Merriwa Central School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Merriwa Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

Our focus on quality teaching aims to ensure all students can achieve their true potential.

"Valuing individual potential – achieving personal best".

School context

Merriwa Central School is a K–12 school (244 students including 60 Aboriginal students) located within a supportive community in the Upper Hunter. It caters to students from the local town and villages servicing a largely rural community. It is one of the oldest schools in the State and was one of the first National Schools established in 1850. Merriwa Central School is unique in several respects. Firstly it is the only central school in the Hunter, and secondly it is one of four central schools in the State with a separate primary and secondary campus. The primary enrolment of 131 students is divided into 6 classes, some of which are multigrade. Some classes are also across stage. The secondary enrolment of 113 is divided into classes of the same year or stage group. In some cases the class may consist of the entire enrolment for that year group. Students are taught a wide variety of subjects delivered by classroom teachers, through video conference, by distance education and at TAFE on the Muswellbrook Campus. The Upper Hunter Trade Training Centre is a joint facility in collaboration with Scone High School, Muswellbrook High School and Scone Grammar School. The Merriwa Campus enables students to complete Certificate ll in Hospitality, as well as Certificate l in Metal and Engineering. The Early Action for Success (EAfS) initiative aims to improve students' performance through a targeted approach in the early years K–2. Geographic, cultural and socioeconomic disadvantage are issues for our students in a region which is dominated by the coal and electricity generation industries. The ongoing impact of the drought on our rural community has seen a significant reduction in local employment which will lead to a decline in school enrolments overtime.

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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	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

Teaching and Learning

Purpose

Through a focus on Teaching and Learning every student is actively engaged in meaningful and challenging learning experiences that allow them to thrive at their own pace.

Staff undertake ongoing professional learning in order to enhance their practice and cultivate collaborative learning environments where they systematically and strategically review both student and staff progress based on evidence, self–reflection and feedback.

Improvement Measures

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Teachers employ evidence–based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Progress towards achieving improvement measures

Process 1: Building Staff Capacity

Develop staff's capacity to effectively implement evidence based practices into teaching and learning – including an ongoing focus on literacy and numeracy.

Evaluation	Funds Expended (Resources)
All teachers engaged in professional development "Using data with confidence" delivered by CESE., Significant engagement with data is demonstrated by our K–2 teachers as part of the EAFS initiative with regular focus meeting to review data and teaching and learning programs every five weeks. In 2019, 71% of all K–2 students reached or surpassed the end of year EAfS reading benchmarks/L3 reading targets. Professional development has assisted teachers to engage with SCOUT data to inform teaching practice.	**Funding Sources:** • Socio–economic background ($20000.00) • EAFS ($97952.00) • Support for beginning teachers ($10000.00) • Professional Learning ($34194.00)

Process 2: 21st Century Technologies

Embed a strong focus on 21st Century Teaching and Learning programs, utilising and updating technology within the school and reviewing and imbedding engaging software to enhance learning school wide.

Evaluation	Funds Expended (Resources)
The technology coordinator role and executive team leader have changed throughout the year which has impacted on the progress in this area. Take up of new technology and activities such as google classrooms has been inconsistent across staff. Some rely very heavily on the technology which presents its own difficulties for students without internet access at home. The focus on professional development for all staff and the implications for its use will need to continue in 2020.	**Funding Sources:** • Socio–economic background ($60000.00)

Strategic Direction 2

Wellbeing

Purpose

The wellbeing of every student is a priority. A whole school focus on student and staff wellbeing will enhance student engagement and reinvigorate staff. A collegial work environment supports staff to provide a range of rich learning experiences to students whilst maintaining an appropriate work–life balance.

Improvement Measures

Implementation of evidence–based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school as evidenced in VW and TTFM data.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to student and staff well–being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
The Learning Support Team undertook a review of student data to provide a focus for the implementation of Positive Behaviour for Learning (PBL). Focus meetings were held with staff to provide feedback and identify priority areas for implementation. A school PBL team was established to lead the implementation in 2020.	**Funding Sources:** • Socio–economic background ($15000.00)

Process 2: Review K–12 Learning Support Team Policy and Procedures.

Evaluation	Funds Expended (Resources)
Extensive consultation took place between our Learning Support Team led by the Deputy Principal Student Wellbeing and the WHS Specialist Support Team and Learning and Wellbeing Advisors. A comprehensive mapping exercise and analysis of learning support processes was carried out across K–12. Learning support procedures were reviewed and published as part of ongoing professional development for all staff. This approach to ongoing school improvement forms the basis of our plan for school excellence in 2020.	Deputy Principal Student Wellbeing **Funding Sources:** • Socio–economic background ($150000.00)

Strategic Direction 3

Community

Purpose

The success of every student is based upon the successful partnership between the school, parents and the broader community. A shared vision ensures continued community confidence in Merriwa Central School and it's students. The school is embraced by the community with a shared vision and advocacy.

Improvement Measures

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Progress towards achieving improvement measures

Process 1:   Implement a whole school integrated approach to involving parents and the community in school events and learning activities.

Evaluation	Funds Expended (Resources)
Attendance of parents has increased at school events. Parents engagement with Kinder orientation and Year 6– 7 transition was very good with positive feedback. Attendance at our Infants and Yr3–12 presentation ceremonies was very good. Numeracy workshops for parents of primary students were well attended with hands–on numeracy kits provided to families. The new P&C executive have been very focused on making a positive difference to student and staff outcomes. The P&C regularly identify staff in the school newsletter for going above and beyond in relation to supporting students. In Term 4 the P&C held a successful staff dinner to show appreciation for teaching staff and build greater rapport with parents.	**Funding Sources:** • Socio–economic background ($12000.00)

Process 2:   Implement strategic partnerships with external organisations to enhance wellbeing, engagement and learning outcomes of students.

Evaluation	Funds Expended (Resources)
The school has developed ongoing partnerships with external organisations such as Upper Hunter Youth Services, Where Theres A Will, Ocher Hub, Hunter New England Health, NDIS providers and private pediatricians. Significant additional targeted support has been provided to students this year through drought appeal donations, coordinated by the local County Womens Association and Denman Lions Club. In partnership with Hunter New England Health K–2 students were screened by a speech pathologist from Upper Hunter Community Health. 12 students were identified as requiring support through an individualised program which was completed over three school terms.	**Funding Sources:** • Socio–economic background ($8000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($121 259.00)	100% of all K–2 Aboriginal students reached or surpassed the end of year Early Action for Success reading benchmarks (L3 reading targets). 85% of Aboriginal students in Year 7 achieved at or above expected growth in numeracy. 75% of Aboriginal students in Year 9 achieved at or above expected growth in reading, spelling and numeracy.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($65 000.00) • Integration Funding ($91 122.00)	Staff have confidence in supporting students through adjustments to programs, referral to learning support team, individual learning plans, access request and funding support applications. Additional support provided to staff through engagement of Deputy Principal Student Wellbeing.
Socio–economic background	**Funding Sources:** • Socio–economic background ($548 155.00)	Greater engagement in learning through use of technology in the classroom overcomes the fact that few children have access to computers of the internet at home. Financial support for the new school uniform ensured all student had access to the new uniform, and were not excluded due to financial disadvantage.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($70 832.00)	Two teachers completed accreditation requirements, with three continuing to gather evidence to support their accreditation. Positive feedback from pilot model of support and teacher mentor program.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	129	135	128	122
Girls	145	149	132	116

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	91.6	92.5	89.4	93.5
1	92.2	90.4	88	91.2
2	86.8	92.7	90.2	94.8
3	93	88.3	88.4	90.6
4	92	91	88.6	91.9
5	89	92.3	89.3	88.9
6	92.6	89.9	89.9	89.5
7	90.5	91	88.7	84.9
8	90.2	81.8	77.5	86.1
9	88.5	83.9	72.4	84.7
10	83.1	82.5	82.8	76.7
11	85.6	81.1	81.5	78.4
12	85.4	76.4	84.8	87.8
All Years	89.2	87.3	85.6	87.6

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
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

The drought continues to impact student enrolment. Many farms have reduced stock levels and farm worker families have been forced to relocate. Curriculum patterns are maintained through supplementary staffing from the Department.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	100	66
TAFE entry	0	0	0
University Entry	0	0	11
Other	0	0	0
Unknown	0	0	12

All Year 12 students (5) who applied for university entry were successful, however many deferred enrolment to pursue a gap year.

