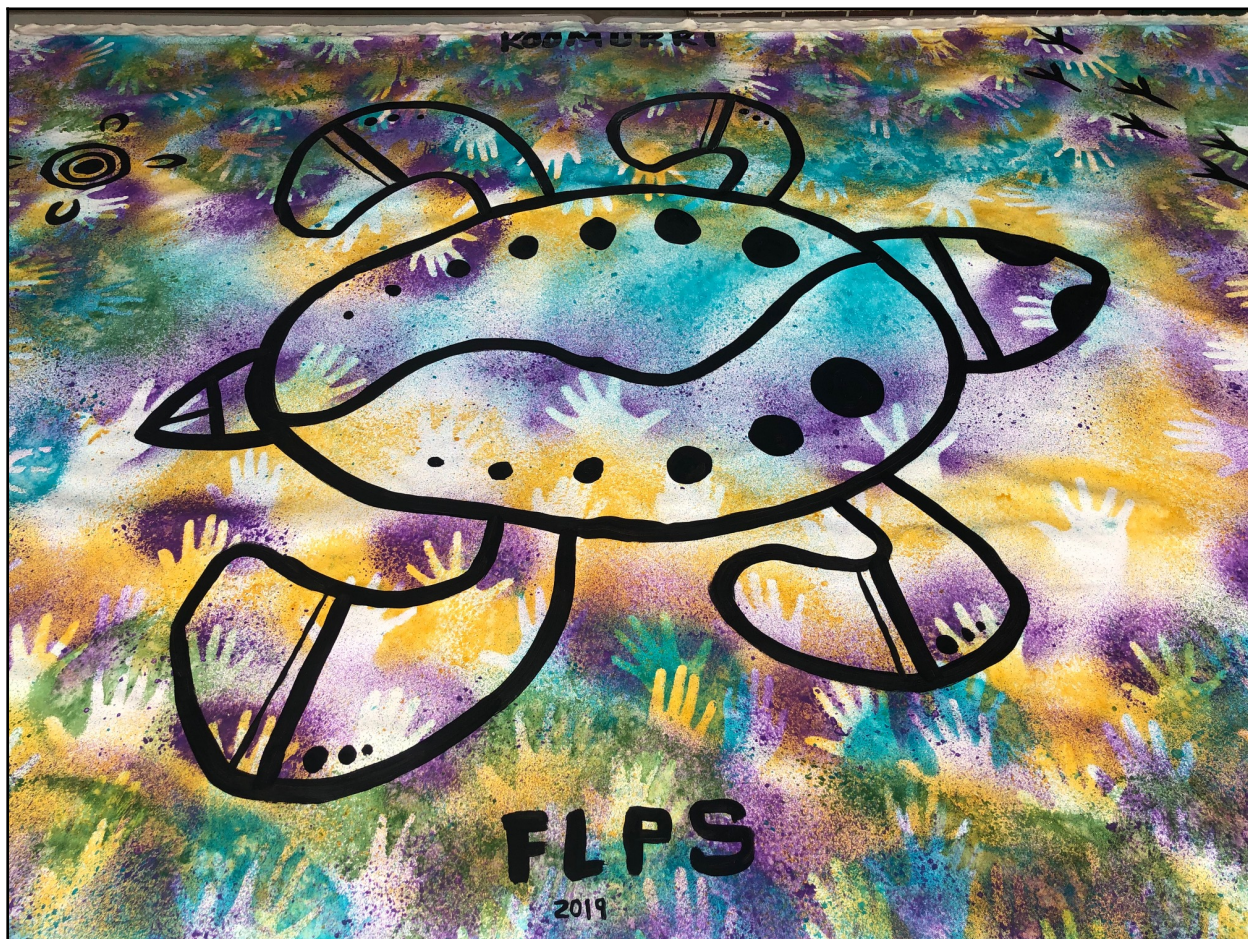


Forest Lodge Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Forest Lodge 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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Message from the principal

Forest Lodge Public School provides opportunities for students to excel through a positive learning environment, where a strong community connection and an active parent body contribute to a positive school culture. We are working with the principles of Positive Behaviour for Learning (PBL) to support all students feeling connected to the school community, increase self-awareness and maintain positive language around student behaviour. In addition to the school curriculum, students have had the opportunity to be involved in additional programs such as chess, choir, languages, cricket, gymnastics, yoga, running club and gardening club. In 2019 we continued to develop relationships with external providers to enhance learning opportunities for our students. These organisations include ASPECT Australia, GOT iT! & Speech Therapists from Communication Disorders Research and Treatment Clinic at Sydney University.

Leadership opportunities are available through an active Student Representative Council and a Year 6 Leadership Team. Our parent-run music program, includes a recorder group, percussion group and a school band program, including training, intermediate, senior and stage bands, which all perform at various school and community functions.

We strive to ensure that all students have the confidence to learn by providing a positive, caring teaching through a diverse and integrated curriculum which attempts to cater for a wide range of learning needs. Forest Lodge enjoys a strong reputation in the creative arts, demonstrated by the whole school biennial art show held in November with a focus on sustainability. The event was a huge success and raised over \$10000. The school has continued to focus on delivering key goals from Strategic Direction 2: Successful and engaged future –focused learners. The school has actively improved the quality and quantity of technological hardware and software across Kindergarten to year 6. We also had the opportunity to deliver a specialist STEM program for all students.

The school has an active staff with the knowledge, training and enthusiasm to prepare our students for secondary school and beyond to become life-long learners. I thank both the teaching and administrative staff for their dedication and commitment to the learning and well-being of all our students. I thank the parents, carers and grandparents who support and contribute enthusiastically to the school, the P&C and the many programs we offer.

