Gerringong Public School

2019 Annual Report

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Introduction

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

At Gerringong Public School our motto is "We Will Achieve". This underpins the school's strong beliefs that each child needs to be recognised for their own achievements, celebrating success both at a school and personal level.

Gerringong Public School provides students with quality educational programs delivered by highly qualified and dedicated staff. We offer teaching and learning programs that are sequential, reflective of individual learning needs and cater for individual learning styles

.A strong partnership exists between parents, the school and the wider community. The school very much appreciates the support of the whole community. Parents and the wider community are involved in P&C, sporting activities, assistance in classrooms and canteen, purchase of uniforms, fund raising, scripture, ethics classes, library, and gardening. Our parents and community members are prepared to give their time at a range of school events both inside and outside of school times. Our local service clubs, community organisations and businesses contribute financially to the school throughout the year.

I would like to acknowledge the outstanding contributions made by staff throughout 2019. They have continued to support the school and give their time to the students in so many ways. They are to be commended on the excellent learning programs provided to students and on their participation through a wide range of school activities e.g. camps, performing arts, sporting activities, excursions, orientation days, school discos. The staff are always willing to give their time outside of school hours to communicate with parents through after school meetings, parent information nights and support of on–going school and P&C activities. Strong team work is evident at both Stage and whole school level. The Leadership Team strives to develop a collective efficacy which drives decision making within the school to successfully achieve school targets.

Our school is an inclusive learning environment where all students feel that they can and will succeed. Our students have continued to showcase their talents in many areas throughout the school. Sport, Performing Arts, Chess, University Competitions, Public Speaking and Debating to name a few. The children have also displayed an understanding of our School Values –Respect, Resilience and Responsibility. Upholding these values is a lifelong asset and assists each individual in both present and future endeavours to be successful citizens.

Regards

Joy Fullagar

School background

School vision statement

Gerringong Public School is committed to providing an inclusive and respectful environment. Through collaborative practice and quality teaching, staff provide opportunities to develop resilient, goal–driven and creative learners within a constantly changing, challenging and technological world.

Community involvement is actively encouraged to create diverse learning opportunities where students feel connected within our school environment and the wider global community.

School context

Gerringong Public School is located on the New South Wales South Coast and has students from both the town and rural setting. Our school motto, "We Will Achieve" underpins the school's strong belief that each child needs to be recognised for their own achievements, celebrating success at both a school and personal level.

Students at Gerringong are provided with a range of opportunities and learning experiences, delivered by highly qualified and experienced staff. Our focus on literacy and numeracy provides students with strong foundations. A future focused approach to learning, supports our belief that students need to be creative thinkers, effective communicators, risk takers and reflective in their approach to learning.

The school is well resourced, has excellent learning facilities and flexible learning spaces. We are recognised for outstanding achievements in sport and performing arts.

The school fosters positive relationships through strong partnerships with all key stakeholders. Parents are actively involved across all aspects of our school community.

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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Quality Teaching – Our Core Business

Purpose

To ensure our teachers are equipped with the knowledge and skills to execute quality teaching through the provision of sequential learning experiences, within a culture that promotes high expectations and the collective belief that every student should experience at least "one years growth over the course of one school year".

Improvement Measures

Students will achieve at or above expected growth in Literacy and Numeracy, as reflected in SMART & school data

A 10% growth or higher of the number of students in proficiency bands in Reading and Numeracy. (Bump It Up)

The school will move from *Sustaining and Growing* to *Excelling* in *Data Skills and Use* as referenced in the *School Excellence Framework.*

A planned, systematic and explicit approach is evident in teaching and learning programs and teacher practice.

100% of K–6 classroom practice reflects the pedagogy of Visible Learning

Progress towards achieving improvement measures

Process 1: Scope and Sequence

Develop a systematic, collaboratively planned approach to deliver dynamic teaching and learning programs through curriculum planning and tracking.

Evaluation	Funds Expended (Resources)
The Mathematics Scope and Sequence has been evaluated and will be implemented in 2020. The Mathematics Team will review the consistency of assessment in 2020. An Evaluation Team has collected data to analyse the teaching of Spelling K–6 and a Spelling Scope and Sequence will be created in 2020.	Total funds spent– $14,570

Process 2: Visible Learning

The development and implementation of scheduled professional learning related to Visible Learning Elements for executive and staff .

Evaluation	Funds Expended (Resources)
All staff have undertaken extensive professional learning throughout 2019 in Qualities of a Visible Learners. Learning dispositions – Respect, Responsibility, Resilience and Reflectiveness – will be trialed in 2020.	Total funds spent– $20,172

Process 3: Assessment/Data

Implement quality assessment practices through an explicit, systematic and collaborative approach which drives quality teaching and learning.

Evaluation	Funds Expended (Resources)
The Mathematics Scope and Sequence, differentiated success criteria and PAT assessments are evident in teaching programs.. Collaborative planning in data meetings has resulted in staff having clarity and knowledge of syllabus.	Total Funds spent– $4500

Strategic Direction 2

Future–Focused Learners

Purpose

To empower our students with the capacity to think creatively, innovate, solve problems and engage with new disciplines.

Improvement Measures

1. 100% of K–6 classrooms and teaching practices reflect an Inquiry approach in learning experiences.
2. 100% of K–6 classrooms demonstrate an increase in the effective use of technology by students and staff .
3. An increase in the percentage of staff feel more confident in the delivery of STEAM based learning experiences.

