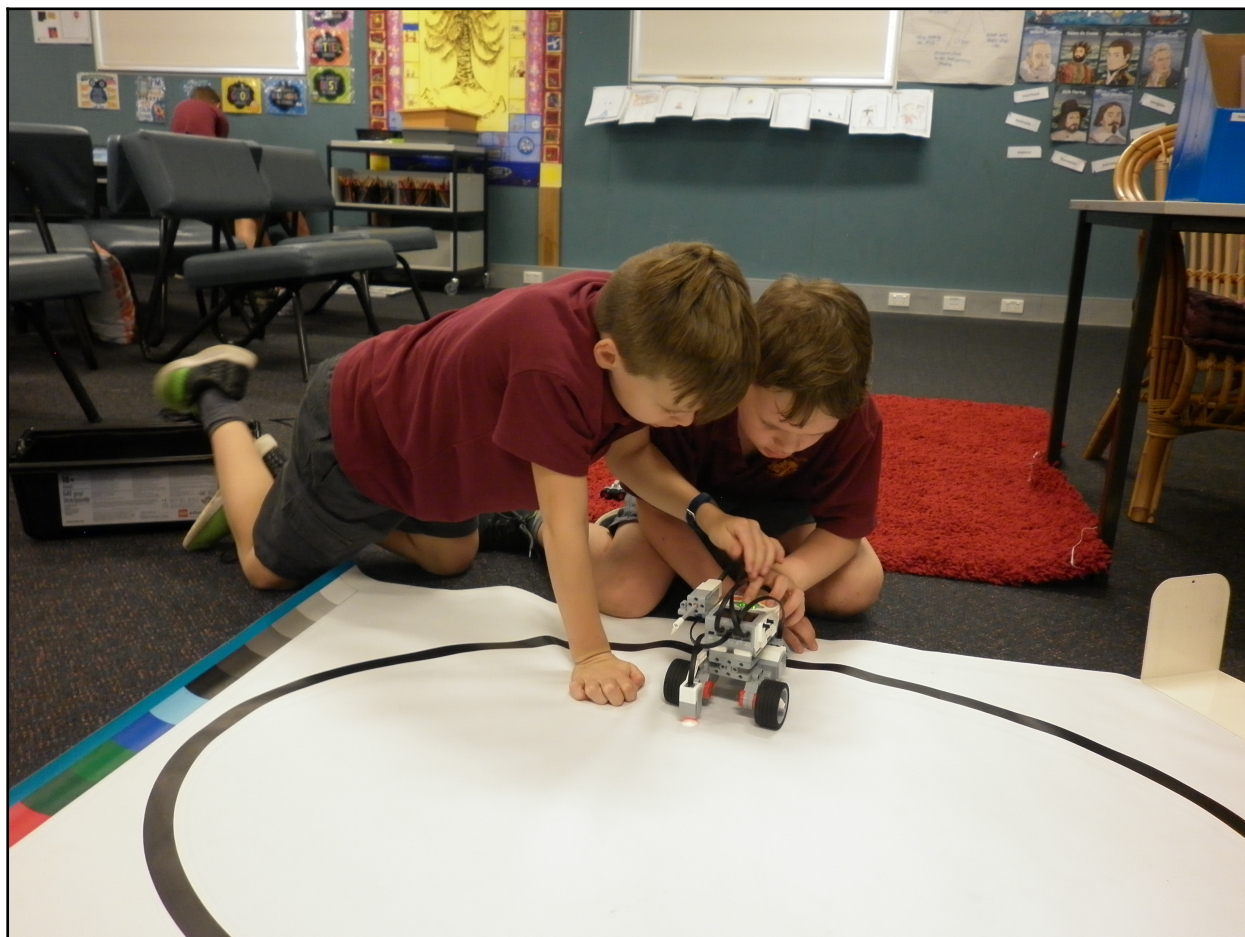


# Jilliby Public School

## 2019 Annual Report



2236

## Introduction

The Annual Report for 2019 is provided to the community of Jilliby 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

Jilliby Public School  
Jilliby Rd  
Wyong, 2259  
[www.jilliby-p.schools.nsw.edu.au](http://www.jilliby-p.schools.nsw.edu.au)  
[jilliby-p.school@det.nsw.edu.au](mailto:jilliby-p.school@det.nsw.edu.au)  
4355 1240

## School background

### School vision statement

Jilliby Public School is a dynamic learning community where every student is known, cared for and valued. We aim to engage and challenge our students to prepare them to be successful and responsible citizens. Our students thrive on creative, collaborative and innovative opportunities.