Year 12 students undertaking vocational or trade training

52.94% of Year 12 students at Merriwa Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

88.9% of all Year 12 students at Merriwa Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	14.09
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration and Support Staff	7.09
Other Positions	0.2

*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	1,111,835
Revenue	4,844,169
Appropriation	4,738,243
Sale of Goods and Services	18,624
Grants and contributions	70,760
Investment income	10,939
Other revenue	5,603
Expenses	-4,671,033
Employee related	-4,109,663
Operating expenses	-561,370
Surplus / deficit for the year	173,137

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 shortage of casual teaching staff has impacted on the schools ability to fully implement some of the program initiatives, and as a result some funds may roll over to the next financial year. The school continues to put funds aside for future capital works, in particular the construction of a school hall to accommodate all students K–12.

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	112,359
Equity Total	645,892
Equity - Aboriginal	97,737
Equity - Socio-economic	367,321
Equity - Language	0
Equity - Disability	180,834
Base Total	3,426,540
Base - Per Capita	61,053
Base - Location	133,300
Base - Other	3,232,188
Other Total	313,564
Grand Total	4,498,355

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

Percentage in bands:
Year 3 Grammar & Punctuation
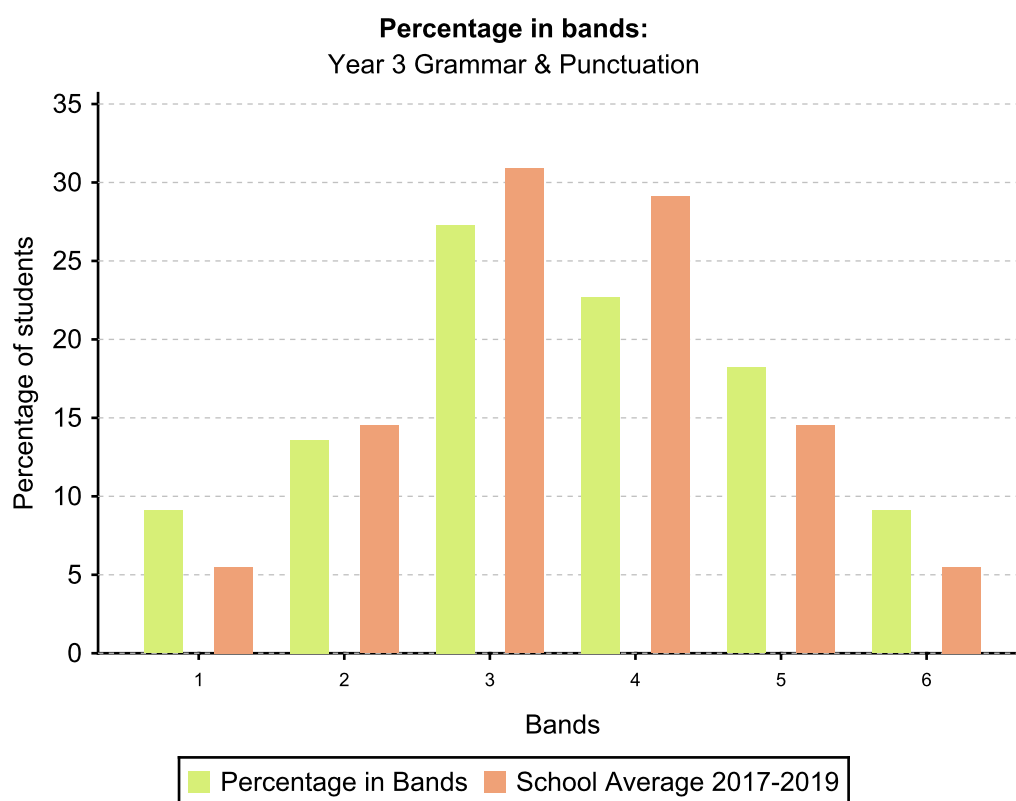
Band	1	2	3	4	5	6
Percentage of students	9.1	13.6	27.3	22.7	18.2	9.1
School avg 2017-2019	5.5	14.5	30.9	29.1	14.5	5.5

Percentage in bands:
Year 3 Reading
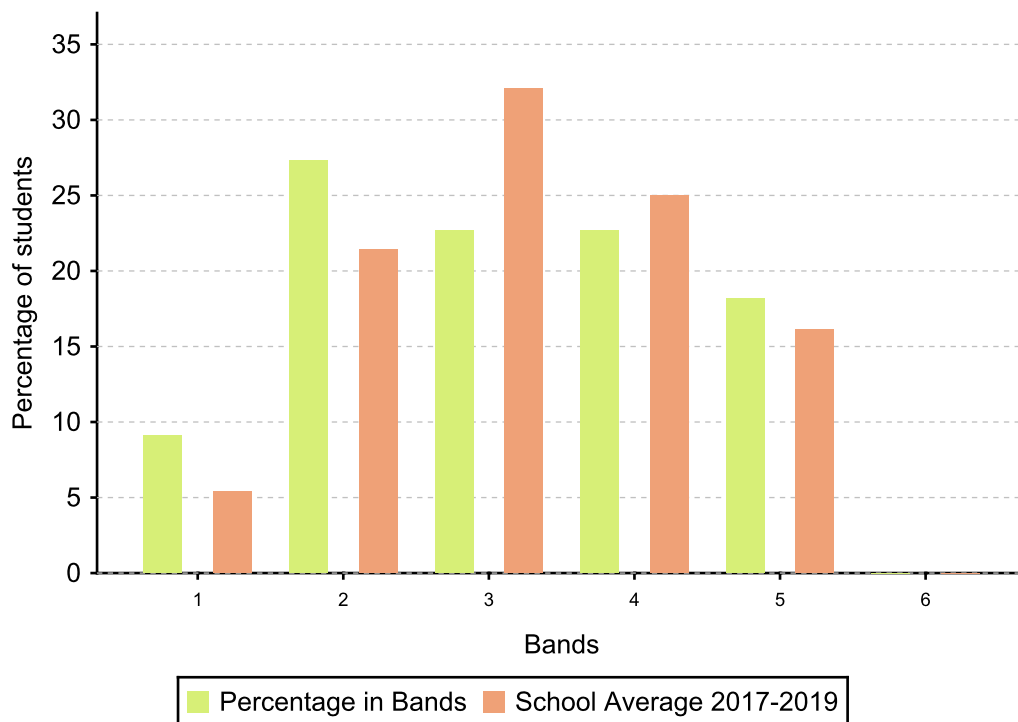
Band	1	2	3	4	5	6
Percentage of students	9.1	27.3	22.7	22.7	18.2	0.0
School avg 2017-2019	5.4	21.4	32.1	25	16.1	0

