

Mascot Public School

2019 Annual Report



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Introduction

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

2019 has been a year of significant growth and achievement for Mascot Public School in all aspects of educational and community endeavour. Through delivery of a broad range of learning programs and a focus on learning excellence, the school worked to ensure our students achieved their personal best, were self-directed learners and fostered critical thinking skills. A consistent focus on improving literacy and numeracy outcomes was supported by excellent classroom practice, a focus on personalised learning and an extensive teacher professional learning program.

A focus on positive mental health for the whole school community saw the implementation of an explicit wellbeing program called 'Grow Your Mind' that successfully focused on teaching brain awareness, emotional regulation strategies and practices for developing strong mental health.

Our emphasis on the education of the whole child, setting high expectations, striving for excellence and empowering our students to achieve their personal learning goals, has led to wonderful outcomes in learning, social and emotional development. We expect that over their time at our school, our students will maximise their learning potential and reflect deeply on that learning. As teachers, we are also constantly learning and adapting to new ways of working and new pedagogies. Changes in curriculum, new approaches to teaching and advances in technology all impact on the important work teachers undertake in classrooms.

It is a privilege and honour to lead the community of Mascot Public School and it is with a sense of optimism and pride that I ask you to celebrate our successes and reflect on our future goals as we look forward to 2020.

Helen Te Rata – Principal

School background

School vision statement

Mascot Public School strives to achieve excellence and the provision of high quality educational opportunities for every child.

We aim to develop the academic, social, emotional, mental and physical wellbeing of each child.

We aim to maximise learning in each of these areas to enable students to become successful, lifelong learners with confidence, creativity and an ability to be active and informed citizens of Australia and the world.

We promote student achievement and wellbeing through social and emotional learning. We support the development of appropriate and responsible behaviour choices in students and empower them to become self-reflective individuals who consider the rights of others.

School context

Mascot Public School is situated in the cosmopolitan suburb of Mascot which is well-serviced by public transport, near Sydney's main domestic and international airports and adjacent to retail areas and industrial estates.

We are a dynamic, friendly school that caters for preschool to Year 6 students with a Before and After School Care Centre on site. We offer extracurricular activities to ensure that our students' interests and talents are catered for.

With almost 76% of our students from language backgrounds other than English, we value cultural diversity, respect and tolerance and a strong EAL/D (English as an Additional Language/Dialect) basis to our teaching and learning programs.

We are well-placed for 21st Century learners via our well-resourced library, dedicated computer room, connected classrooms, access to iPads and laptops, and flexible classrooms and learning spaces.

Our school grounds are extensively grassed with sports facilities and vegetable gardens included.

Involvement and participation of our families is valued and a P&C exists to encourage and nurture this.

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

Strategic Direction 1

Whole School Wellbeing

Purpose

To build on a positive school culture, underpinned by respectful relationships, a strong sense of connectedness, quality community partnerships and characterised by high levels of student, staff and community wellbeing.

Improvement Measures

The range and quality of parent, local community and wider community partnerships is strengthened. Base line data will be collected.

Students, staff and parents indicate a high level of understanding and satisfaction with the redevelopment and implementation of the school's student wellbeing strategy, practices and supporting programs, including Positive Behaviour for Learning

Staff understanding of current practice in fostering high levels of student wellbeing and strategies to support this is strengthened. Sentral data, assessment data, handover meetings for Learning Support students.

Tell Them From Me survey results indicate improvements on measures of student wellbeing and engagement.

Increased understanding, recognition and appreciation of the cross-curriculum priority

– Aboriginal and Torres Strait Islander histories and cultures. Base line data of current practice – staff and students.

Progress towards achieving improvement measures

Process 1: Student Wellbeing Strategy

- Review of school wellbeing procedures and creation of a student wellbeing guide.
- Implementation of *Positive Behaviour for Learning* and *Got It* principles and strategies.
- Digital citizenship initiative.