### Success, Engagement, Connections

### School context

Jilliby Public School is a small school on the Central Coast on the outskirts of Wyong, NSW. The school is situated in the Dooralong Valley with a current enrolment of 65 students, including 7% Aboriginal. History and culture are important to the school and community with the school celebrating 130 years of operation in 2019.

The school is a member of the Wyong Learning Community and the partnership between Wyong High School, Hopetown, Wyong, Tuggerah, Tacoma, Wyong Creek and Jilliby Public Schools is an important relationship for engaging whole school community learning. The school also is a member of the Central Coast Small Schools Network which encourages professional learning of staff and combined learning opportunities for students.

Partnerships with the community are continually being fostered as pathways to provide opportunities and a well-rounded education for our students. The Parents and Citizens Association at Jilliby Public School is an active support of the school and the School Parliament is an avenue for student voice. The school continues to strengthen its relationship with the Wyong Aboriginal Educational Consultative Group. Student wellbeing programs and support structures have and continue to be implemented.

Since its beginning in 1889, school programs have had an environmental focus. The Bunya Bunya Pine planted by the first principal when the school started operating, remains in pride of place in the front of the school and is the school's emblem.



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



## Strategic Direction 1

Success

### Purpose

To ensure all students have a strong foundation in Literacy and Numeracy, supported by high quality evidence based practices.

Major School Excellence Framework 2 links (not limited to this Strategic Direction) –

Learning: Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures

Teaching: Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

Leading: Educational Leadership, School Planning Reporting and Implementation, School Resources

### Improvement Measures

The percentage of Year 3 and 5 students in the top 2 skill bands in NAPLAN Reading has improved by 10% to 53.2% in Year 3 and 31.8% in Year 5. (Baseline 2015 to 2017 NAPLAN rolling average Year 3 43.2% and Year 5 21.8%)

The percentage of Year 3 and 5 students in the top 2 skill bands in NAPLAN Numeracy has improved by 10% to 40.9%, 21.4% respectively. (Baseline 2015 to 2017 NAPLAN rolling average Year 3 30.9% and Year 5 11.4%)

The percentage of Year 3, 5 and 7 Aboriginal students in the top 2 bands for Literacy and Numeracy increases by 35%, reportable where student numbers are statistically significant. (Baseline 2015–2017 NAPLAN not significant for Jilliby Public School)

### Progress towards achieving improvement measures

**Process 1:** Implement and embed evidence based practices in Literacy.

Evaluation	Funds Expended (Resources)
Throughout 2019, staff were involved in professional learning on Formative Assessment, SCOUT Data and Learning Progressions. Work has taken place on applying their learning to responsive teaching. As a result of our work, reading and spelling are improving. There is improved reading achievement demonstrated through running records. Progressive Achievement Testing in Term 4 indicated there was a positive increase on average in Reading comprehension in Years 3 –6.	<p>PAT Testing in Literacy and Numeracy \$560</p> <p>Professional Learning for Progressions x2 Days \$1100</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$1000.00)</li></ul>

**Process 2:** Implement and embed evidence based practices in Numeracy.

Evaluation	Funds Expended (Resources)
Programs are starting to demonstrate differentiation and reflect syllabus outcomes. Explicitly taught concepts are evident and whole number concepts are taught and/or revised daily. There is further work being undertaken to ensure instruction is consistent and there is an emerging maths–positive school culture. A whole–school scope and sequence in Mathematics has been developed and ongoing work on a detailed outline for mathematics is underway.	<p>Mathematics Professional Learning – Anita Chin \$1500</p> <p>Professional Learning at Staff Meetings – Programming</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$1500.00)</li></ul>

**Process 3:** Build capacity of all staff for continuous improvement to support the school's vision and strategic directions.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
Professional Learning will need to continue in order to deepen the understanding and use of the English Syllabus. While reading across the school is showing improvement, further emphasis will need to be placed on developing consistency across K–6. Continued use of running records along with the use of PAT Testing material, will help us monitor progress and achievement. In 2020, teachers will be part of the Formative Assessment – Learning Intentions & Success Criteria Professional Learning modules. This will address areas of learning intentions and success criteria to be used by teachers.	<p>Literacy Numeracy Funding – support teachers in Running record analysis, visits to other schools.</p> <p>Anita Chn – Mathematics Professional Learning – Whole School Approach to Mathematics K–6 (\$1500)</p> <p>Running Records – 3 Levels of Analysis</p> <p>AVID – 2 staff Training days for 2 teachers + Summer Institute for leadership (\$6500)</p> <p>LaST teacher 2 days per week</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$10245.00)</li></ul>

## Next Steps

In 2020:

- teachers will further develop an outline of mathematics to match the scope and sequence. They will refine programming to ensure differentiation is explicit within.
- teachers in Early Stage 1 and Stage 1 will access Language, Literature, Learning (L3) training. Teachers on Stage 3 will continue to embed the AVID program for Literacy.
- The school will continue to implement AVID in 2020 as part of the LMG initiative.