Percentage in bands:
Year 3 Spelling
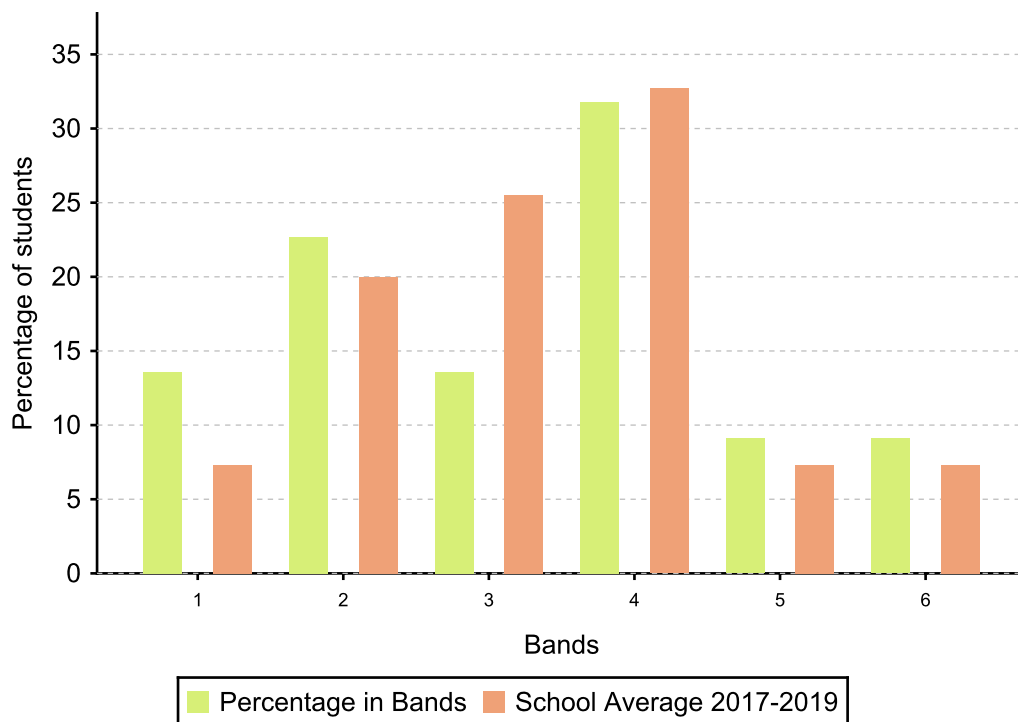
Band	1	2	3	4	5	6
Percentage of students	13.6	22.7	13.6	31.8	9.1	9.1
School avg 2017-2019	7.3	20	25.5	32.7	7.3	7.3

Percentage in bands:
Year 3 Writing
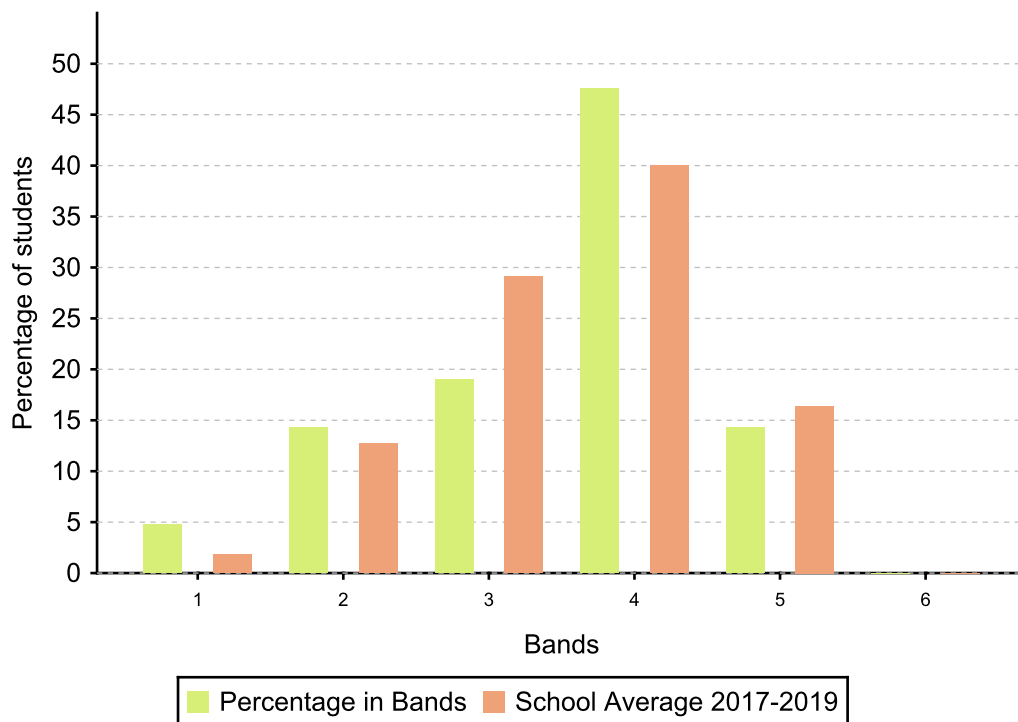
Band	1	2	3	4	5	6
Percentage of students	4.8	14.3	19.0	47.6	14.3	0.0
School avg 2017-2019	1.8	12.7	29.1	40	16.4	0

Percentage in bands:
Year 5 Grammar & Punctuation
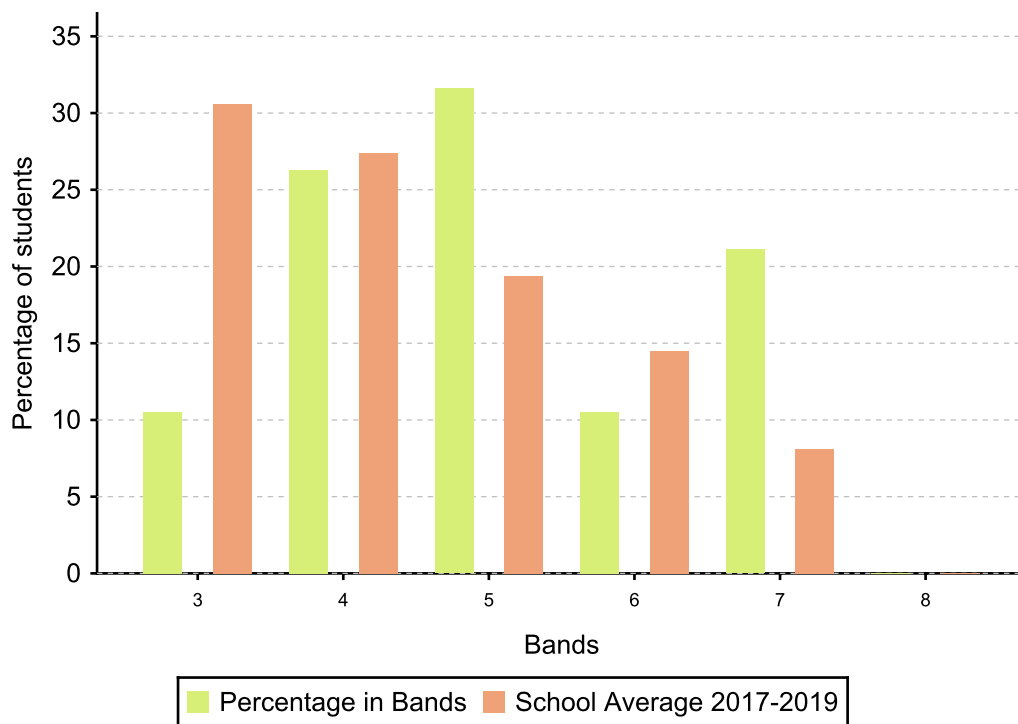
Band	3	4	5	6	7	8
Percentage of students	10.5	26.3	31.6	10.5	21.1	0.0
School avg 2017-2019	30.6	27.4	19.4	14.5	8.1	0

