPLAN aspect of Numeracy was 20% of students, with 60% occupying the top *three bands*.
- The number of Year 5 students reaching the top two bands in the NAPLAN aspect of Numeracy was 25%, with 58.33% occupying the top *three bands*.
- Year 5 student average score in the NAPLAN aspect of Numeracy was 476.8, which is **ABOVE** Similar Schools Group (470.05)

Parent/caregiver, student, teacher satisfaction

Parent feedback was sought by way of a series of formal and informal consultation sessions, due to a history of very low numbers of parents completing the CESE, *Tell Them From Me*, satisfaction surveys.

The outcomes of these consultation sessions identified that:

- Teachers care deeply about each individual child and their social and academic wellbeing.
- All students are treated like family and the school promotes a holistic approach towards learning
- The school has highly skilled, dedicated teachers and promotes a close knit community within the school, where every child is known and valued
- There is evidence of strong leadership from the Principal and teaching staff
- The teachers are all approachable and easy to talk to. Every teacher knows every single student and their individual learning needs, and teachers demonstrate quality teaching practices
- Families love the grounds and its large established trees
- The teachers are extremely dedicated and work hard to get the best from their students
- Individual learning needs are well catered for
- The teachers work collaboratively to ensure that children are being extended where required, and are catered for if they have learning difficulties.
- Parents are satisfied with the level of skill growth for their students

Some suggested areas for attention include:

- A higher degree of catering for students who require extending
- Further opportunities for students to engage in a wider variety of learning, such as in the Creative Arts and Sport
- A desire from the community for smaller classes so kids get more one on one time, and issues with learning are supported in a timely manner
- A greater online presence and more consistent use of the school's smartphone app to showcase the school
- Further opportunities in library and STEM

Students from years 4–6 completed the CESE *Tell Them From Me* Survey:

- 88% of students felt that there was advocacy present within the school
- 88% of students view themselves as having positive relationships
- 88% of students felt that they demonstrate positive behaviour at school
- 83% of students reported that they have a positive sense of belonging
- 93% reported that they believe they receive quality instruction
- 78% of students believe that teachers have high expectations for their success

Teachers across the school completed the CESE **Focus on Learning** *Tell Them From Me* teacher survey (Eight Drivers of Learning). Teachers responses included (score given rated out of 10):

Leadership – 8.5

Collaboration – 9

Learning Culture – 7

Data Informs Practice – 7

Teaching Strategies – 8.5

Technology – 7.5

Inclusive School – 8.5

Parent Involvement – 7

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.