Evaluation	Funds Expended (Resources)
<p>Fostering high levels of wellbeing community wide as been a significant focus for the school in 2019. Outcomes have included:</p> <ul style="list-style-type: none">* Development of resources to support explicit wellbeing strategies.* Engagement of the parent community with wellbeing programs and strategies through parent workshops and communication.* Establishment of Positive Behaviour for Learning matrix of expectations. and building of teacher capacity to implement PBL.* Implementation of cyber safety and digital citizenship programs for all students	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning – Teaching and Learning (\$7000.00)

Process 2: Community Partnerships and Connections

- Aboriginal Education Strategy – learning programs, cultural awareness and development of learning spaces.
- Community Engagement Strategy – parent partnerships and engagement, links with local community, links with industry and the tertiary sector.

Evaluation	Funds Expended (Resources)
<p>Community partnerships began to be a major focus for the school through the fostering of partnerships with 3 Bridges, local school networks and local community services.. The school continues to strengthen strong partnerships with the parent community and began planning a partnership with our feeder secondary school JJ Cahil High School. The Playground Project allowed us</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Community Engagement Project (\$2000.00)• The Playground Project (\$60000.00)

Progress towards achieving improvement measures

to update and replace old equipment, thus allowing the children to further develop confidence and capability in gross motor activities. It also allowed after care kids and families to enjoy the playground of an afternoon.

Strategic Direction 2

Critical and Creative Learners

Purpose

To inspire a community of learners and explorers who think critically and creatively to design and manage projects, solve problems and make effective decisions using a variety of digital tools and resources. To foster a student-centred environment where risk taking is encouraged and learners develop greater resilience to celebrate success and learn from mistakes.

Improvement Measures

Increase in the school mean across the eight drivers of student learning (*Tell them From Me* Teacher Survey).

Increased understanding and use of STEM strategies, inquiry based learning and digital technologies to enhance the general capabilities of creative and critical thinking. Use the General Capabilities Continuum of Learning as a survey.

Survey community on how Mascot PS currently caters for the needs of Gifted and Talented students. Provide increased opportunities for our Gifted and Talented students through strengthened systems, processes and learning programs to support all learners and implementation of a broader range of enrichment programs across the school.

Increase of teachers using flexible learning spaces and implementing E-learning practices resulting in greater engagement in learning. Walkthroughs focus on questions from the *Tell Them From Me* survey.

Progress towards achieving improvement measures

Process 1: **STEM and Discovery Learning Strategy**

- STEM/Inquiry Based Learning Project.
- Provision of meaningful professional development in Discovery Learning and integration of technology.
- Digital Technologies Project.
- Redesigning Learning Spaces Project.

Evaluation	Funds Expended (Resources)
A team of teachers from all stages in the school developed and implemented a STEM/Inquiry Based Learning Project in 2019. This focused on planning rich units of learning with a focus on inquiry, design thinking and a range of technological tools. The project included professional learning for teachers with STEM experts from the Department of Education, lesson study approaches, co-teaching and purchase of resources to support STEM learning in the classroom. The Digital Technologies project saw purchase of technology equipment, professional learning for teachers and enhanced use of technology in classrooms.	Funding Sources: <ul style="list-style-type: none">• * P&C (\$20000.00)• *STEM Project (\$20000.00)• * Digital Technology Project (\$15000.00)

Process 2: **Creative and Critical Thinking Strategy**

- Gifted Education and Enrichment Project.
- Creative and Critical Thinking Project.
- Review of curriculum implementation across all Key Learning Areas with a focus on conceptual planning.
- Development of a whole school approach of Discovery Learning.

Evaluation	Funds Expended (Resources)
Significant progress was achieved K-6 for the school's Creative and Critical Thinking Strategy including the introduction of Thinking Hour, a weekly session where children and staff worked on passion projects. This involved connecting teachers across the schools to share practice and students from K-6 collaboratively working together. Executive staff attended professional learning and then presented a series of workshops to the whole staff around creative and critical thinking.	Funding Sources: <ul style="list-style-type: none">• Creative and Critical Thinking Project (\$5000.00)• Professional Learning (\$4000.00)• Technology (\$35000.00)

Progress towards achieving improvement measures

Additional technology was purchased to support the Creative and Critical Project.