Percentage in bands:
Year 5 Reading
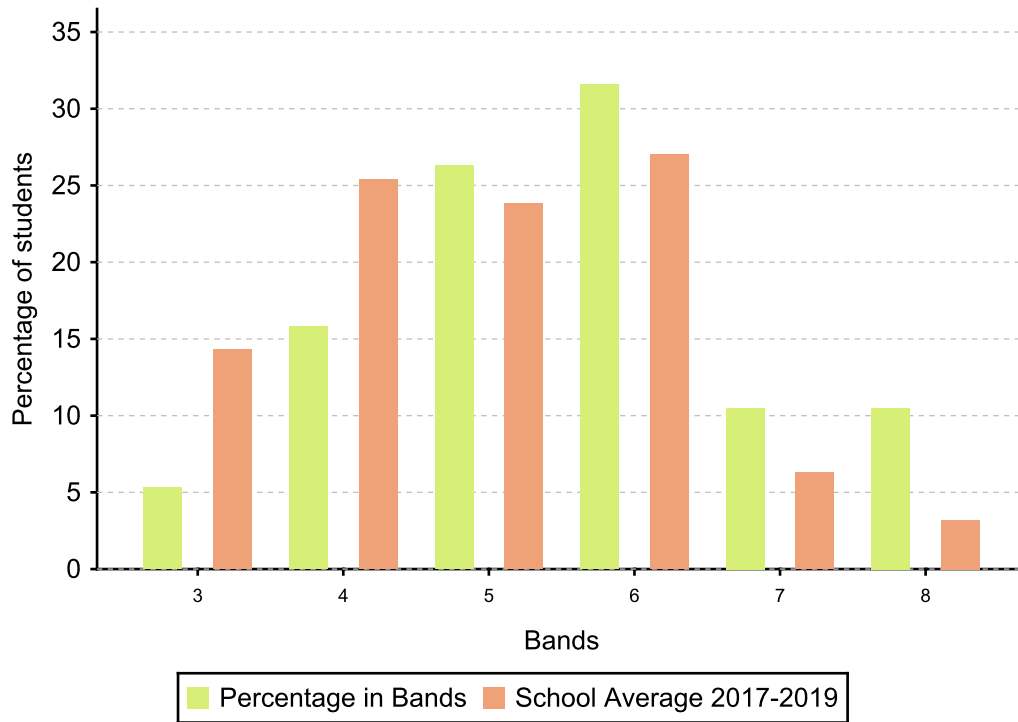
Band	3	4	5	6	7	8
Percentage of students	5.3	15.8	26.3	31.6	10.5	10.5
School avg 2017-2019	14.3	25.4	23.8	27	6.3	3.2

Percentage in bands:
Year 5 Spelling
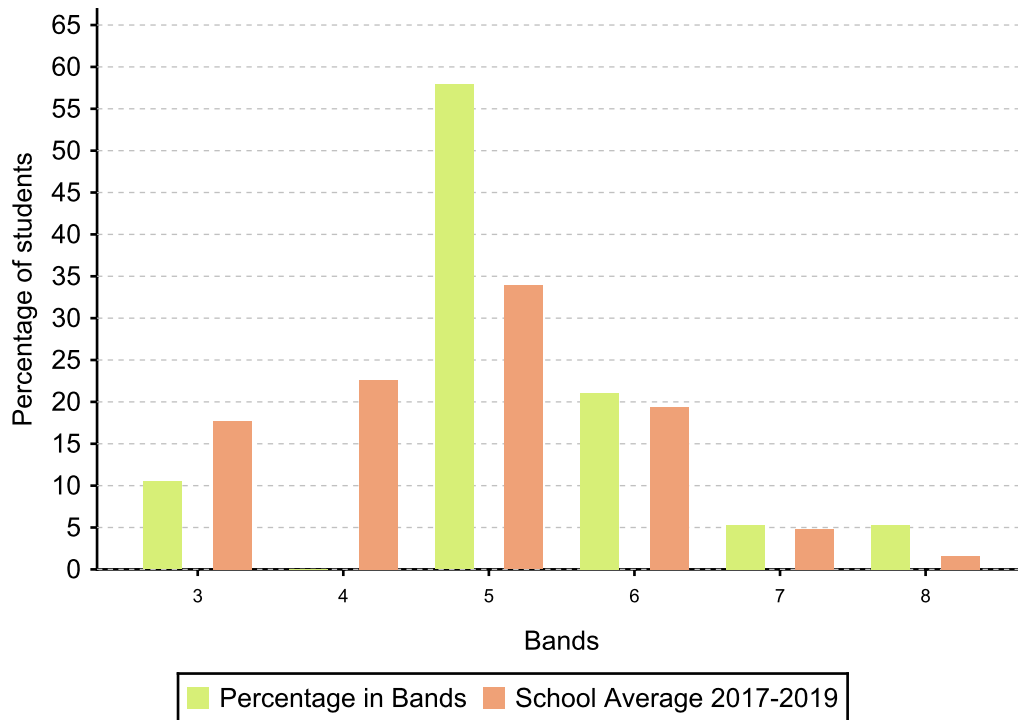
Band	3	4	5	6	7	8
Percentage of students	10.5	0.0	57.9	21.1	5.3	5.3
School avg 2017-2019	17.7	22.6	33.9	19.4	4.8	1.6

Percentage in bands:
Year 5 Writing
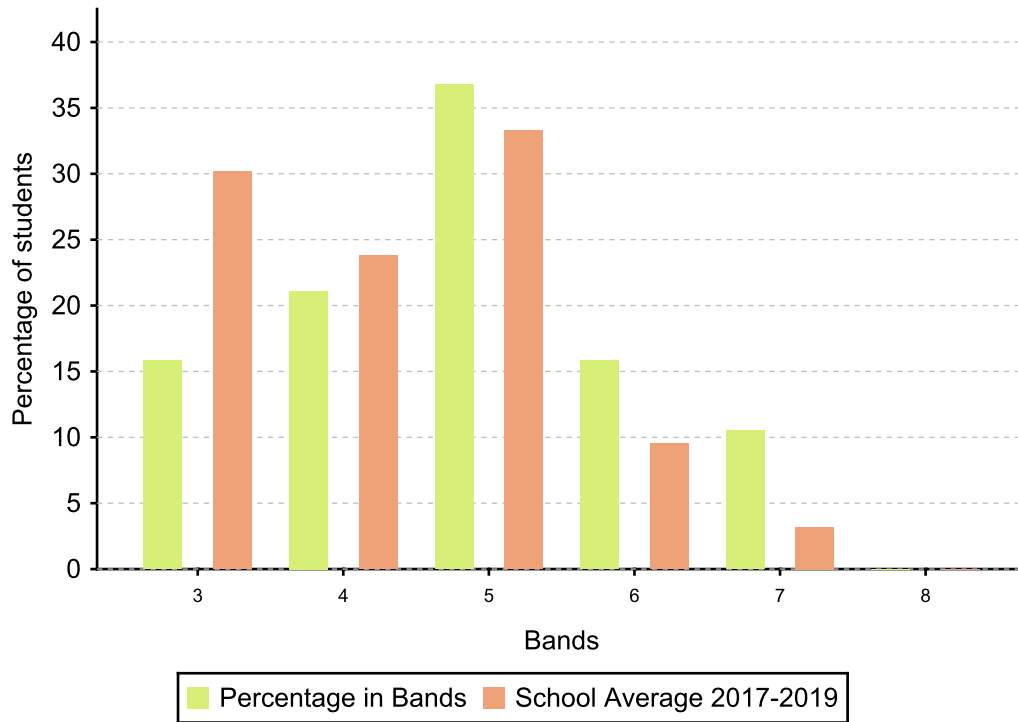
Band	3	4	5	6	7	8
Percentage of students	15.8	21.1	36.8	15.8	10.5	0.0
School avg 2017-2019	30.2	23.8	33.3	9.5	3.2	0