School background

School vision statement

Forest Lodge Public School celebrates the uniqueness of each child. Our goal is to develop academic excellence within a supportive environment for students, staff and parents. Each child is encouraged to pursue their interests and explore a variety of ways of learning in a nurturing and inclusive climate.

A school with a shared vision, a strong sense of community and shared goals; our relationships are based on mutual respect, communication and a commitment to helping students acquire a passion for learning, developing their thinking skills, provide a sense of achievement and extend and enrich their potential.

Staff and parent roles and responsibilities are clearly defined, understood and shared across the school community. Parents are partners with the school and enrich student learning through sharing their professional and personal skills.

School context

Forest Lodge Public School was established in 1883. It enjoys a continuing reputation for producing high academic results, excellence in literacy and numeracy, Visual and Performing Arts and strong and caring support for students' welfare needs. The school recognises the cultural and socio-economic diversity of its community, striving for excellence and tolerance.

Our school ethos places emphasis on caring for individual needs in a safe, active and high-interest learning environment. Active community support and participation is a feature of the school.

Forest Lodge is a happy school where students show respect, tolerance and understanding of individual differences and where the academic potential of each student is fostered in a climate of responsibility and the pursuit 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. 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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Data driven teaching and learning

Purpose

To regularly use internal, school-wide student assessment data to identify student achievement and progress, there by improving planning, interventions and teaching practice.

This will include professional learning in best practice data gathering.

To embed flexible, responsive and collaborative assessment practices, allowing students and staff to reflect on teaching and learning.

Improvement Measures

Increase the proportion of students achieving expected growth in literacy and numeracy

Establishment of whole-school, internal data gathering systems.

Increase the use of learning intentions and success criteria through survey data and classroom observations

Progress towards achieving improvement measures

Process 1: Data Informed Collaborative Practices: Increasing staff capacity in the use of data to promote consistent and comparable judgement of student learning and progress including:

- Learning Intentions and Success Criteria (LISC),
- mentoring and coaching
- consistent teacher judgement structure

Evaluation	Funds Expended (Resources)
<p>How have staff increased their use of data to inform their practice and support student learning.?</p> <p>All staffed participated in evaluating our school report. Alongside data from parents, staff collaboratively developed a new reporting system that was published at the end of Semester 1. Feedback from families and teachers was positive and the new format provided clear strengths and future goals. This structure also informed next stage of scope and sequence and units for learning. Staff also participated in stage meetings to develop a consistent approach to assessment.</p> <p>Evidence includes:</p> <p>Assessment samples from Semester 2 reports</p> <p>PAT data.</p> <p>Timetable Stage 2 meeting with Stage 3</p> <p>Scope and sequences</p>	\$2500 collaborative planning

Process 2: Adaptive practices: Staff participate in differentiated professional learning to improve pedagogical practices that are informed by data

Evaluation	Funds Expended (Resources)
Staff to reflect on personal growth and support either to supervisor, mentor, colleague or whole staff	two staff meetings per term allocated to personal professional growth

Progress towards achieving improvement measures

All staff participated in team teaching on writing. This was based on data provided to them as a stage from their ongoing analysis of data sources. All staff reflected that the process was positive and would like to participate in further team teaching / lesson studies.

All staff participated in personal professional learning against PDP goals

Process 3: Data Literacy: Staff analyse, interpret and use data to inform teaching and learning cycles.

Evaluation	Funds Expended (Resources)
<p>Using internal and external data, where should we be focusing PL?</p> <p>SD1 team analysed a variety of data sources and identified writing as a focus for all stages. Team reviewed data and found particular areas of focus for each stage. This led to internal staff development led by Strategic direction team 1.</p> <p>Each stage reviewed learning, through scope and sequence development, units of work and assessment.</p> <p>Staff participated in lesson studies where stage members reviewed the content that was taught and participated in a cycle of observation, review, refine & teach.</p>	<p>\$5000 towards SD1 evaluating data & team teaching across each stage</p> <p>QTSS to support team teaching across K-6</p>

Process 4:

Evaluation	Funds Expended (Resources)
N/A	

Next Steps

Continue annual process of reviewing data sources to develop stage based goals

All staff to participate in lesson studies based on areas of growth identified through data sources

Provide ongoing collaborative planning to support the ongoing cycle of improving teaching and learning

Principal to lead PDP process for all staff to develop personal and school wide development

Strategic Direction 2

Successful and engaged future-focused learners

Purpose

To provide a whole-school approach to professional learning, building teachers' capacity in the use of technology, thereby enabling technology to support learning and be expertly integrated into lessons by teachers.

To develop dynamic and innovative learning programs and teaching practices within inquiry based learning initiatives, to create critical and creative global citizens.

Improvement Measures

Increased proportion of staff using technology in their lessons through survey, timetables and programs.

Improved integration of technology in Mathematical and Science and Technology programs

Increased professional learning in the use of technology for all staff

Increased confidence expressed by staff and students in the use of technology

Increased proportion of students achieving expected growth in numeracy.

Improved student engagement through surveys

Progress towards achieving improvement measures

Process 1: Technological infrastructure:

- Successfully establish quality infrastructures and build teacher capacity in its use to support innovative practices.

Evaluation	Funds Expended (Resources)
How has the infrastructure improved teaching and learning opportunities? Increase in technology has had an impact on multiple levels: Teachers have the resources to support innovative activities to support planned activities Students have accessed a variety of resources to support their learning	SD2 team meeting and show SD2 software catalogue. Decide and purchases for 2020 budgeting. Increase in technological infrastructure across the school. Laptops purchased for each stage

Process 2: Technology for Learning:

- Implement a whole-school plan for the acquisition of staff knowledge and understanding of STEAM via professional learning
- Examine current programs and construct new learning programs with STEAM embedded
- Purchase STEAM support products
- Provide collegial opportunities for peer mentoring, team teaching and peer observations in lessons where STEAM is embedded

Evaluation	Funds Expended (Resources)
How are we providing students with opportunities to support 21st century skills? How did it enhance current programs and how can we continue to use this facility to improve 21st century activities Increase in infrastructure has supported the delivery of key skills. Access to	DoE STEMShare Laptops x40

Progress towards achieving improvement measures

this technology has allowed staff to reflect on their practice, develop new units of work and amend scope and sequences. All stages accessed innovative technology through stage based units of work and via our Library program where STEM practices have been embedded since 2018.