Progress towards achieving improvement measures

Process 1: Inquiry–based Learning

Evaluate current Inquiry–based practices, including the link to school Scope and Sequence and Syllabus documents.

Evaluation	Funds Expended (Resources)
All staff are using their access to Mappen, the on–line teaching and learning program, to plan differentiated, integrated units of work. Within stage meetings, collaborative planning has occurred which has resulted in teachers having clarity and knowledge of outcomes and the ability to provide a wide range of engaging lessons which cater for the needs and interests of students within their classroom. In 2020, a survey will be carried out to evaluate the use of Mappen as an effective program across the school. Professional learning in Science will also be delivered.	$6000

Process 2: STEAM

Investigate, trial, share & evaluate quality innovative practices to support the effective implementation of STEAM based learning opportunities for staff and students.

Evaluation	Funds Expended (Resources)
Our data indicates that 60% of staff are accessing the IT mentor program with all staff identifying it as a valuable initiative. Staff are utilising available technology and mentoring to up–skill individual learning needs and develop and strengthen a team approach to STEAM– based education. Within stage meetings, teachers have demonstrated increased knowledge and confidence in using technology to support student learning.	$77,000 for technology / STEAM equipment A staff member was released for 1 day per week to provide professional support.

Process 3: Technology

Build student and staff technological skills through the effective implementation of scope and sequence and improved infrastructure.

Evaluation	Funds Expended (Resources)
Staff are still working to implement the I.T Scope and Sequence. Further professional learning and specialised teacher support is needed to ensure that the document is successfully implemented K–6.	$77,000 was a combined Technology / STEAM budget

Strategic Direction 3

Wellbeing – We Matter

Purpose

To develop a school culture where all stakeholders connect, succeed, thrive and are resilient in an inclusive, supportive and respectful environment.

Improvement Measures

Practices are embedded within the school that demonstrates a culture that supports and nurtures happy, balanced individuals.

The school will move from *Sustaining and Growing* in *Wellbeing* to *Excelling* as referenced in the *School Excellence Framework.*

Reduction in the percentage of counsellor referrals relating to social and emotional well being

Stakeholders have a consistent approach and clear understanding of student welfare practices across the school.

Progress towards achieving improvement measures

Process 1: Student Wellbeing – Kidsmatter

Through training, consultation**,** teaching and reflecting, Kids Matter and the DEC Well Being Framework we will consistently implement and embed across the school

Evaluation	**Funds Expended (Resources)**
The Song Playground program has supported students cognitive, emotional, social and physical well–being. Staff have the skills and knowledge to embed Music through the school as this was an area for improvement in the school. Further investigation will occur in 2020 in relation to the link between the DEC Well Being Framework and school programs. Peer Support has been delivered and assessed with Year 5 ready to lead in 2020	$12000 (school funds) $5000 (P&C funds)

Process 2: Student Welfare – Policy/ Anti– Bullying

Consult, evaluate, develop and implement positive practices ensuring a consistent approach and collective responsibility to whole school positive wellbeing.

Evaluation	**Funds Expended (Resources)**
Positive and respectful relationships are evident among staff and students. The PBL Team have developed a matrix, which has been trialled and evaluated. This has resulted in a Reward System being incorporated into the revised School Welfare Policy. Student behaviour reflects the implementation of evidence–based change to whole school practices. The revised Student Welfare Policy has been implemented. Further adjustments will be required as PBL training provides further information for consideration in 2020.	$6000 for Professional learning and teacher relaease

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	An Aboriginal staff member provided cultural learning experiences and support to students. In 2020, remaining funds plus 2020 funds will be used to support Aboriginal students academically in their classrooms and meet their individual learning needs. **Funding Sources:** • Aboriginal background loading ($12 338.00)	The students have engaged in a wide range of activities in 2019 both at school and within the Kiama Community of Schools. Time in the Bush Tucker garden, The Yarning Circle, and in small group activities have increased awareness in relation to culture and identity. The students have indicated that they would like the program to continue next year. The school will also be looking at the specific academic needs of some students and ways to support their individual learning in 2020.
Low level adjustment for disability	This amount includes • .6 (3 days per week) staffing • $35,370 Flexible funding **Funding Sources:** • Low level adjustment for disability ($99 399.00)	Student learning needs have been addressed through the use of funds/ resourcing to provide a collaborative approach between the STL teacher and class teachers. The Literacy and Numeracy Coordinator has provided valuable data to assist in programming and provided quality and timely professional learning to teachers which has lead to observable changes in the classroom. practice.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($82 812.00)	Observable changes in the classroom have been seen with differentiated teaching and learning programs. Stage Teams identified school–wide and individual student learning needs focusing on high expectations for all. Staff were released to attend data sessions related to the teaching of Numeracy and to identify specific learning needs of students. This resulted in explicit programming of teaching and learning Numeracy programs and the close monitoring of student progress.
Socio–economic background	$20363 for teacher release **Funding Sources:** • Socio–economic background ($20 363.00)	Additional support was provided to students through the employment of a part–time teacher. This provided an opportunity for students to work in smaller groups with specific outcomes being addressed in a systematic and timely approach within the classroom.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($4 269.00)	The release of a teacher in the second year of L3 training has resulted in the effective delivery of a rich reading program being delivered in class. Week 40 Data indicated that 95% of students were on track. 1 to achieve expected outcomes for Year 1.