Percentage in bands:
Year 7 Grammar & Punctuation
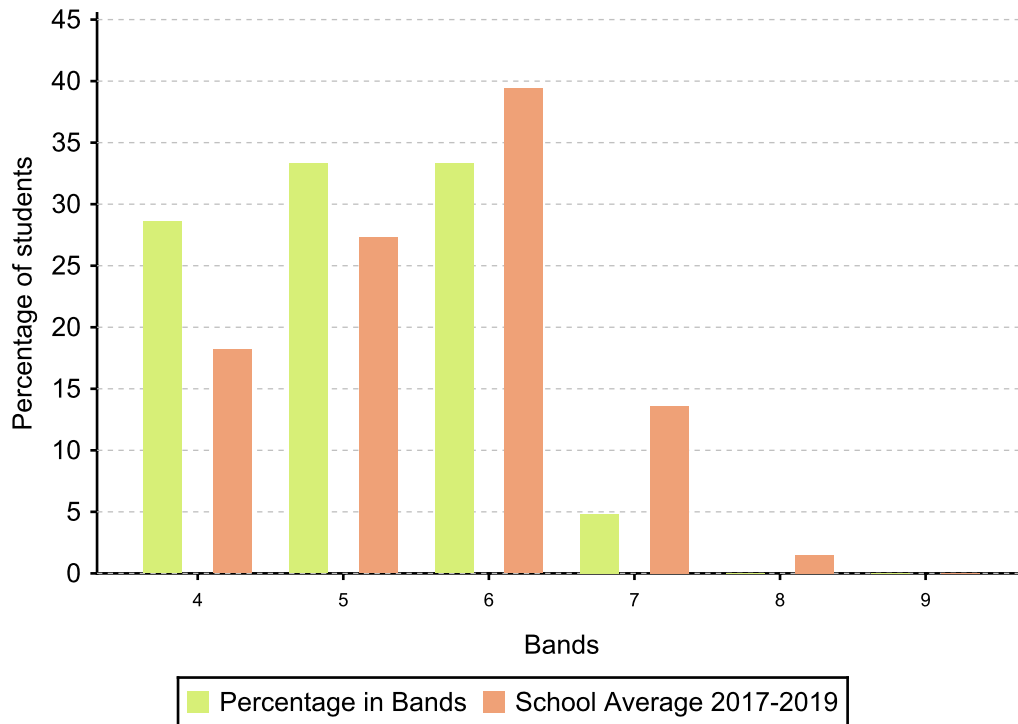
Band	4	5	6	7	8	9
Percentage of students	28.6	33.3	33.3	4.8	0.0	0.0
School avg 2017-2019	18.2	27.3	39.4	13.6	1.5	0

Percentage in bands:
Year 7 Reading
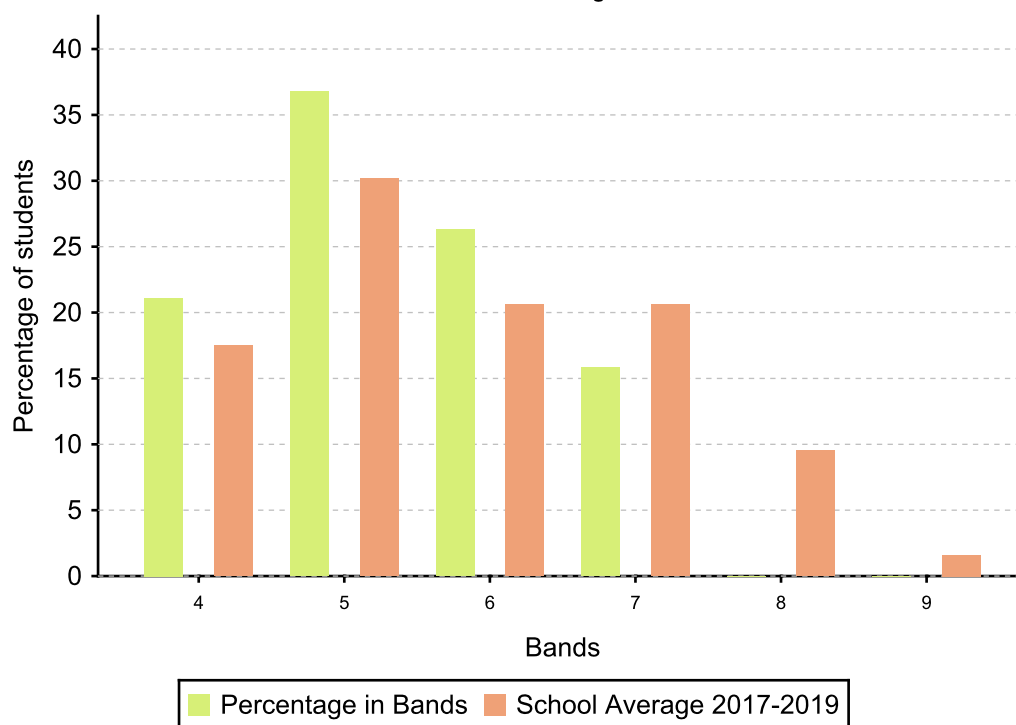
Band	4	5	6	7	8	9
Percentage of students	21.1	36.8	26.3	15.8	0.0	0.0
School avg 2017-2019	17.5	30.2	20.6	20.6	9.5	1.6

Percentage in bands:
Year 7 Spelling
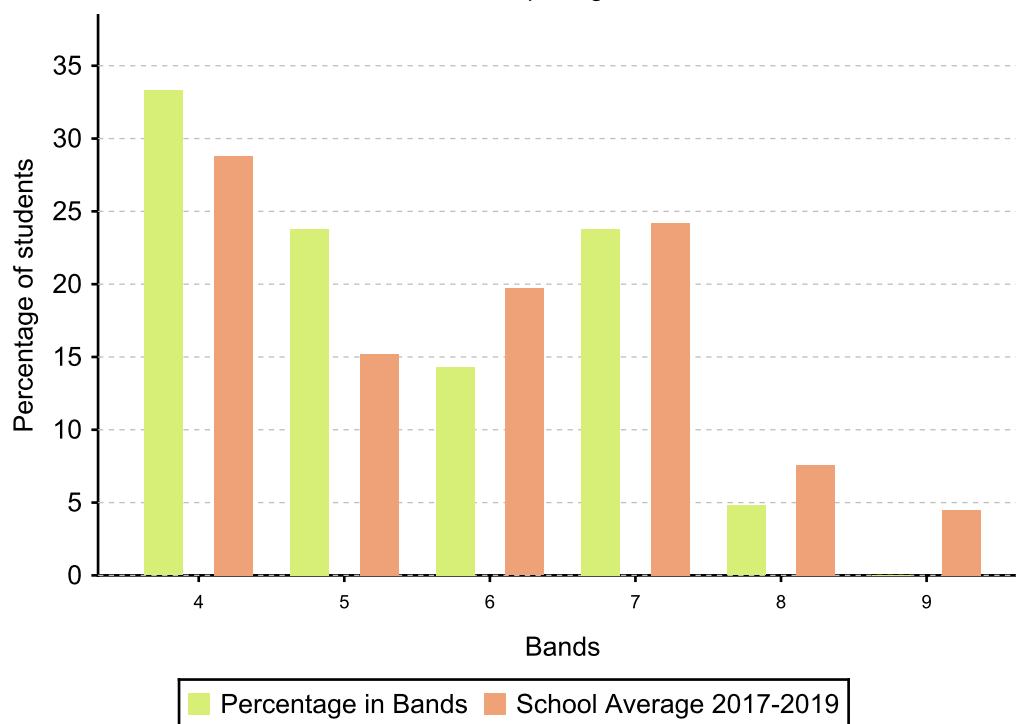
Band	4	5	6	7	8	9
Percentage of students	33.3	23.8	14.3	23.8	4.8	0.0
School avg 2017-2019	28.8	15.2	19.7	24.2	7.6	4.5