Process 3:

Evaluation	Funds Expended (Resources)
Significant progress was achieved K–6 for the school's Flexible Learning Project. A number of classes opened up doors so teachers could co-teach and stages were strategic in their time tabling to allow cross stage learning in Literacy and Numeracy. Furniture was being used flexibly in most classes and outdoor learning was happening more frequently.	

Strategic Direction 3

Data-Informed Best Practice

Purpose

To foster a culture of life-long learning and high expectations for all, in an environment where challenging goals are established, monitored and critically reflected upon. Learning is evidence-informed and data systematically monitored to inform our practice. To promote collaboration, the established shared language for learning and feedback are used as effective tools to achieve a year's growth for a year's learning.

Improvement Measures

Students will consistently achieve or exceed, a year of growth for a year of learning as measured by comprehensive literacy and numeracy assessments.

At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.

Use base line data to determine improved teacher survey data on formative assessment knowledge, skills, understanding and use.

Survey community to determine improved measures of parent satisfaction related to school assessment and reporting strategies.

Progress towards achieving improvement measures

Process 1: *Literacy and Numeracy Strategy*

- Development of a K–6 plan for improving student learning outcomes in writing.
- Embed K–6 strategies used for explicit teaching of reading and textual concepts.
- Embed scope and sequences.
- Formative Assessment Initiative.

Evaluation	Funds Expended (Resources)
<p>The establishment of the Mascot PS Reading Project saw the creation of the Spirals of Enquiry Team, a team of teachers working to develop improved practices in assessing reading with quality assessment tasks, analysing and moderating student progress, tracking student progress, developing the Mascot Public School Reading Framework and delivering a series of professional learning workshops for all staff. Our 2020 focus will be on improving pedagogical approaches in the teaching of reading, continuing to track progress, development of quality personalised learning goals in the area of reading and differentiation of reading learning experiences.</p> <p>Stage teams continued to develop quality learning plans in reading with a focus on embedding learning intentions and success criteria. The focus in 2020 will be to develop knowledge of the learning progressions in reading and ensure these are reflected in planning to ensure improvement in the explicit teaching of reading.</p> <p>Reading resources including a synthetic phonics program, levelled readers and assessment kits were purchased to support the implementation of the Reading Project.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$10000.00)• Teaching and Learning (\$30000.00)

Process 2: *Targeted Professional Learning Strategy*

Development of a comprehensive professional learning plan to include:

- Targeted professional learning related to school and stage priorities.
- Performance and Development Plan/Accreditation.
- Early Career Teachers Support.
- Leadership Development Program.
- Professional Learning Community and Personal Learning Projects

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The employment of an Instructional Leader to research and deliver best practice in Literacy, to develop and manage effective data collection systems, to present professional learning, to team teach, present demonstration lessons and support individuals and stages in their planning and programming occurred mid year.</p> <p>Early Career Teachers were given additional support to develop programs, observe best practice, assess students and write reports.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$20000.00)• Support for beginning teachers (\$10000.00)

Process 3: *Professional Learning Communities*

Staff, at all career stages will work and research collaboratively to set explicit learning goals and identify appropriate support systems and resources to develop their own practice