## Strategic Direction 2

### Engagement

#### Purpose

To ensure that every student is an engaged, responsible and informed citizen, prepared to lead rewarding and productive lives in an ever changing world.

Major School Excellence Framework 2 links (not limited to this Strategic Direction) –

Learning: Learning Culture, Wellbeing, Curriculum

Teaching: Effective Classroom Practice

Leading: School Resources

#### Improvement Measures

The percentage of Year 5 students' achieving expected growth in NAPLAN reading and numeracy has improved to 60%. (Baseline 2015 to 2017 NAPLAN rolling average 38% and 36% respectively)

The percentage of Year 7 students' achieving expected growth in NAPLAN reading and numeracy has improved to 60%. (Baseline 2015 to 2017 NAPLAN rolling average 42.61% and 54.1% respectively)

The "Sense of Belonging" aspect of the *Drivers of Student Outcomes*, continues to increase and exceed the NSW Govt Norm. (Baseline 86% for school compared to 81% for state in the 2017 Tell them from Me student survey)

#### Progress towards achieving improvement measures

**Process 1:** Continue to strengthen whole school practice that promotes student voice and leadership to ensure that all students are successful and responsible members of the school community.

Evaluation	Funds Expended (Resources)
Students demonstrated increased confidence in performing their roles as leaders. They worked together to determine how they could promote positive behaviour from fellow students. They created little competitions to help with student morale and interacted positively with the younger students, setting an example and demonstrating acceptable behaviour. They actively engaged in the Kindergarten Orientation program and transition to school for 2020.	Grip Leadership conference + Resources for Leadership. (\$800)  Badges and Awards (\$1000)  SENTRAL (\$1250)  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$4500.00)</li></ul>

**Process 2:** Implement a whole school approach to student wellbeing where connections are created and nurtured to ensure every student is known, cared for and valued.

Evaluation	Funds Expended (Resources)
We are continuing to develop our PBL Phase 1 expectations. Staff have used professional learning to develop a plan and align it with behaviours on SENTRAL. A PBL team has been established and team meetings take place as part of regular staff meetings. School rules have been determined and our Expectation Matrix is being reviewed and edited. Teachers are creating lessons around PBL expectations.	PBL Staff Training – Replacement Staff  SENTRAL – \$2500  Certificates & Reward Badges  Reward Days  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$8000.00)</li></ul>

## Next Steps

PBL, SENTRAL and AVID will continue to be utilised in order to promote student wellbeing and support the achievement of students at Jilliby PS. The implementation and launch of PBL will take place in 2020. SENTRAL will be modified to reflect the PBL Matrix of Safe, Respectful and Engaged.

### Strategic Direction 3

#### Connections

#### Purpose

To enhance strong consultative partnerships that promote high expectations in the pursuit of excellence for all.

Major School Excellence Framework 2 links (not limited to this Strategic Direction) –

Learning: Learning Culture, Curriculum

Leading: Educational Leadership, School Resources, Management Practices and Processes

#### Improvement Measures

The "Parents Feel Welcome" aspect of the *Two-way Communication with Parents*, continues to increase and exceed the NSW Govt Norm. (Baseline 8.7 for school compared to 7.4 for state in the 2017 Tell them from Me Partners in Learning Parent Survey)

The "Parents are Informed" aspect of the *Two-way Communication with Parents*, continues to increase and exceed the NSW Govt Norm. (Baseline 7.4 for school compared to 6.6 for state in the 2017 Tell them from Me Partners in Learning Parent Survey)