Student information

Student enrolment profile

	Enrolments			
Students	**2016**	**2017**	**2018**	**2019**
Boys	217	242	231	232
Girls	201	209	222	214

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.8	95.5	93.9	94.3
1	93.7	94.3	93.6	93.7
2	95	93.5	93.2	94
3	94.2	94.1	93.1	93.4
4	92.8	95.1	93	93.8
5	94	93.6	93	93.1
6	91.8	93.2	92.7	92.4
All Years	93.8	94.2	93.2	93.5
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)	6
Classroom Teacher(s)	19.2
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	3.28

*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.

The school received $35,00 in professional learning funds for 2019. These funds and other school allocated funds of $40,00 were used for the cost of fees and to release staff to attend professional learning conferences e.g. Technology, Visible Learning, Student Welfare, syllabus implementation (Mathematics & Literacy), Leadership Development, STEAM and individual learning needs of staff identified within their Professional Development Plan.

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	601,433
Revenue	4,496,801
Appropriation	4,305,021
Sale of Goods and Services	5,424
Grants and contributions	182,596
Investment income	3,160
Other revenue	600
Expenses	-4,833,897
Employee related	-4,078,735
Operating expenses	-755,162
Surplus / deficit for the year	-337,096

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.

The identified amount of –$337,096 was planned expenditure to be taken from the Opening Balance of $601,433. This planned expenditure balances out the deficit amount as funds were available through the Opening Balance which was carried over from 2018.

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	252,505
Equity Total	136,539
Equity - Aboriginal	12,338
Equity - Socio-economic	20,363
Equity - Language	4,439
Equity - Disability	99,399
Base Total	3,150,807
Base - Per Capita	106,291
Base - Location	8,717
Base - Other	3,035,798
Other Total	759,150
Grand Total	4,299,002

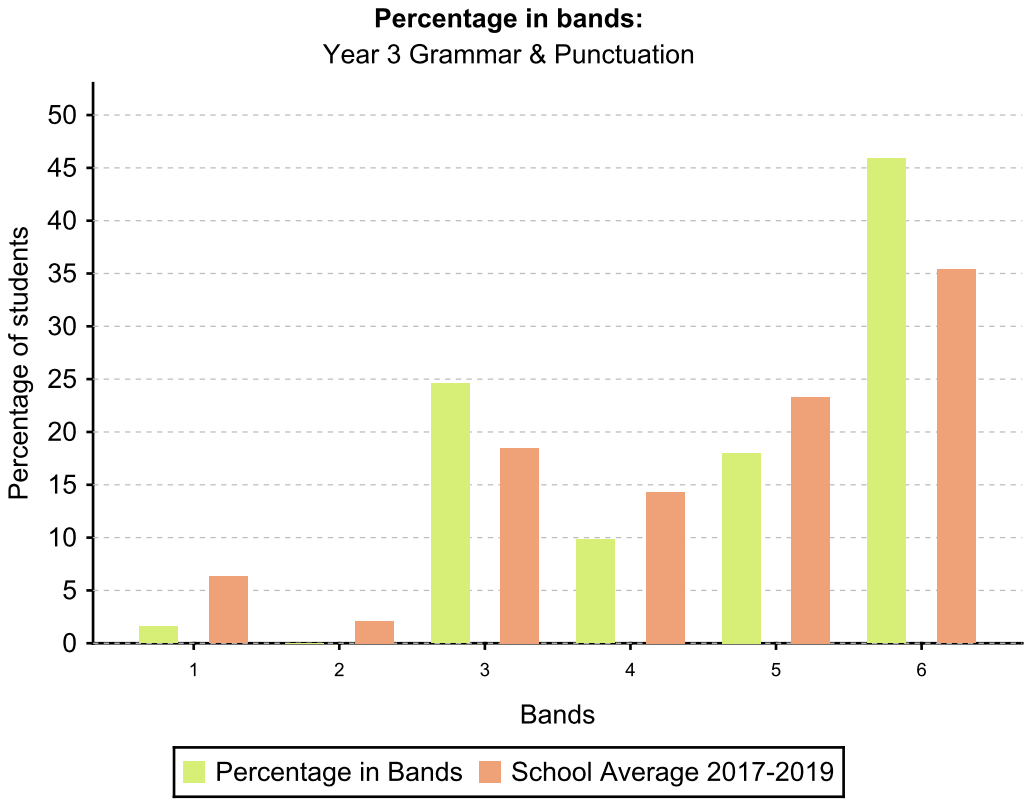
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