Process 3: Critical and creative thinking:

- Develop scope and sequences and units of work that support inquiry and project based approaches
- Create working environments that support future focused approaches
- Provide collegial opportunities for peer mentoring, team teaching, collaborative planning and peer observations to develop capacity

Evaluation	Funds Expended (Resources)
<p>How have plans been adapted to support needs of 21st century learners? How do our programs reflect enterprise skills of problem solving, communication, team work, digital literacy, critical and inventive thinking, global enthusiasm & creativity?</p> <p>All staff adapted Scope and Sequences to affirm curriculum requirements</p> <p>All stages increased inquiry and problem based activities in a unit of work</p>	<p>Network meeting – Affirming curriculum requirements – S1,2 & 3 execs attended \$1500</p> <p>Collaborative planning – \$ 5000 – to provide execs an opportunity to work with their stage in reviewing and implementing change to scope and sequence and units of work</p> <p>\$10000 – Upgrading classroom environments with flexible furniture</p>

Next Steps

How are we assessing 21st century skills / enterprise skills?

Review scope and sequences to ensure they support innovative learning experiences

Continue to support team teaching and collegiality to increase teacher capacity

Dedicated PL to support the capacity of teachers delivering new programs with new resources.

Strategic Direction 3

Wellbeing and quality partnerships for learning

Purpose

To develop whole school wellbeing processes that support all students to connect, succeed, thrive and learn.

To ensure effective systems, structures and processes underpin school improvement and respectful relationships.

Improvement Measures

* Improved student engagement data

Improved Positive Behaviour for Learning (PBL) data, including a reduction in playground and classroom incidents

Improved school self-assessment in relation to the Wellbeing Framework

* Improved parent satisfaction survey data

Progress towards achieving improvement measures

Process 1: Whole school wellbeing: Embed whole school wellbeing practices to ensure optimum conditions for student learning and engagement across the school.

Evaluation	Funds Expended (Resources)
<p>Has the development of the wellbeing policy & targeted PL supported student outcomes?</p> <p>Decrease in playground incidents at recess and lunch (evident in decreased reflection room referrals)</p> <p>Increase in targeted PL for staff has supported them in catering for students with additional needs</p> <p>Policies implemented successfully and formal review end 2020</p> <p>Increase in SLSO has supported all stakeholders. This will continue in 2020 with the school seeking a review of current funding models.</p>	<p>Increase in staff has allowed an increase in targeted supervision at recess and lunch to support individuals and groups</p> <p>Targeted PL from STARTTS, Berry Street model, ASPECT Australia & other para professionals have supported staff in increasing their capacity. \$3000</p> <p>Increase in SLSO to support an increase in students with identified needs – This is for students who do not fit the criteria for additional support through integration funding. \$25000</p>

Process 2: Quality services and partnerships for learning: Embed streamlined structures, systems and processes for continuous school-wide improvement.

Evaluation	Funds Expended (Resources)
<p>How have the increase in learning partnerships increased student outcomes?</p> <p>Parent and student surveys demonstrate increase satisfaction with all aspects of school. These partnerships have demonstrated our commitment to increase opportunities for students, promote inclusivity and extend learning outcomes.</p> <p>Who is supporting the school and how? How is this changed since 2018? –</p> <p>Speech therapists, ASPECT, STARRTS, brighter futures, PIVOT</p> <p>Survey Monkey results on new reporting format and compare to results from 2018 with old format – staff and parents/carers</p>	<p>\$3000 – Speech pathologists – 2 rounds of speech therapists on site to support students k-6.</p> <p>GOT IT– Early intervention for k-2 students identified as requiring support for social and emotional needs</p> <p>ASPECT – On site PL for all staff</p> <p>STARTTS – On site PL for all staff on trauma informed practice</p> <p>Pilot PIVOT – Authentic student voice</p>

Progress towards achieving improvement measures

How have the increase in learning partnerships increased student outcomes?

platform

Parent and student surveys demonstrate increase satisfaction with all aspects of school. These partnerships have demonstrated our commitment to increase opportunities for students, promote inclusivity and extend learning outcomes.

Who is supporting the school and how? How is this changed since 2018? –

Speech therapists, ASPECT, STARRTS, brighter futures, PIVOT

Survey Monkey results on new reporting format and compare to results from 2018 with old format – staff and parents/carers

Next Steps

Consolidate our learning partnerships with external providers to enhance teaching and learning

Review Wellbeing policy and make appropriate updates

Continuous staff development to support teachers to support individual students

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	<p>\$2000 on targeted PL including beginning teacher conference and positive school conference in developing pedagogy and capacity</p> <p>\$2000 allowing time for teacher to spend with mentor</p>	Teacher went on maternity leave in Term 2. We were only able to begin the support.
Targeted student support for refugees and new arrivals	0.2 allocation from DoE to support intervention	Teacher met with individual students and groups to support students receptive and expressive understanding of the English language

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	153	172	161	180
Girls	170	175	172	160

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.5	96.2	94.9	95.5
1	95.2	97.3	95.1	94
2	96.2	95.9	95.4	94.2
3	94.6	93.7	96	95.3
4	94.7	94.5	92.9	96.7
5	93.1	96.4	95.1	94.3
6	95.8	94.9	94.4	94.6
All Years	95.3	95.6	94.8	95
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)	12.74
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	2.82