#### Progress towards achieving improvement measures

**Process 1:** Enhance learning community connections to ensure optimal learning opportunities for all.

Evaluation	Funds Expended (Resources)
<p>After each community event, feedback is sought from participants either through a written survey or through the P and C. According to the TTFM survey in 2019, all of the following areas showed positive growth from 2018:</p> <p>Parents feel welcome – increase of 1.9 points</p> <p>Parents are informed – increase of 2.8 points</p> <p>Parents support learning at home – increase of 1.6 points</p> <p>Parents believe school supports learning – increase of 2.4 points</p> <p>Parents believe school supports positive behaviour – increase of 1.4 points</p> <p>Parents believe school is a safe place – increase of 2.4 points</p> <p>Parents believe Jilliby is an inclusive school – increase of 1.6 points.</p> <p>In all aspects, Jilliby Public School has achieved above NSW Government Norms.</p>	<p>TTFM Survey</p> <p>Grandparent Day</p> <p>NAIDOC Day</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$700.00)</li><li>• Socio-economic background (\$300.00)</li></ul>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3416 Aboriginal Background Equity Loading	<p>All Aboriginal students have a PLP in place and have made progress towards educational, cultural and social outcomes. Parents, students and staff were actively engaged in this process. Our Aboriginal mentor was employed to build self-esteem and develop positive interrelationships between peers. Jilliby PS hosted the Small Schools Network NAIDOC celebrations. Collaborative partnerships between the local AECG and Aboriginal families were strengthened through workshops during which a new Acknowledgement of Country was written. Significant cultural events were celebrated ensuring inclusivity for all students.</p> <p>SLSO staff were employed to support students and staff across all grades.</p> <p>Mentor and coach employed to support ATSI students.</p> <p>A speech pathologist was employed to screen all new Kindergarten students.</p> <p>Literacy resources were purchased to support K/1.</p>
<b>Low level adjustment for disability</b>	<p>\$42 686 (2 Days per week)</p> <p>\$15 231 Flexible</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$57 917.00)</li> </ul>	<p>Teaching and learning programs were differentiated for individual student learning needs to ensure students were confidently and successfully meeting appropriate outcomes matched to their learning potential, that is, ensuring students equitable access to the curriculum.</p> <p>SLSO was employed to support students and staff across all grades.</p> <p>Learning and Support Teacher was employed two days a week to support students from K–6.</p> <p>Speech Pathologist was employed to screen all Kindergarten students.</p> <p>Literacy resources were purchased to support students K–6.</p> <p>Staff attended professional learning to build their capacity to support the individual learning needs of students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$10 245.00)</li> </ul>	<p>School Leaders recognise the significance of providing strong and effective leadership to support the professional development of staff as they aim to improve teacher quality and teacher learning outcomes. Staff have participated in training which supports the transition of students to High School and Jilliby PS is implementing the <b>Advancement Via Individual Determination</b> program as part of a Local Management Group initiative. 2019 saw Jilliby Public School begin the process of implementing the Positive Behaviour for</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$10 245.00)</li> </ul>	<p>Learning Program with the launch expected in 2020. Staff felt supported in developing strategies within classrooms and across stages to support the learning needs of students.</p> <p>SLSO was employed to support students and staff across all grades.</p> <p>Speech Pathologist was employed to screen all Kindergarten students.</p> <p>Resources were purchased to support students K–6.</p> <p>Staff attended professional learning to build their capacity to support the individual learning needs of students.</p>
<b>Socio-economic background</b>	\$25, 331	<p>Improved student outcomes and engagement in extra-curricular activities as measured by student participation rates and reported in Semesters 1 and 2. Community partnerships strengthened and enriched with an increase in the number of parents responding to school surveys and events.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	35	36	34	36
Girls	35	28	32	25

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.6	94.4	93.6	91.9
1	93.4	92	92.9	92.5
2	95.3	95.1	85.3	94.5
3	90.2	94.7	92.9	85
4	92.6	95.6	84.9	89.9
5	95.6	95	93.2	90.9
6	93.4	93.7	93.6	87.3
All Years	92.9	94.5	91.4	90.5
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
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	71,685
<b>Revenue</b>	902,139
Appropriation	864,039
Sale of Goods and Services	2,695
Grants and contributions	35,079
Investment income	325
<b>Expenses</b>	-855,244
Employee related	-754,439
Operating expenses	-100,805
<b>Surplus / deficit for the year</b>	46,895

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	39,835
<b>Equity Total</b>	87,384
Equity - Aboriginal	3,416
Equity - Socio-economic	25,331
Equity - Language	0
Equity - Disability	58,637
<b>Base Total</b>	650,270
Base - Per Capita	15,486
Base - Location	1,317
Base - Other	633,467
<b>Other Total</b>	29,320
<b>Grand Total</b>	806,809

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.