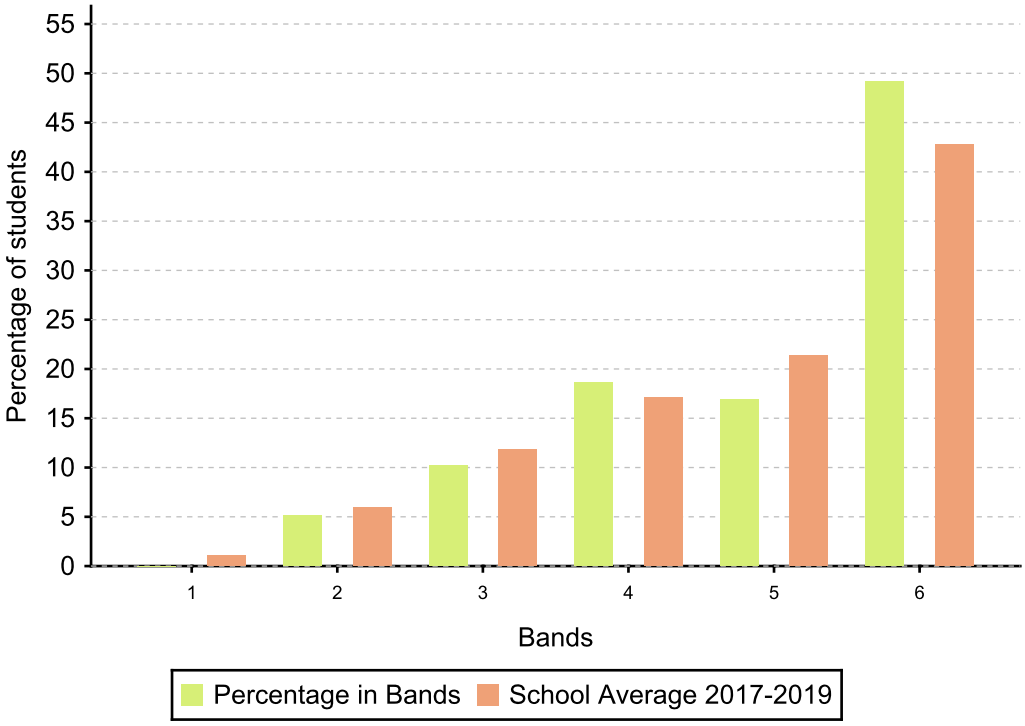
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



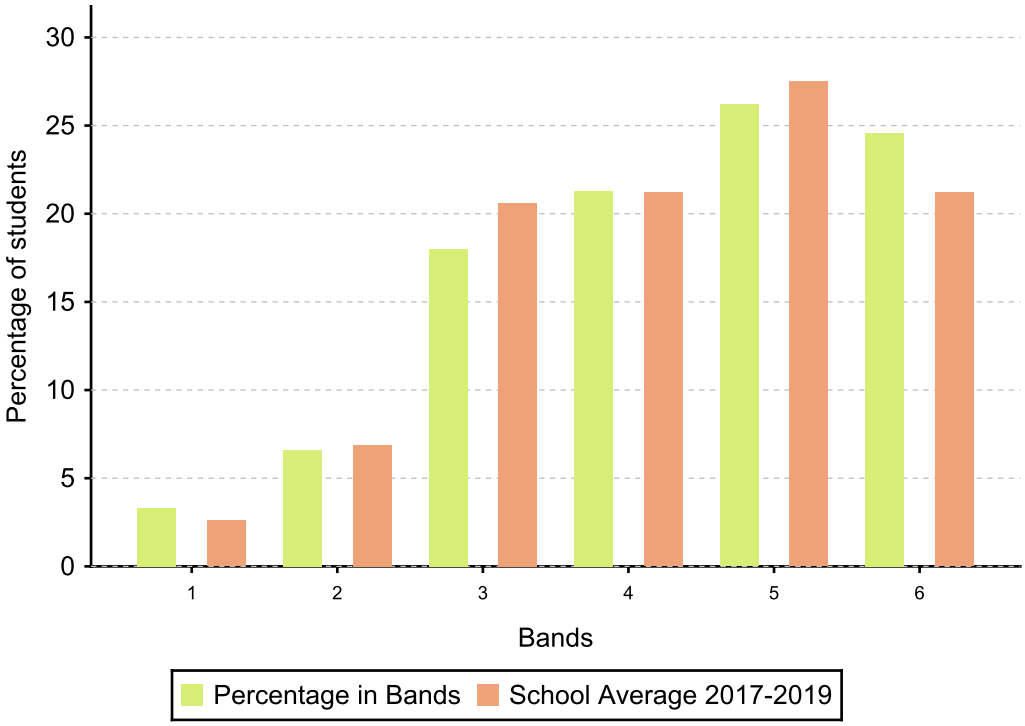
Band	1	2	3	4	5	6
Percentage of students	1.6	0.0	24.6	9.8	18.0	45.9
School avg 2017-2019	6.3	2.1	18.5	14.3	23.3	35.4