*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	237,655
Revenue	3,626,389
Appropriation	3,195,672
Sale of Goods and Services	1,668
Grants and contributions	424,480
Investment income	3,869
Other revenue	700
Expenses	-3,504,988
Employee related	-2,966,489
Operating expenses	-538,499
Surplus / deficit for the year	121,402

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	137,700
Equity Total	193,473
Equity - Aboriginal	3,126
Equity - Socio-economic	4,094
Equity - Language	111,776
Equity - Disability	74,478
Base Total	2,463,947
Base - Per Capita	78,135
Base - Location	0
Base - Other	2,385,813
Other Total	301,058
Grand Total	3,096,178

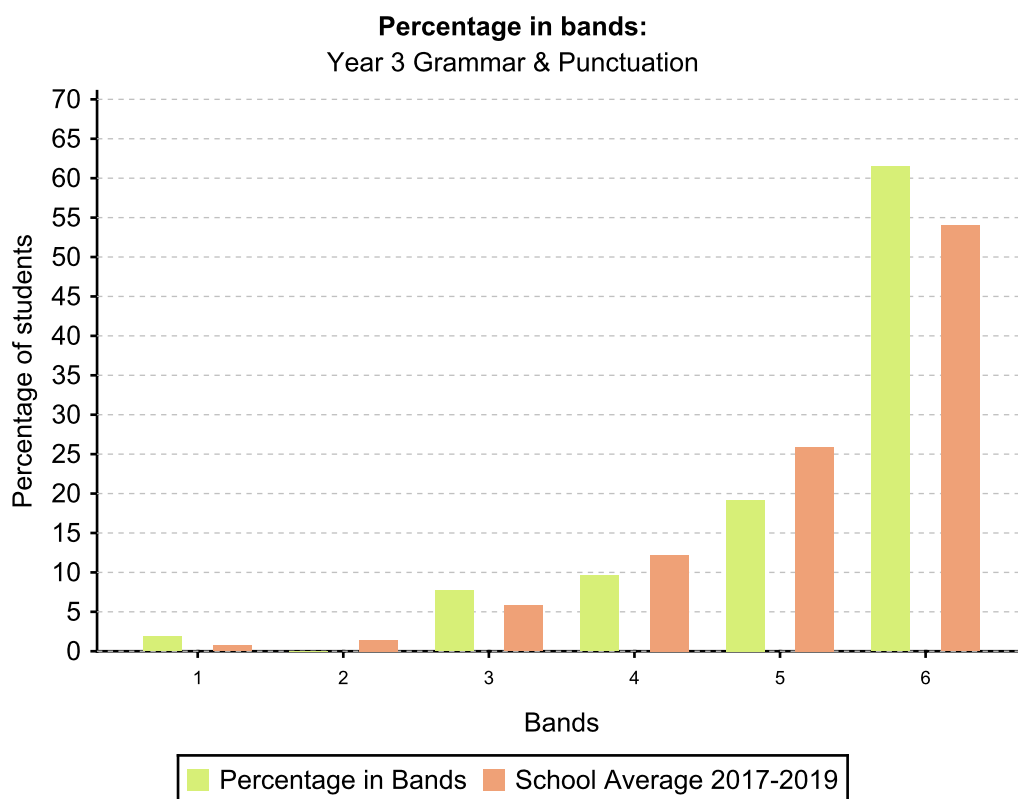
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School performance - NAPLAN

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.

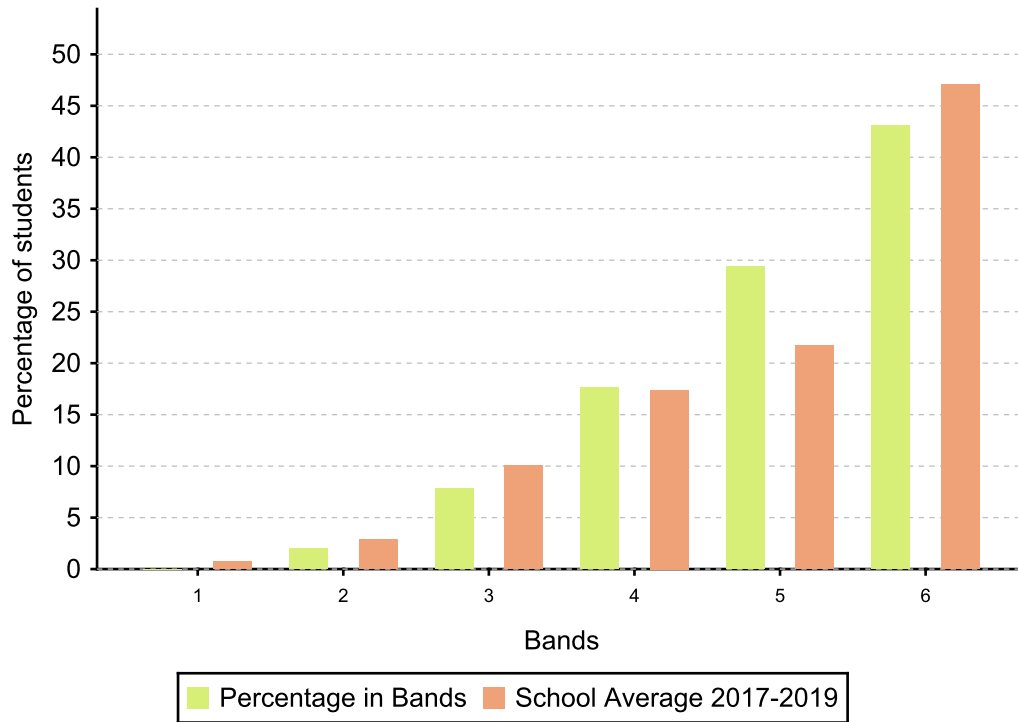
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