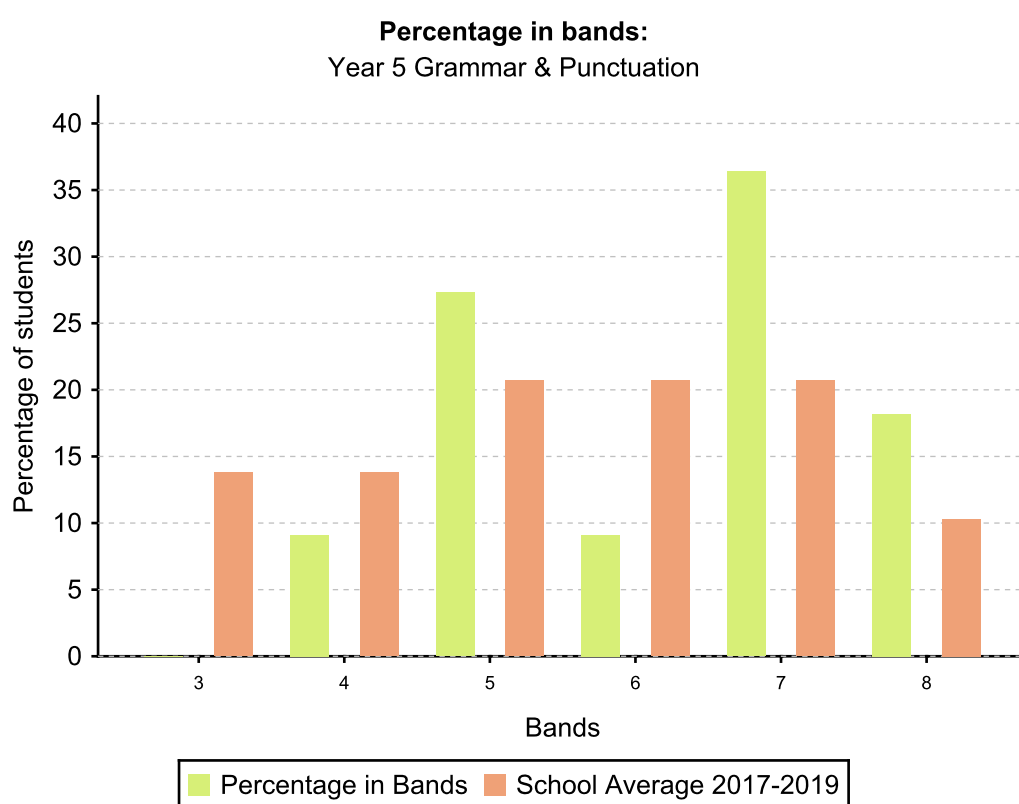
## School performance - NAPLAN

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.

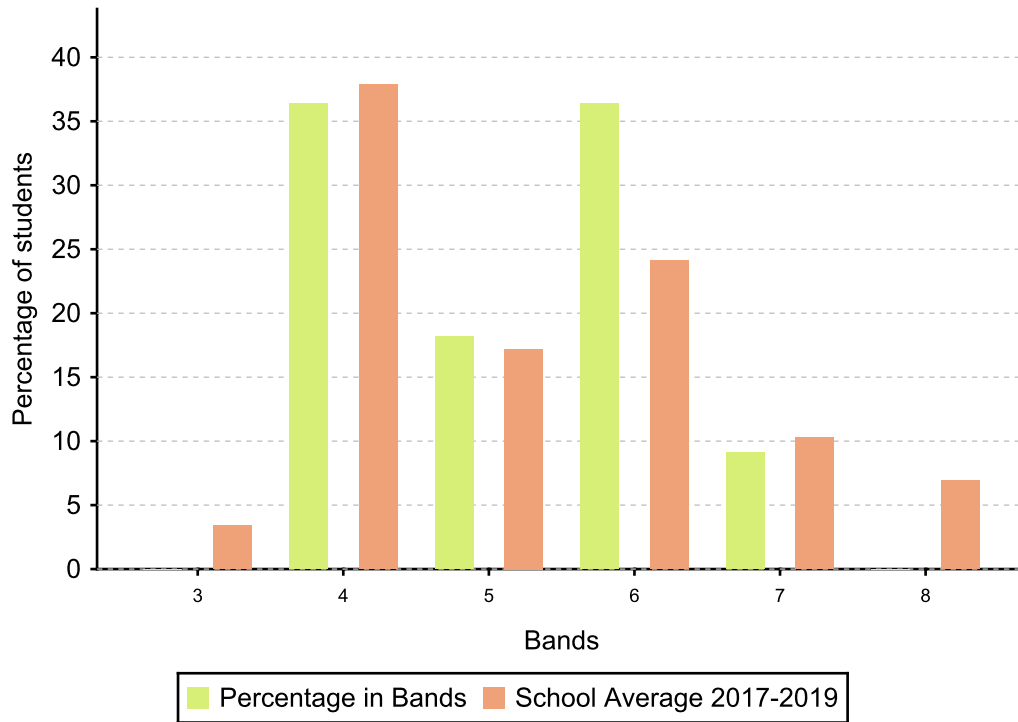
### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