Percentage in bands:
Year 3 Reading



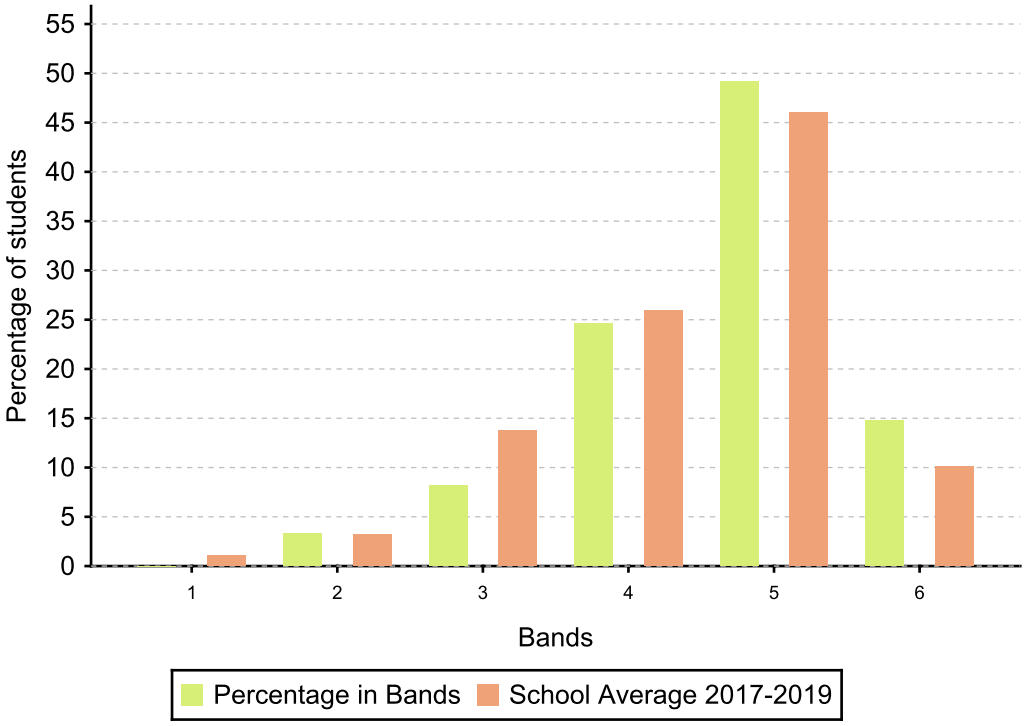
Band	1	2	3	4	5	6
Percentage of students	0.0	5.1	10.2	18.6	16.9	49.2
School avg 2017-2019	1.1	5.9	11.8	17.1	21.4	42.8

Percentage in bands:
Year 3 Spelling



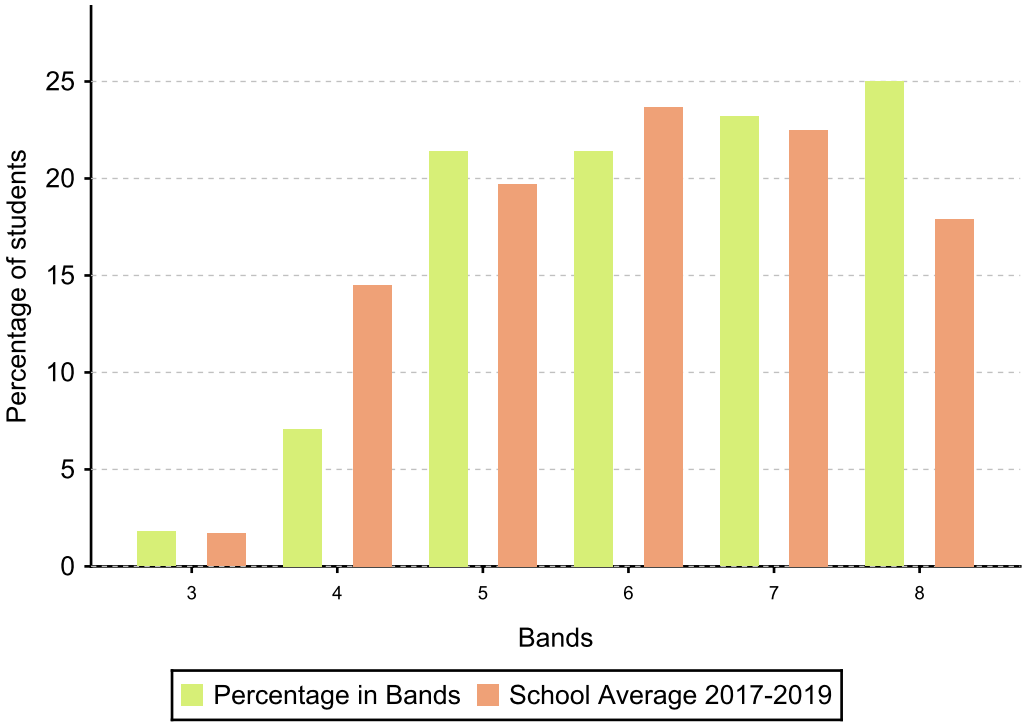
Band	1	2	3	4	5	6
Percentage of students	3.3	6.6	18.0	21.3	26.2	24.6
School avg 2017-2019	2.6	6.9	20.6	21.2	27.5	21.2