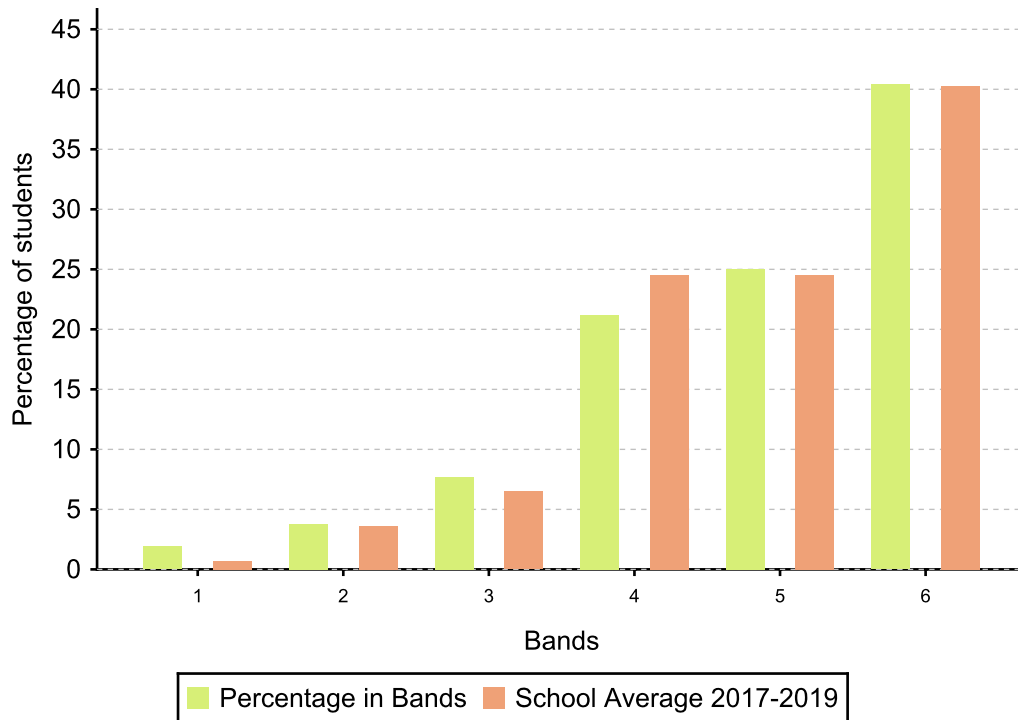
Band	1	2	3	4	5	6
Percentage of students	1.9	0.0	7.7	9.6	19.2	61.5
School avg 2017-2019	0.7	1.4	5.8	12.2	25.9	54

**Percentage in bands:
Year 3 Reading**



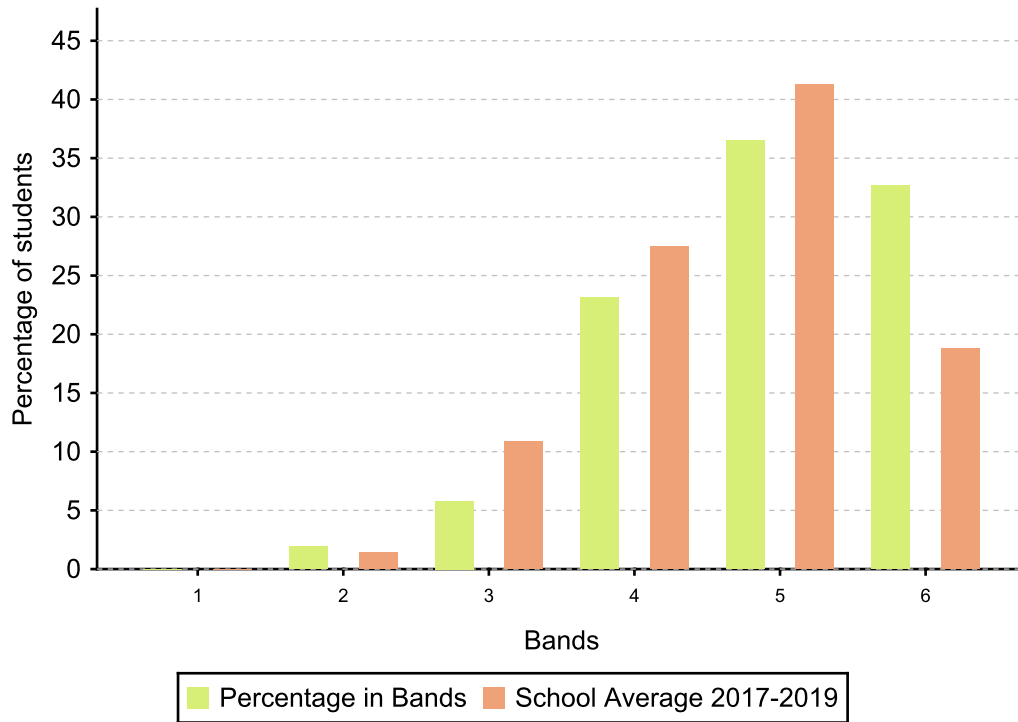
Band	1	2	3	4	5	6
Percentage of students	0.0	2.0	7.8	17.6	29.4	43.1
School avg 2017-2019	0.7	2.9	10.1	17.4	21.7	47.1