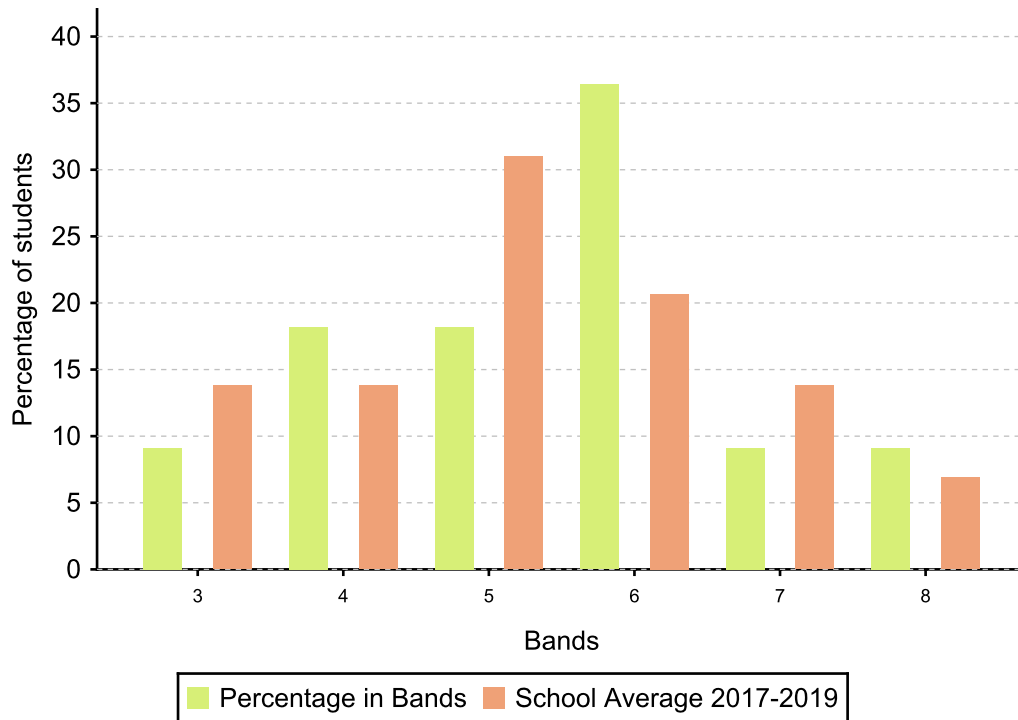
Band	3	4	5	6	7	8
Percentage of students	0.0	9.1	27.3	9.1	36.4	18.2
School avg 2017-2019	13.8	13.8	20.7	20.7	20.7	10.3

**Percentage in bands:**  
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	36.4	18.2	36.4	9.1	0.0
School avg 2017-2019	3.4	37.9	17.2	24.1	10.3	6.9