Percentage in bands:
Year 7 Writing
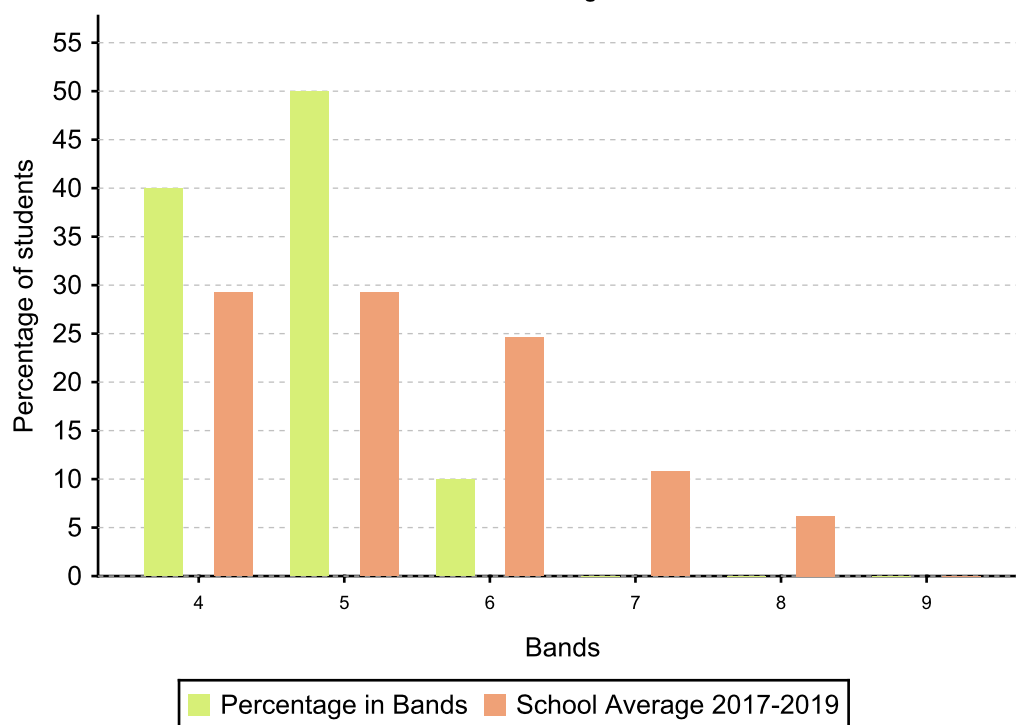
Band	4	5	6	7	8	9
Percentage of students	40.0	50.0	10.0	0.0	0.0	0.0
School avg 2017-2019	29.2	29.2	24.6	10.8	6.2	0

Percentage in bands:
Year 9 Grammar & Punctuation
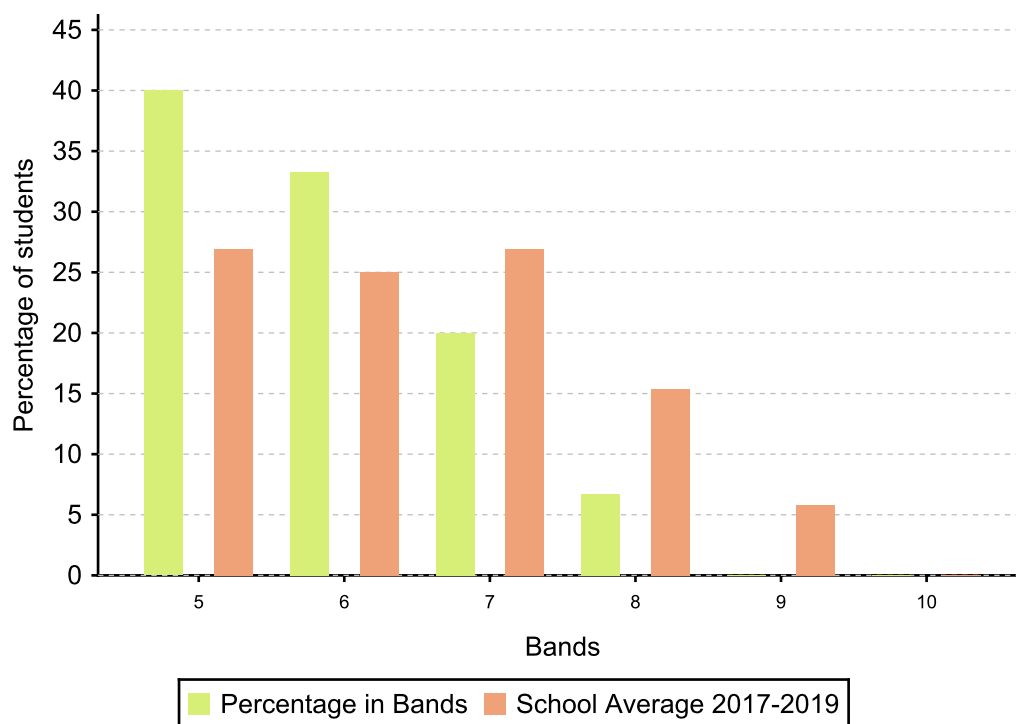
Band	5	6	7	8	9	10
Percentage of students	40.0	33.3	20.0	6.7	0.0	0.0
School avg 2017-2019	26.9	25	26.9	15.4	5.8	0

Percentage in bands:
Year 9 Reading
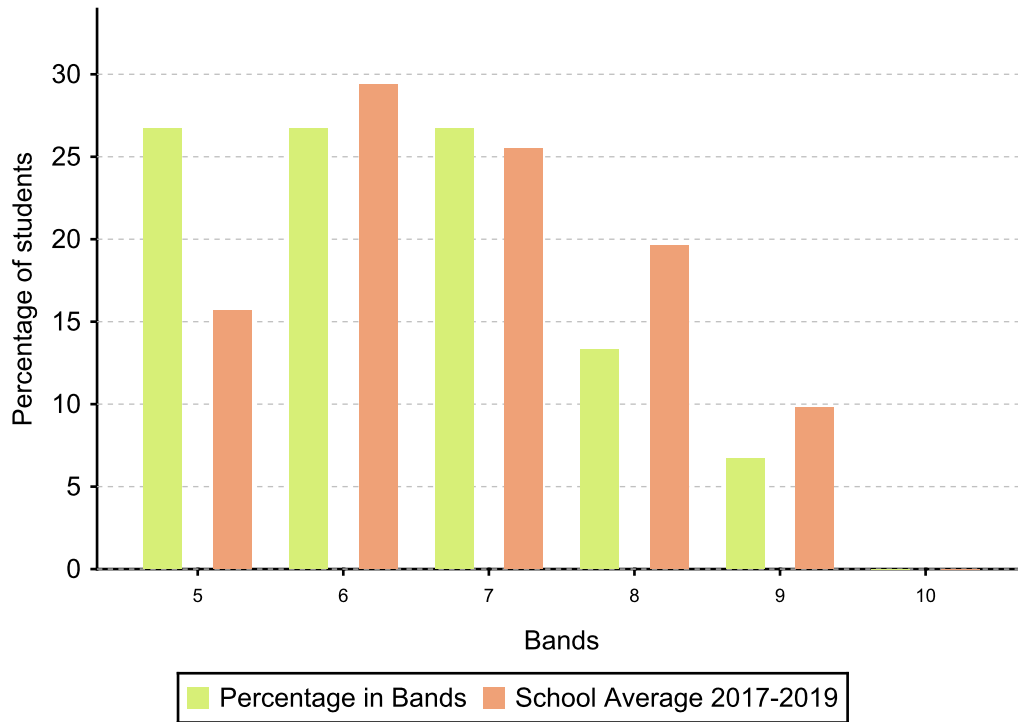
Band	5	6	7	8	9	10
Percentage of students	26.7	26.7	26.7	13.3	6.7	0.0
School avg 2017-2019	15.7	29.4	25.5	19.6	9.8	0

Percentage in bands:
Year 9 Spelling
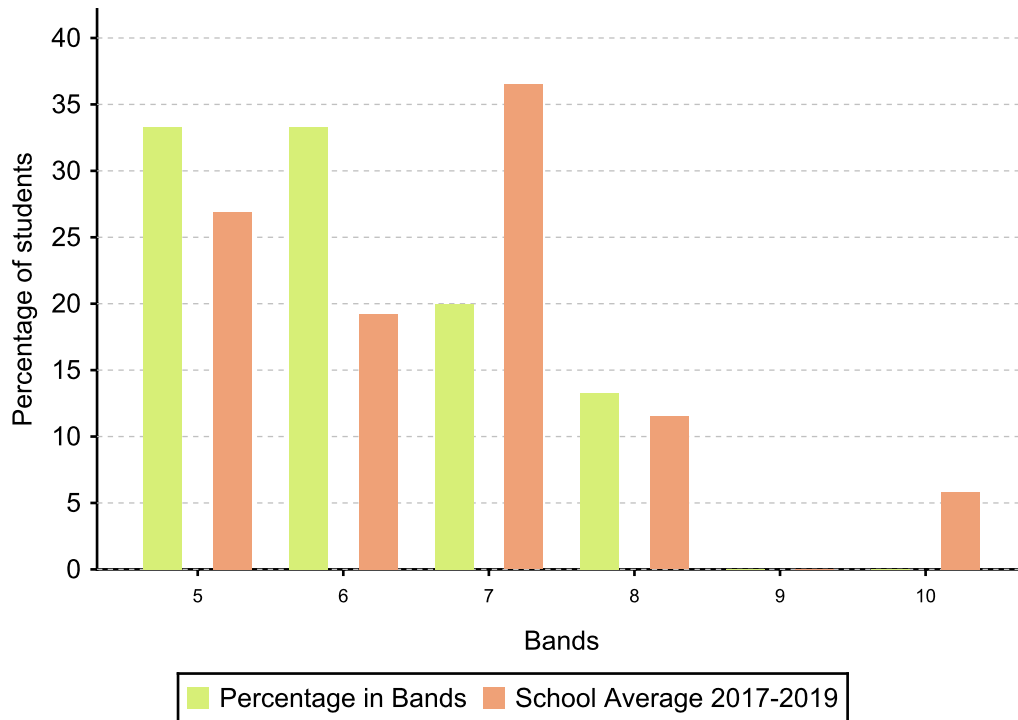
Band	5	6	7	8	9	10
Percentage of students	33.3	33.3	20.0	13.3	0.0	0.0
School avg 2017-2019	26.9	19.2	36.5	11.5	0	5.8