**Percentage in bands:
Year 3 Spelling**



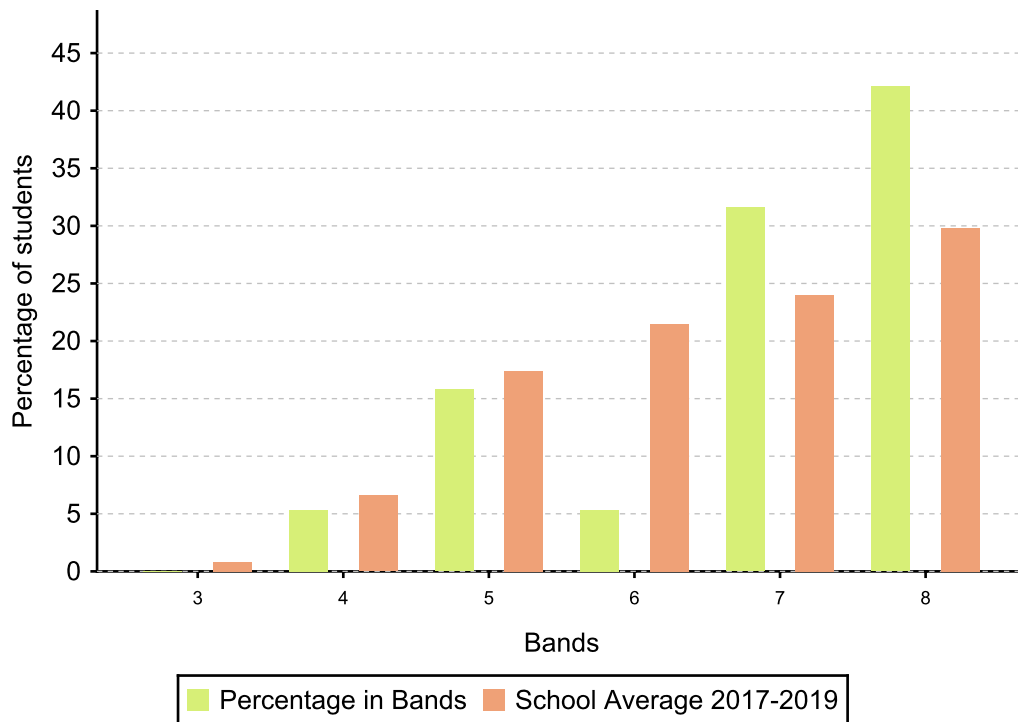
Band	1	2	3	4	5	6
Percentage of students	1.9	3.8	7.7	21.2	25.0	40.4
School avg 2017-2019	0.7	3.6	6.5	24.5	24.5	40.3

Percentage in bands:
Year 3 Writing



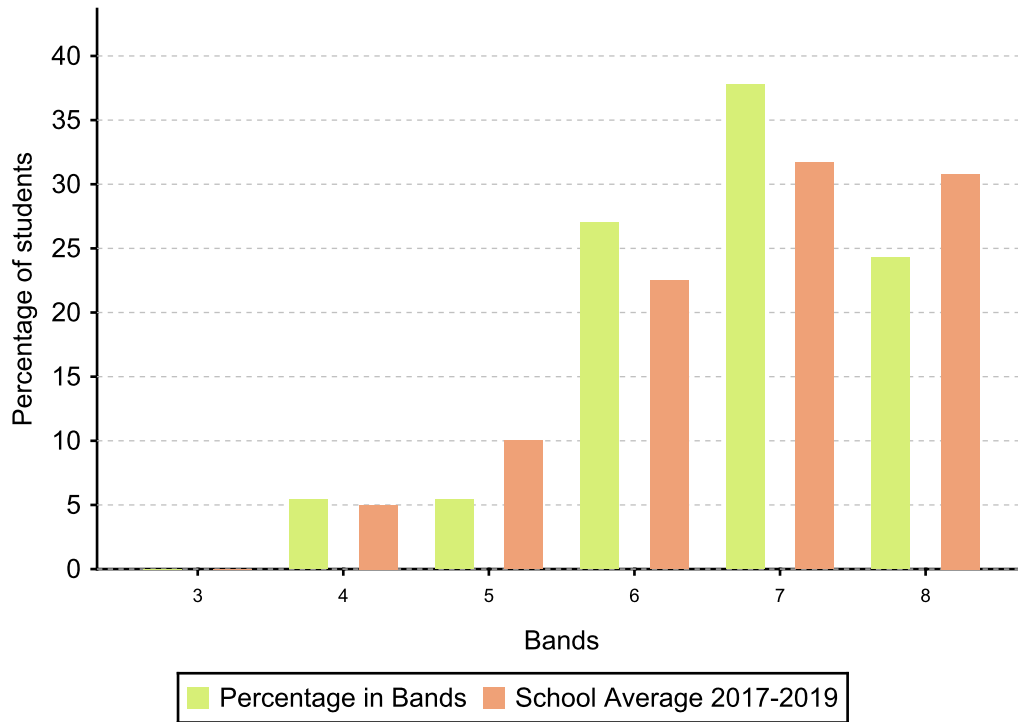
Band	1	2	3	4	5	6
Percentage of students	0.0	1.9	5.8	23.1	36.5	32.7
School avg 2017-2019	0	1.4	10.9	27.5	41.3	18.8