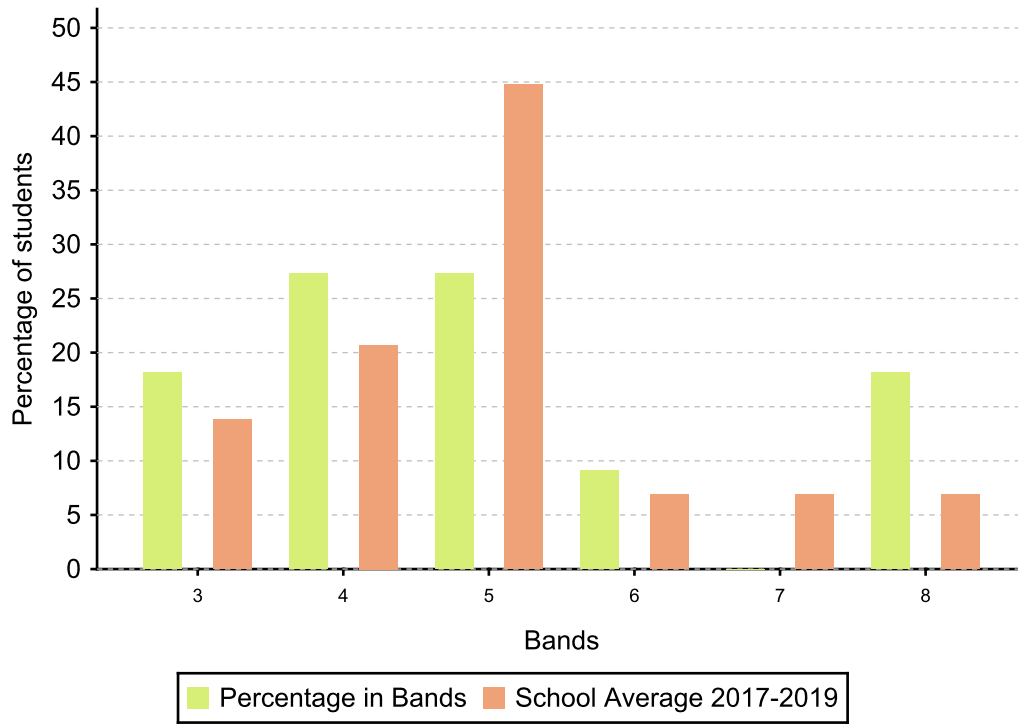
**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	9.1	18.2	18.2	36.4	9.1	9.1
School avg 2017-2019	13.8	13.8	31	20.7	13.8	6.9

### Percentage in bands:

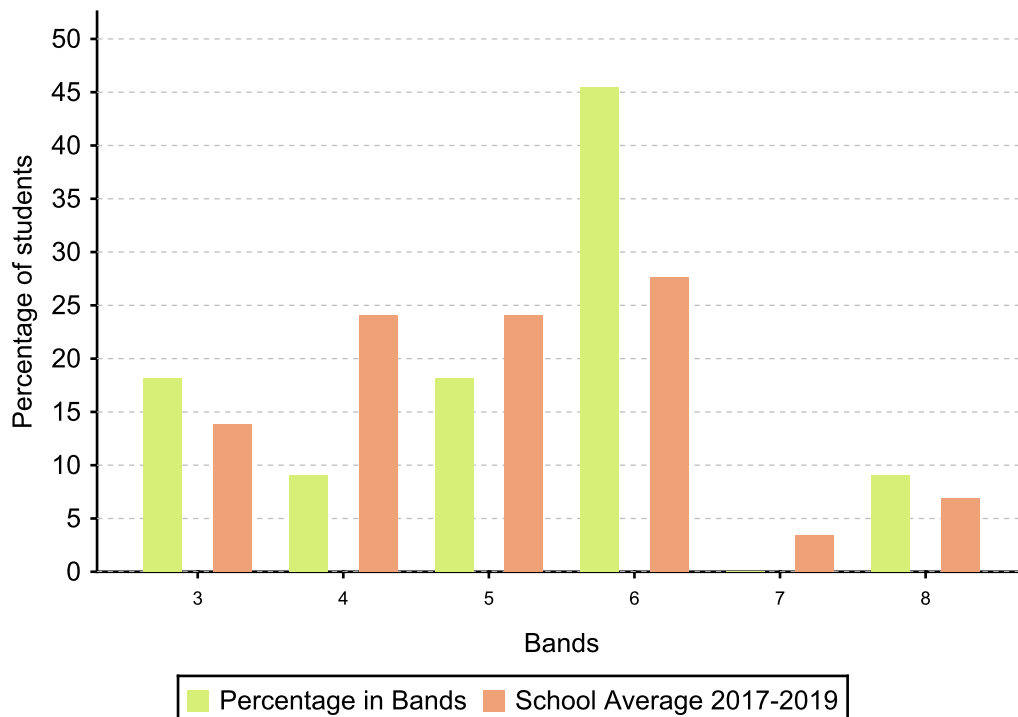
#### Year 5 Writing



Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

### Percentage in bands:

#### Year 5 Numeracy





<b>Band</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Percentage of students	18.2	9.1	18.2	45.5	0.0	9.1
School avg 2017-2019	13.8	24.1	24.1	27.6	3.4	6.9