Percentage in bands:
Year 9 Writing
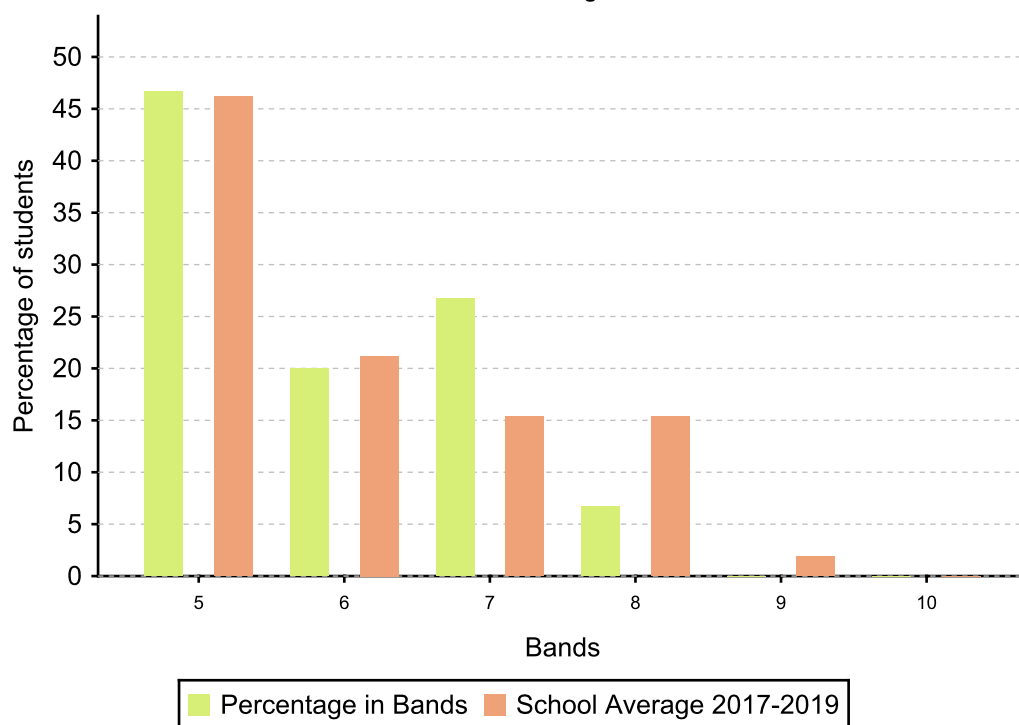
Band	5	6	7	8	9	10
Percentage of students	46.7	20.0	26.7	6.7	0.0	0.0
School avg 2017-2019	46.2	21.2	15.4	15.4	1.9	0

Percentage in bands:
Year 3 Numeracy
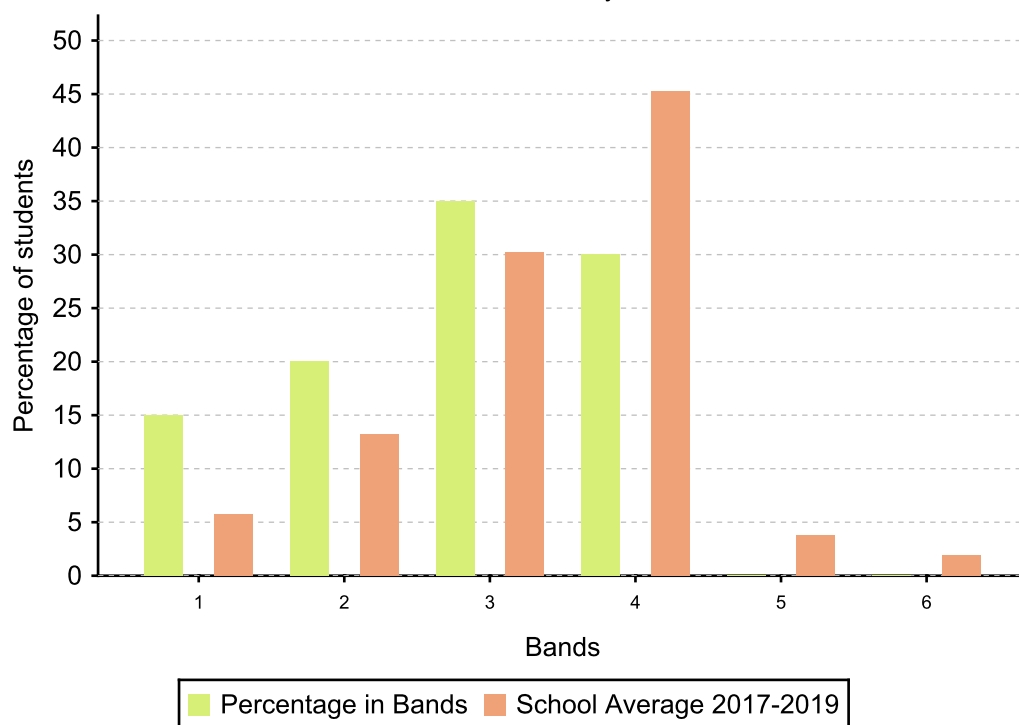
Band	1	2	3	4	5	6
Percentage of students	15.0	20.0	35.0	30.0	0.0	0.0
School avg 2017-2019	5.7	13.2	30.2	45.3	3.8	1.9

Percentage in bands:
Year 5 Numeracy
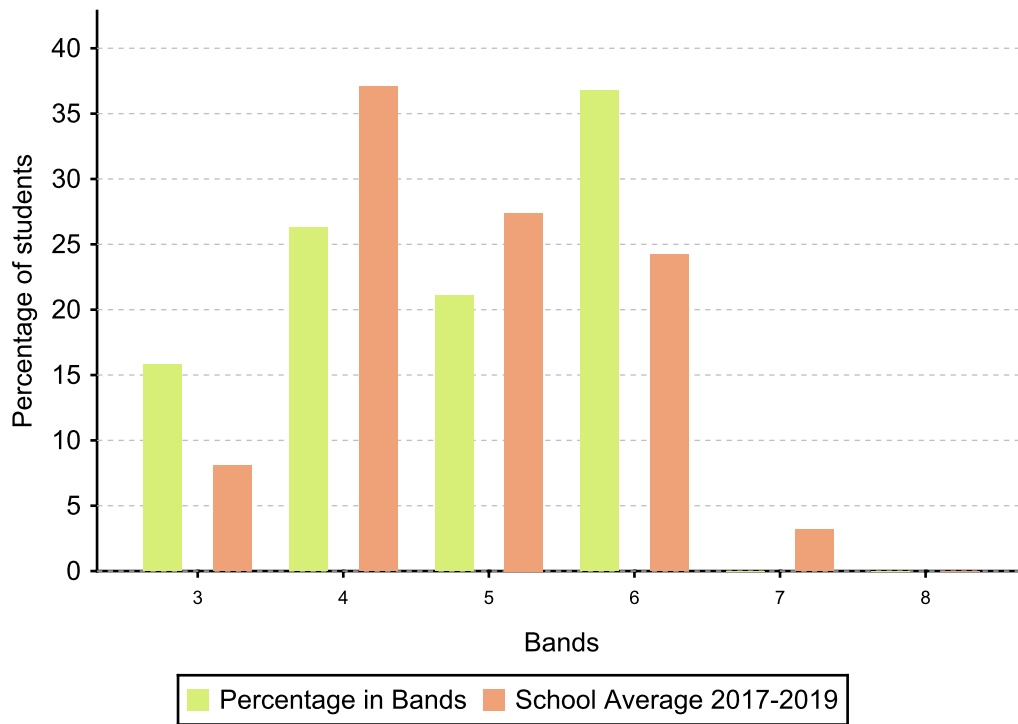
Band	3	4	5	6	7	8
Percentage of students	15.8	26.3	21.1	36.8	0.0	0.0
School avg 2017-2019	8.1	37.1	27.4	24.2	3.2	0