Percentage in bands:
Year 3 Writing



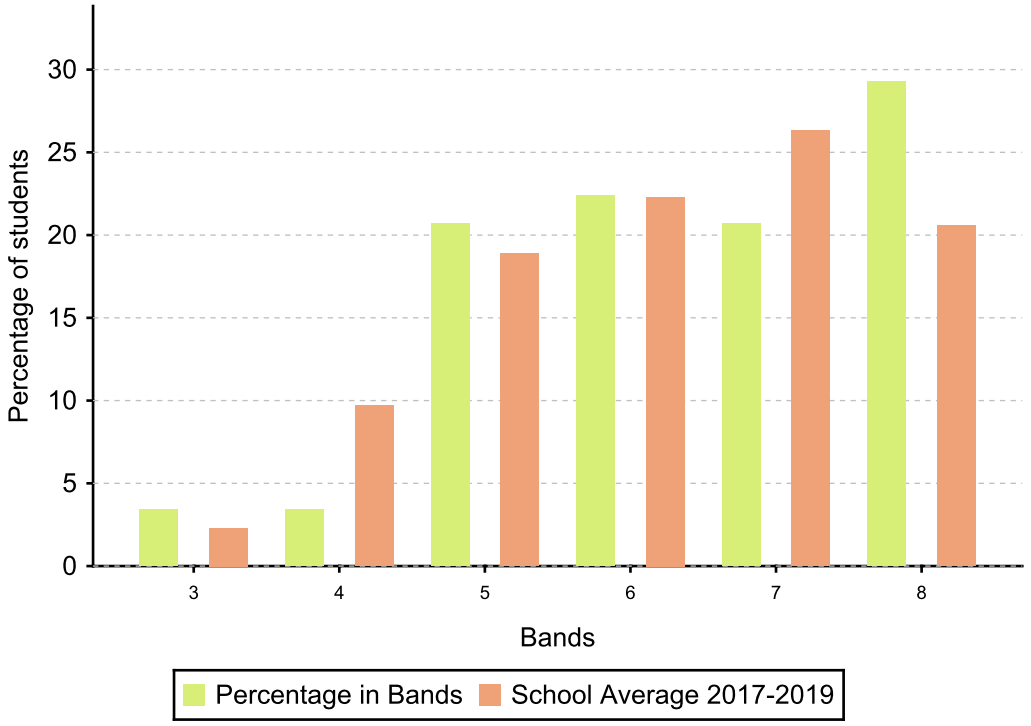
Band	1	2	3	4	5	6
Percentage of students	0.0	3.3	8.2	24.6	49.2	14.8
School avg 2017-2019	1.1	3.2	13.8	25.9	46	10.1

Percentage in bands:
Year 5 Grammar & Punctuation



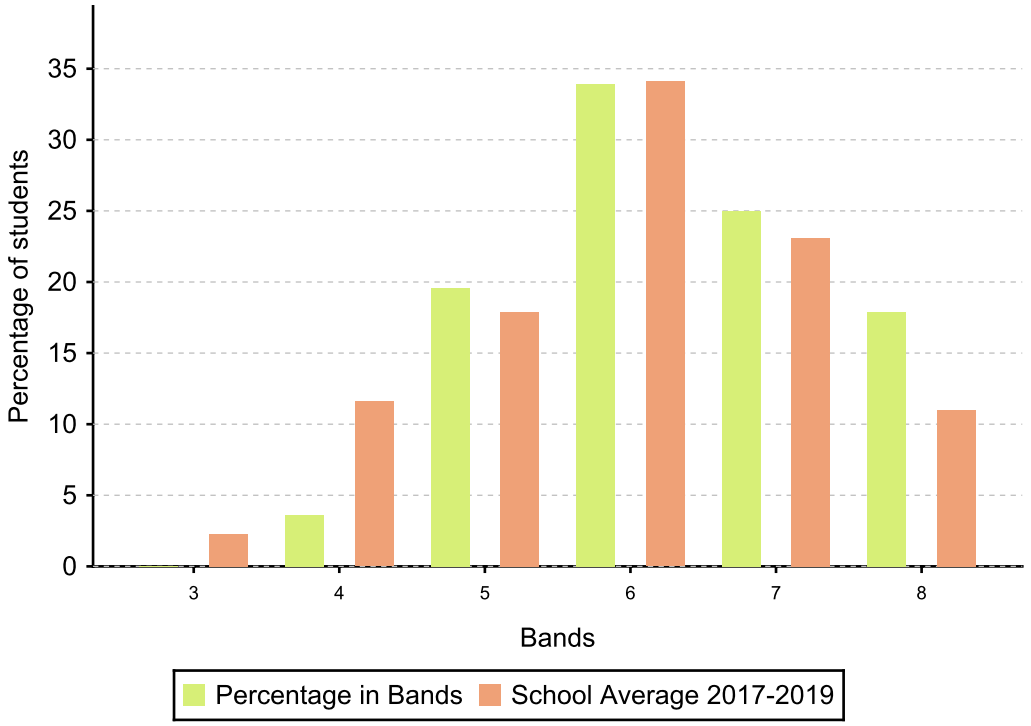
Band	3	4	5	6	7	8
Percentage of students	1.8	7.1	21.4	21.4	23.2	25.0
School avg 2017-2019	1.7	14.5	19.7	23.7	22.5	17.9