# Parent/caregiver, student, teacher satisfaction

## Parent Survey

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

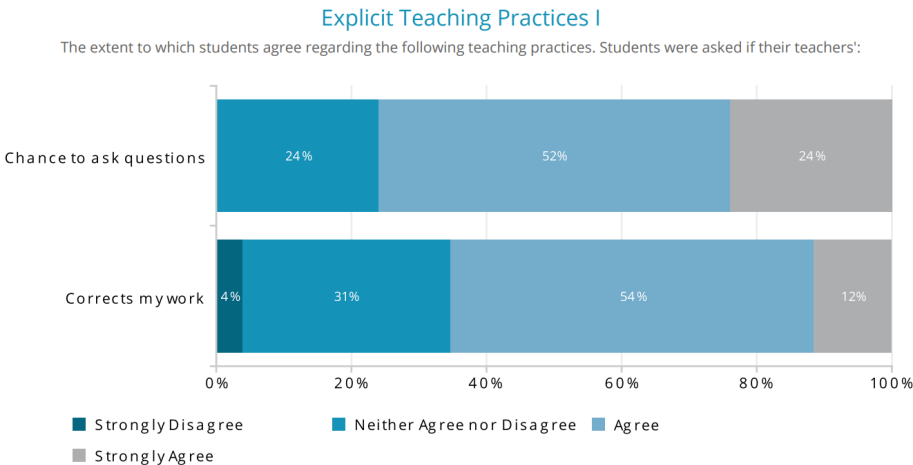
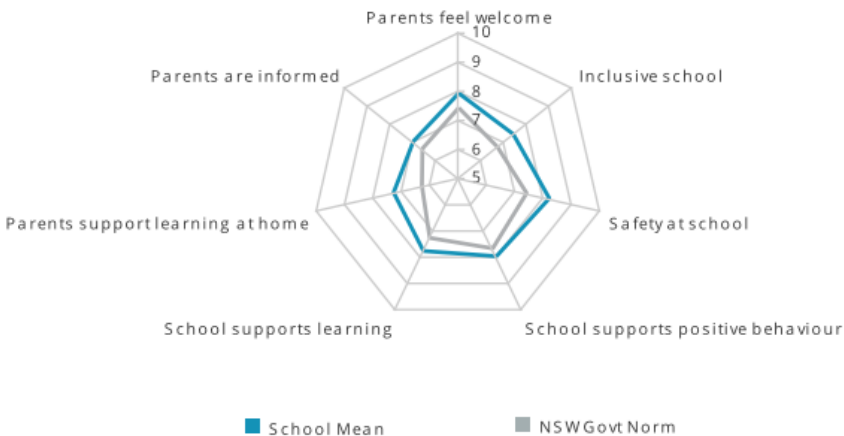
This report provides results based on data from respondents in this school who completed the Parent Survey between 11 Sep 2018 and 17 Oct 2019.

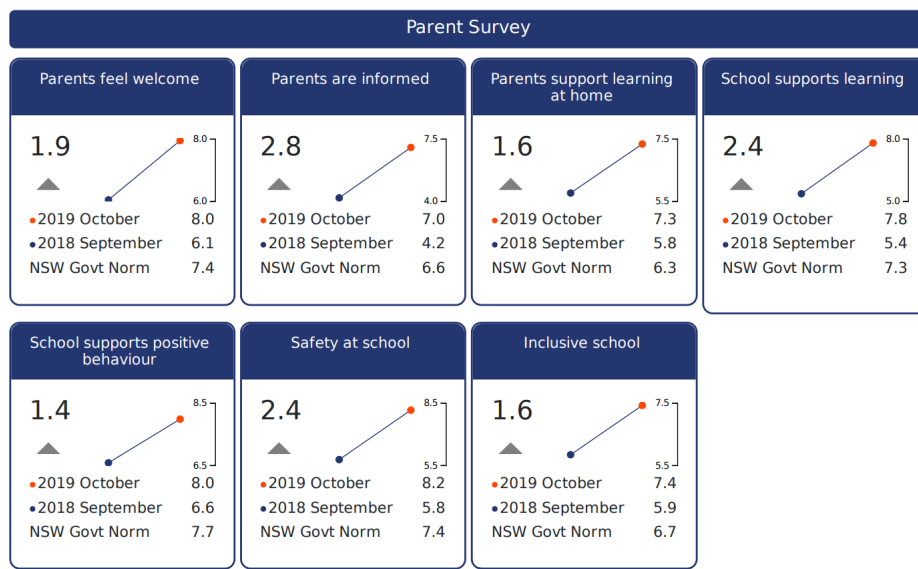
## Explicit Teaching Practices

This graph presents the information from students around explicit teaching practices. 100% of the students who completed the survey agree that they are given the chance to ask questions in class and 96% of students agreed that teachers marked their work.

## Students with Positive Growth Orientation

This graph represents the students response to whether they set themselves challenging goals and aim to do their best.





# 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.