Percentage in bands:
Year 7 Numeracy
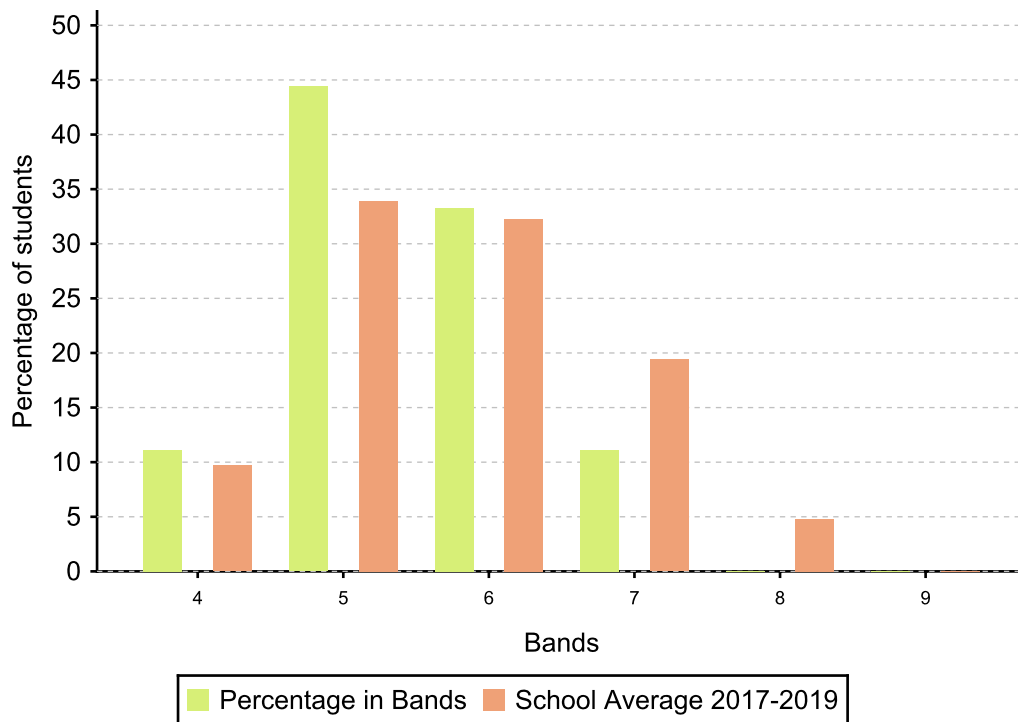
Band	4	5	6	7	8	9
Percentage of students	11.1	44.4	33.3	11.1	0.0	0.0
School avg 2017-2019	9.7	33.9	32.3	19.4	4.8	0

Percentage in bands:
Year 9 Numeracy

Percentage of students (y-axis)

Bands (x-axis)

Legend: ■ Percentage in Bands ■ School Average 2017-2019
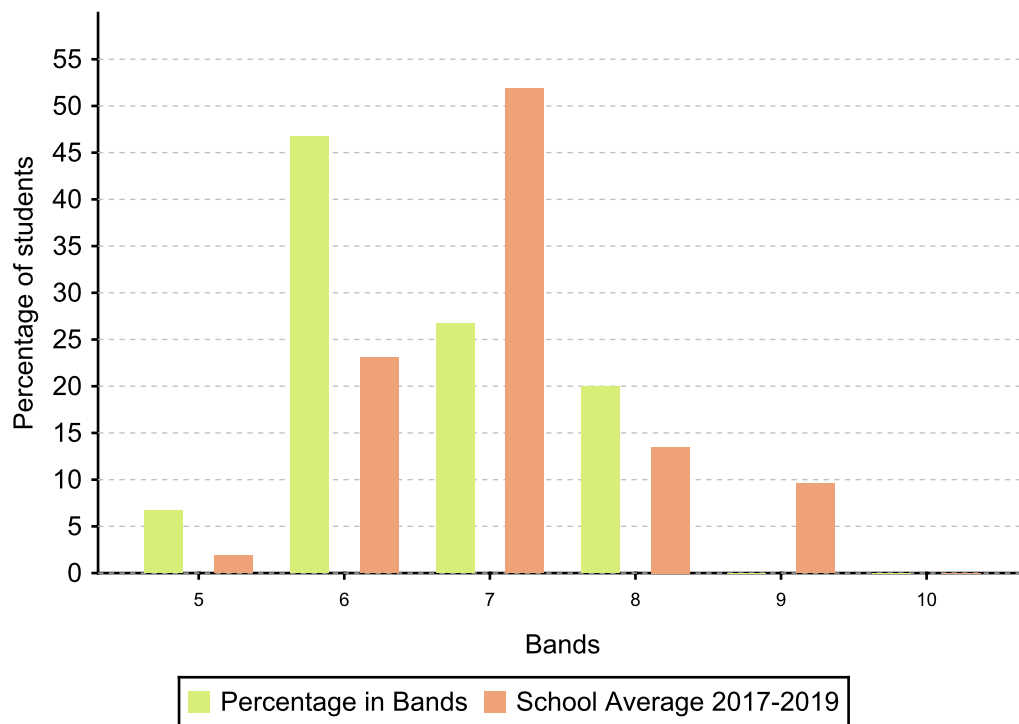
Band	5	6	7	8	9	10
Percentage of students	6.7	46.7	26.7	20.0	0.0	0.0
School avg 2017-2019	1.9	23.1	51.9	13.5	9.6	0

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

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

School performance - HSC

Parent/caregiver, student, teacher satisfaction

Learning is a partnership between students, parents and teachers. The school seeks feedback from each group to inform school improvement. Significant consultation took place with parents in regard to the implementation of new school uniform in 2019. Surveys were conducted and an implementation plan developed in consultation with the P&C. As a result 98% of parents and students embraced the new school uniform during its transition year in 2019. Feedback from parents was overwhelmingly positive with the implementation of new unisex polo tops.

Students were surveyed using the Tell Them From Me (TTFM). Secondary students indicated significant levels of engagement across all school level factors (school expectations, positive climate, quality teaching and positive student teacher relationships) above Government school norms. Students also rated above State norm that they feel they have someone at school who consistently provides encouragement and can be turned to for advice. 82% of primary students indicated they have friends at school they can trust and who encourage them to make positive choices.

Teaching staff participated in workshops providing feedback on a range of wellbeing and professional development matters.

100% of teaching staff responded positively to:

1.I understand my role within the school and know who to turn to if I need support.

Over 70% of staff responded positively to the following statements:

1. I enjoy working in a small community where you get to know your students and parents.

2.I engage in professional learning with an aim to improve my teaching practice.

Significant changes to teaching staff occurred in 2019 with 25% of staff appointed to the school in their first teaching position. This became a challenge for middle executive to support, given 60% were classroom teachers relieving in assistant principal or head teacher positions. New role statement documents were developed across K–12 to guide relieving executive new to these positions.

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.