Percentage in bands:
Year 5 Reading



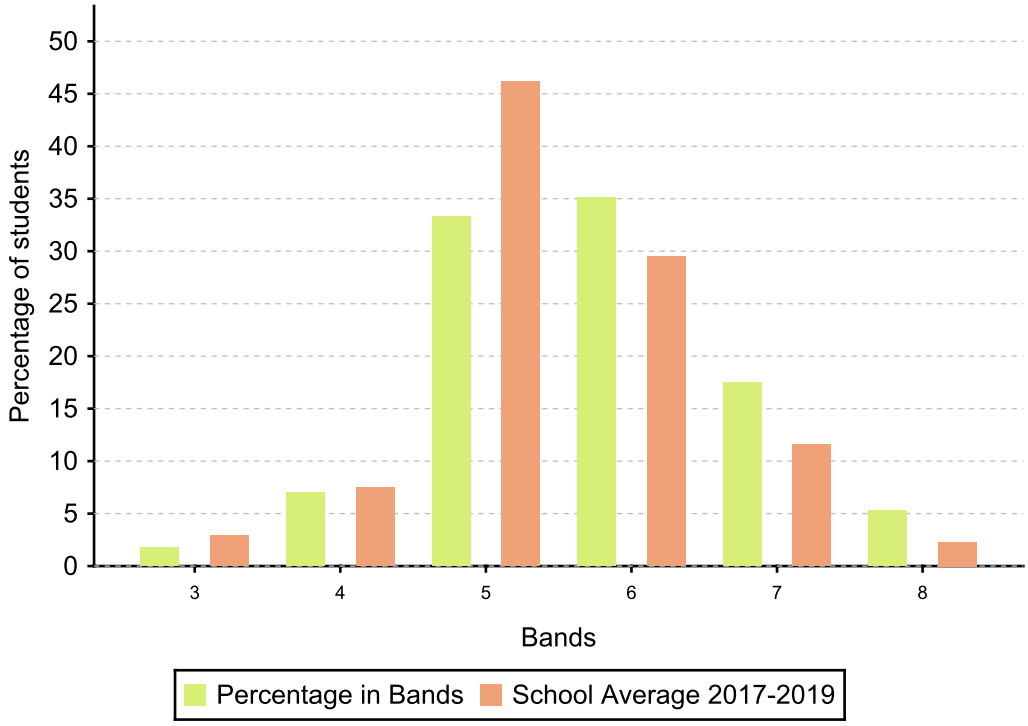
Band	3	4	5	6	7	8
Percentage of students	3.4	3.4	20.7	22.4	20.7	29.3
School avg 2017-2019	2.3	9.7	18.9	22.3	26.3	20.6

Percentage in bands:
Year 5 Spelling



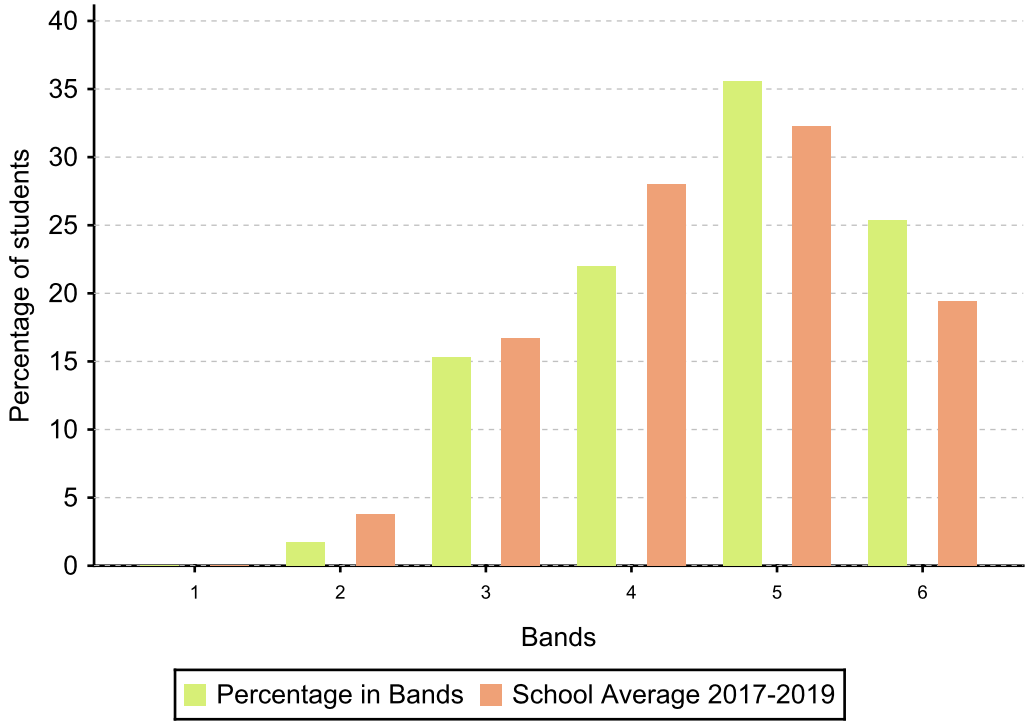
Band	3	4	5	6	7	8
Percentage of students	0.0	3.6	19.6	33.9	25.0	17.9
School avg 2017-2019	2.3	11.6	17.9	34.1	23.1	11