Percentage in bands:
Year 5 Grammar & Punctuation



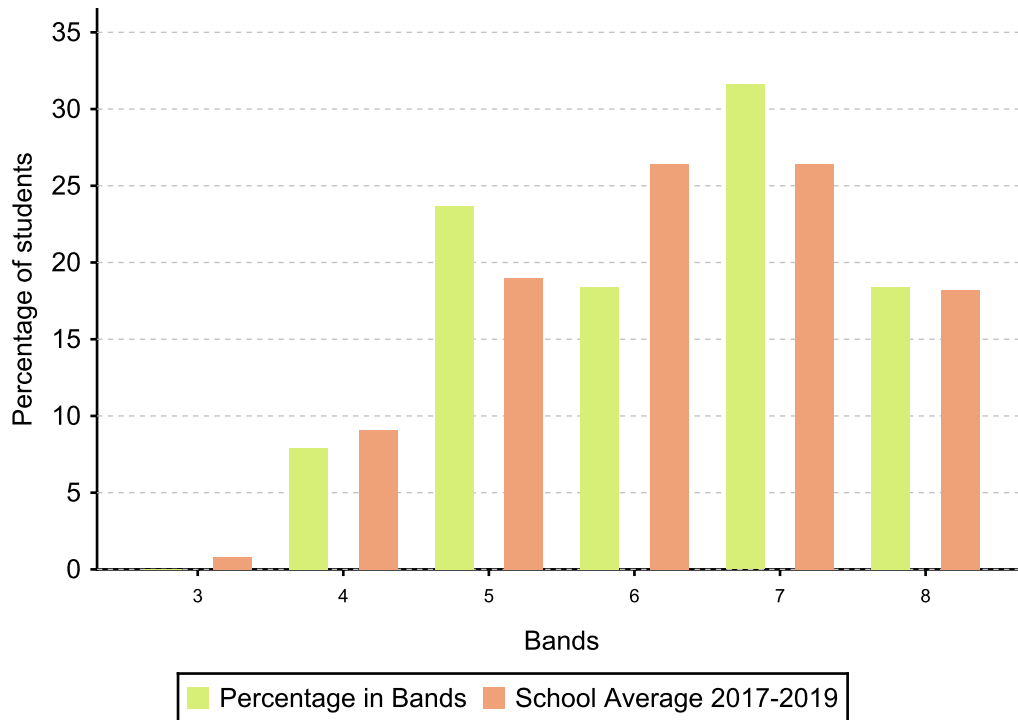
Band	3	4	5	6	7	8
Percentage of students	0.0	5.3	15.8	5.3	31.6	42.1
School avg 2017-2019	0.8	6.6	17.4	21.5	24	29.8

Percentage in bands:
Year 5 Reading



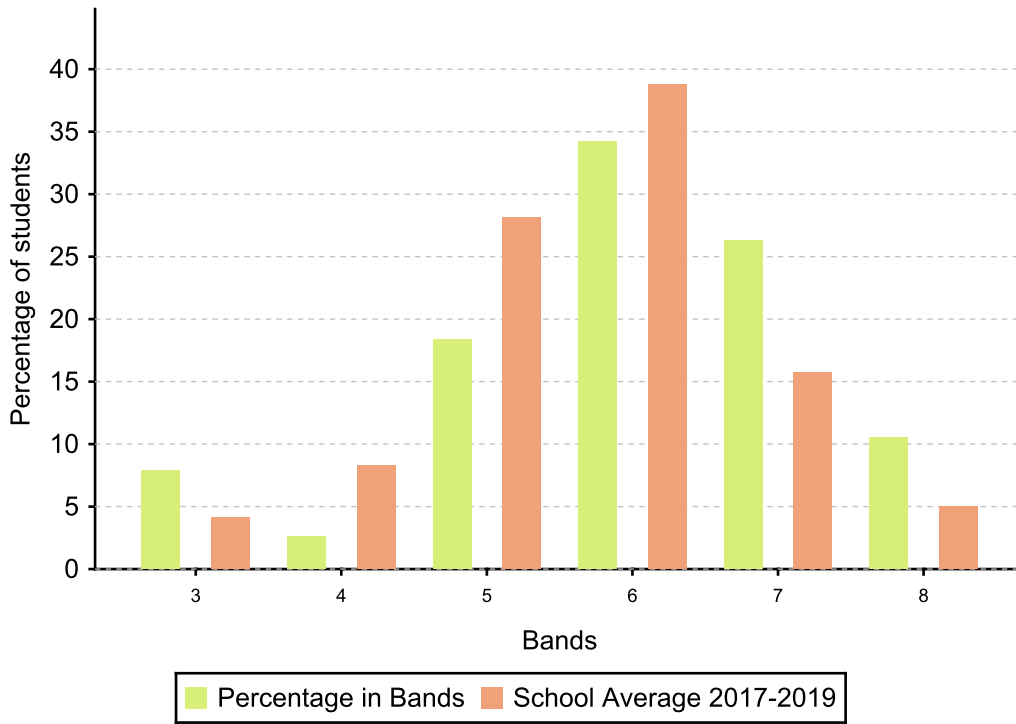
Band	3	4	5	6	7	8
Percentage of students	0.0	5.4	5.4	27.0	37.8	24.3
School avg 2017-2019	0	5	10	22.5	31.7	30.8