Evaluation	Funds Expended (Resources)
<p>The school continued in 2019 to prioritise a comprehensive professional learning program to meet the varying needs of all staff and support the achievement of school improvement priorities. The plan comprised:</p> <ul style="list-style-type: none">* targeted workshops and projects such as Grow Your Mind and the Reading Project;* co-teaching and mentoring models with a focus on early career teachers,* extensive training for our Learning and Support Team including our SLSOs* other priorities such as DoE mandatory training, quality teaching, learning support and leadership development.	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$20000.00)• Grow Your Mind (\$5000.00)• Professional Learning (\$15000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$7 375.00) 	The school had an improved focus in strengthening cultural awareness focused on Aboriginal and Torres Strait Islander cultures and histories. Reconciliation and NAIDOC weeks were celebrated by the whole school community, inviting all to explore and enjoy dance, language, culture and Aboriginal perspectives. Our First Nations children attended a number of events throughout the year, to build relations with neighbouring schools, participate in activities to build self esteem and confidence, to celebrate culture and create a sense of belonging. Visits by local Elders provided opportunities for all children to hear story, language and participate in art. Personalised learning plans were developed and reviewed for all First Nation students, in collaboration with parents/caregivers.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$179 099.00) 	Students requiring English Language proficiency support were provided with targeted learning programs and in-class support based on their level of English language proficiency.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$169 715.00) • Teaching and Learning (\$100 000.00) 	Funds were used to provide Learning and Support Teacher support and School Learning Support Officer support for targeted students. Funds also contributed to teacher professional learning initiatives to build staff capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy. Funds enabled the school to strengthen processes and personalised learning and support provisions for targeted students.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$65 417.00) 	QTSS funding provided the school with additional release time for members of the school leadership team to support their team members through coaching and co-teaching approaches. The funding also provided time to strengthen school processes and management systems.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$33 210.00) 	Funding was used to provide targeted support for students in need and ensure all students accessed the full range of learning programs including enrichment opportunities.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$18 399.00) 	In 2019, the school received funding for 2 teachers in their first or second year of teaching. Funding was used to provide early career teachers with mentoring, additional release and professional learning opportunities.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$90 100.00) 	Funding was used to support our new arrivals. This included targeted programs implemented by our English as an Additional Language/Dialect (EAL/D) teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	197	186	176	197
Girls	173	162	151	170

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.9	92	94.3	94.1
1	93.9	94.8	93.4	93
2	94.9	93.3	93.8	91.2
3	95.6	97	94.1	94
4	96.6	94.3	94.9	93.2
5	95	94.7	94.2	93.7
6	95.5	94.7	92.6	93.1
All Years	95	94.4	94	93.3
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)	16.01
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	5.22

*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	163,753
Revenue	4,253,433
Appropriation	3,916,390
Sale of Goods and Services	181,740
Grants and contributions	150,501
Investment income	1,778
Other revenue	3,025
Expenses	-3,889,052
Employee related	-3,549,274
Operating expenses	-339,778
Surplus / deficit for the year	364,382

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	51,314
Equity Total	389,399
Equity - Aboriginal	7,375
Equity - Socio-economic	33,210
Equity - Language	179,099
Equity - Disability	169,715
Base Total	2,605,978
Base - Per Capita	81,302
Base - Location	0
Base - Other	2,524,676
Other Total	678,176
Grand Total	3,724,867

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

School performance - NAPLAN

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

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

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2019 through P&C meetings, focus groups, written feedback and surveys. The Tell Them From Me (TTFM) Student Survey was implemented in semester one 2019.

The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. On measures of social–emotional outcomes, school responses were strong in all areas. Results were above NSW Government norms on measures of positive sense of belonging, positive relationships and valuing of schooling outcomes.

We found that 87% of our students felt accepted and valued by their peers and by others at their school, compared to 81% of the NSW norm. In fact the school mean was higher than the NSW Govt norm in the following areas:

Students have friends at school they can trust and who encourage them to make positive choices. Students are interested and motivated in their learning. Students try hard to succeed in their learning. Students find classroom instruction relevant to their everyday lives. Students feel classroom instruction is well–organised, with a clear purpose, and with immediate feedback that helps them learn. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Overall parent and community feedback indicated high levels of satisfaction with the school's strategic directions, academic results, pedagogical approaches and the array of learning opportunities provided for all children. Strong levels of community support, teacher quality, innovation and high expectations were other areas highlighted as areas of strength. Teacher satisfaction levels continued to be high across the school. Strengths highlighted by staff included levels of collaboration amongst colleagues, access to quality professional learning and a positive school culture.

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.