Percentage in bands:
Year 5 Writing



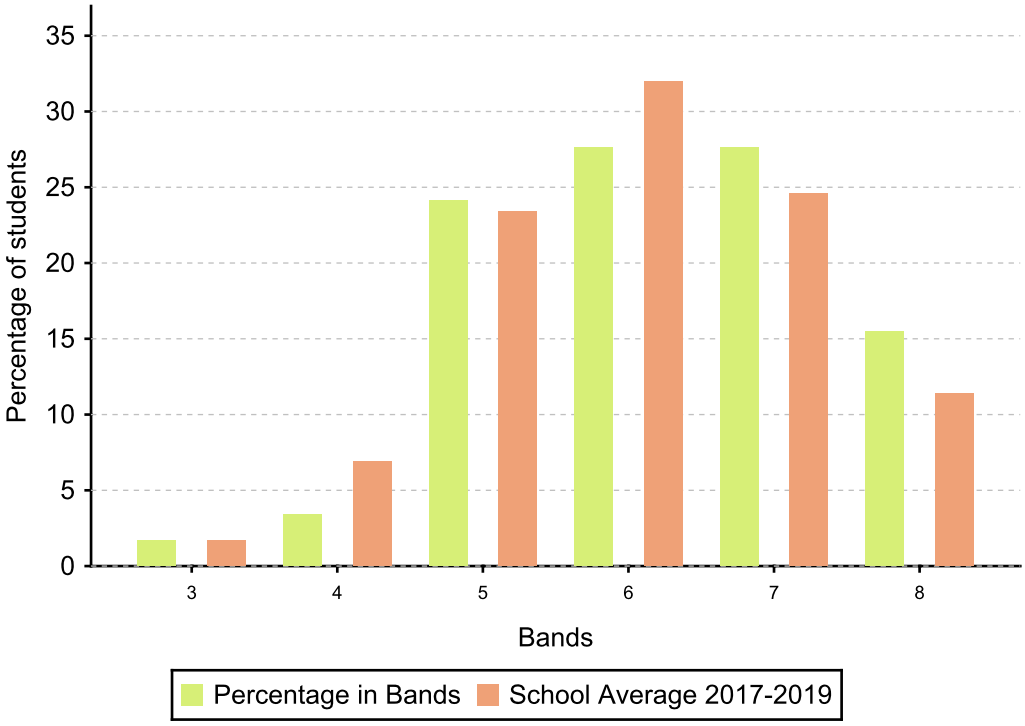
Band	3	4	5	6	7	8
Percentage of students	1.8	7.0	33.3	35.1	17.5	5.3
School avg 2017-2019	2.9	7.5	46.2	29.5	11.6	2.3

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	1.7	15.3	22.0	35.6	25.4
School avg 2017-2019	0	3.8	16.7	28	32.3	19.4

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.7	3.4	24.1	27.6	27.6	15.5
School avg 2017-2019	1.7	6.9	23.4	32	24.6	11.4

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Survey

In 2019, students from Years 4 to 6, parents and teachers participated in the *Tell Them From Me Surveys*. Participants were asked questions incorporating a variety of aspects of schooling such as school culture, teaching and learning strategies and social–emotional wellbeing.

Student survey results indicated the following:

- Students feel they are accepted and valued by their peers and others at their school.
- Social–emotional outcomes improved between the two surveys, with 93% of students having friends at school they can trust who encourage them to make positive choices (NSW Govt. Norm is 85%).
- 96% of students believe that schooling is useful in their everyday life and will have strong bearing on their future. This was equal to the NSW Govt Norm.
- 93% of students within the school feel they have friends they can trust and who encourage them to make the right choices.
- Student behaviour is excellent with 93% of students not displaying disruptive and inappropriate behaviour (NSW Govt. Norm is 83%).
- 91% of students try hard to succeed in their learning (NSW Govt. Norm is 88%).
- Students with a positive growth approach to learning was reflected by 77% of students liking challenging goals.
- Students scored higher than the NSW Government Norm when rating the teaching of important concepts in class and the relevance of classroom instruction to their lives. They also feel that lessons are well–organised with a clear purpose and immediate feedback.
- Student responses showed that instances of moderate to severe bullying occur less frequently than the NSW Government Norm.

Questions in the Parent Survey addressed perceptions about learning support, school inclusiveness and safety, as well as asking how parents support learning at home. The results showed:

- the majority of parents feel welcome when visiting the school and find the Administration staff very helpful.
- Parents indicated that they understand the written Report relating to their child's progress but would like more information about their child's social and emotional development.
- Data reflected that parents communicate with their child's teacher a number of times during the year, both informally and formally, however 92% of parents who returned the survey were not involved in school committees (eg P&C)
- Parents also indicated that time spent on homework is equivalent to their expectations for homework at their child's level of schooling.
- Parents indicated that they believe teachers have high expectations for their child and encourage them to succeed.
- In relation to useful communication, parents found the following useful / very useful – informal meetings (96%), formal interviews (88%),text messages (84%) School newsletter (88%).
- The Teacher Survey reflected a positive staff culture at Gerringong Public School, with scores exceeding the NSW Government average in all areas.
- Staff opinion was sought in 4 dimensions– Challenging and Visible Goals, Overcoming Obstacles to Learning, Planned Learning Opportunities, Quality Feedback. Staff indicated that they have high expectations for student learning and students are clear about what they are expected to learn.
- Learning opportunities included the use of technology, the interpretation of student data and a collaborative approach amongst staff.
- Quality feedback is provided to students in class . An area for further investigation is for parents to provide comments on their child's work.
- Data from staff indicated a strong commitment to assisting students in relation to obstacles to learning. The use of data, knowledge from other staff, involvement of school leaders and engagement with parents was highly supported.
- 100% of staff agreed /strongly agreed that school leaders are leading improvement and change and clearly communicate a clear strategic vision and values for the school.

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.

The school has continued to encourage a strong partnership with Aboriginal families and communities. The Kiama AECG, which was established to further strengthen this partnership, has had to be suspended, due to commitments from committee members outside of AECG responsibilities. The school will be working towards joining the Shellharbour AECG in 2020.

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.