Percentage in bands:
Year 5 Spelling



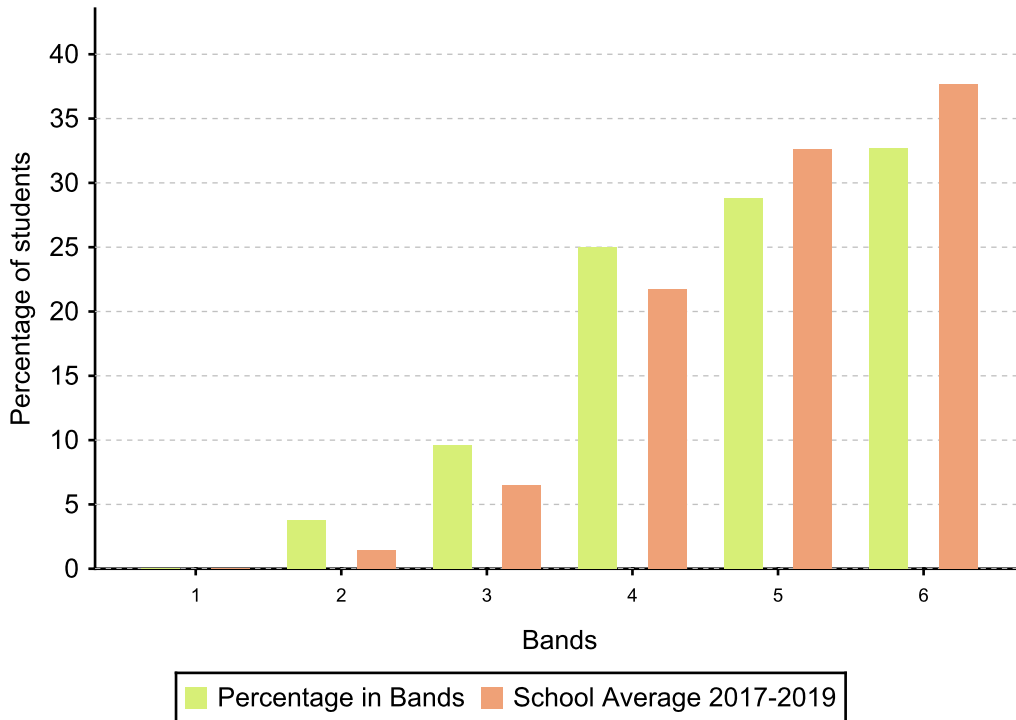
Band	3	4	5	6	7	8
Percentage of students	0.0	7.9	23.7	18.4	31.6	18.4
School avg 2017-2019	0.8	9.1	19	26.4	26.4	18.2

Percentage in bands:
Year 5 Writing



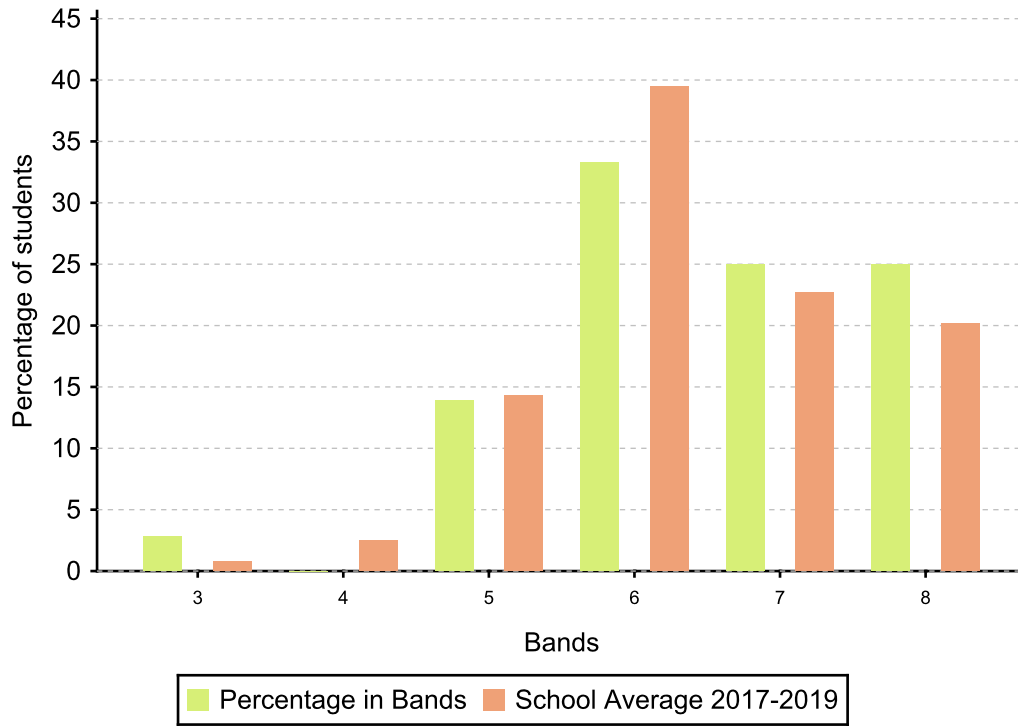
Band	3	4	5	6	7	8
Percentage of students	7.9	2.6	18.4	34.2	26.3	10.5
School avg 2017-2019	4.1	8.3	28.1	38.8	15.7	5

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	3.8	9.6	25.0	28.8	32.7
School avg 2017-2019	0	1.4	6.5	21.7	32.6	37.7

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.8	0.0	13.9	33.3	25.0	25.0
School avg 2017-2019	0.8	2.5	14.3	39.5	22.7	20.2

Parent/caregiver, student, teacher satisfaction

A Parent – Carer survey 2019 was sent out with 51 respondents. Respondents were asked about their child's interactions with school, expectations and the school's processes and procedures. The overall trend was positive with growth in most areas from 2017 & 2018. Results indicated:

98% of respondents agreed/ strongly agreed their child was happy at school

96.08% of respondents agreed/strongly agreed that their child's general perception of school is positive

88.25% of respondents agreed / strongly agreed that child's interactions with other students were mostly positive and productive

82.36 % of respondents agreed / strongly agreed the staff and leadership of the school understand and respond to the context of the community in which they work. 5% disagreed.

76.74% of respondents agreed / strongly agreed the school engages with the wider community to enhance student learning opportunities. 2% disagreed.

78.43% of children believe their teachers have high expectations of them

74.51 % of respondents agreed / strongly agreed the school supports my child's specific learning needs

The survey data reflects growth in all areas except child's interactions with other students were mostly positive and productive which was down 3%.

This year, for the first time, we captured data from our kindergarten families to reflect transition to Forest Lodge Public School. Results indicated:

100% of respondents agreed / strongly agreed that they felt comfortable leaving their child at school on the first day in their classroom with their new teacher

94% of respondents agreed / strongly agreed that their family had a positive transition to Forest Lodge Public School

91% of respondents agreed / strongly agreed that enough information was provided to their family

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.