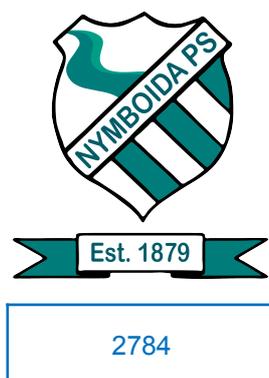
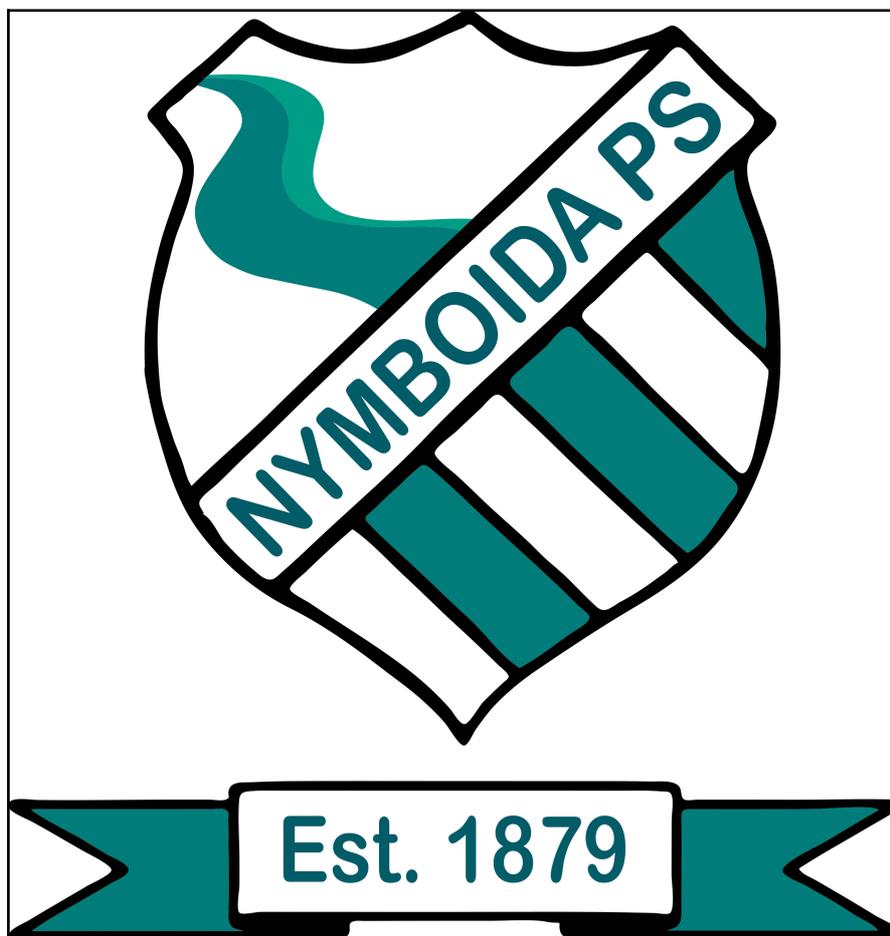


Nymboida Public School

2019 Annual Report



Introduction

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

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

School contact details

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School background

School vision statement

At Nymboida Public School we empower every student to acquire, demonstrate and value knowledge and skills that will support them, as lifelong learners, to be active global citizens and practise the core values of the school: Respect, Responsibility and Safety.

School context

Nymboida Public School is a small, rural school. It is situated on a main road 40 kilometres southwest of Grafton and works cooperatively with the Clarence Valley Community of Small Schools.

The school employs one Principal and one temporary teacher who is responsible for Principal's release and is involved in team teaching with the Principal; a School Administration Manager 4 days each week and a General Assistant 1 day each week.

Nymboida Public School currently has a FOEI of 113 and has an enrolment of 17 students at the beginning of 2019 including 17% Aboriginal students.

The student population can be transient with many changes throughout any given year; however, the school maintains a stable staff.

Students are organised into two classes K–3 and 4–6 (5 days per week). Every afternoon the students are grouped K–6.

Students have quality learning spaces and well-maintained grounds with extensive playground equipment.

Staff, parents and students work collaboratively to provide a happy, supportive learning environment.

Our school banner statement: Innovation, Opportunity and Success is the cornerstone upon which everything we do is built, with all students encouraged to continually raise the bar in all areas. We look forward to continuing our 139 year tradition of providing quality education to our local community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

Students will become literate and numerate citizens with every chance of success in higher education and later life. Students learn to be responsible, respectful and resilient community members who value diversity and display effective communication and interpersonal skills. Teachers work in partnership with parents to share the responsibility for student learning and improve student learning outcomes. Students have opportunities to utilise digital technologies to promote learning and demonstrate their knowledge in new, creative and innovative ways which promote deep knowledge and understanding.

Improvement Measures

Increased attendance from 92.7% (2017) to 94% to bring in line with state DoE average.

95% of students demonstrating expected growth per semester across Department of Education literacy and numeracy continuums, in line with the Premiers Priority to increase the proportion of students in the top two NAPLAN bands in numeracy by 8% (30% for Aboriginal students) by 2019.

Reduce overweight and obesity rates of children by 5% over 10 years.

Progress towards achieving improvement measures

Process 1: Quality teaching and learning programs which support improved student outcomes in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>The timeline to achieve this annual milestone was achievable. All teaching staff have dynamic and differentiated teaching and learning programs that are reviewed and reflected on regularly. A template will be develop next year to assist teachers with what needs to be included in their program to meet NESAs standards.</p> <p>Teachers participated in staff meetings to reflect on what is needed in their program, they completed relevant training for assessment tasks and implemented this in their everyday teaching.</p> <p>Teachers receive two hours release from face to face training per week to complete all work related to teaching in their classrooms. Timelines and guidelines are in place for teachers to complete work by the given due date.</p> <p>Teachers have requested that the principal look into sources quality teacher programs to use as a guide for developing their own teacher programs.</p> <p>All staff understand what is expected from them. All staff have quality programs that are differentiation for each students learning needs. In return, quality assessment for, as and of learning is taking place.</p> <p>Programs and assessment is consistent across the school. Staff understand what is expected and how they will go about completing this expectation.</p> <p>The data collected is showing growth – all students are progressing at their own individual rate. This is shown by the collection of work samples and assessment results. Students are engaged in their learning and are working more independently as they understand what is expected and how they go about achieving their expectation for their learning.</p>	<p>Causal teacher to cover classroom teacher whilst at training throughout the year.</p>

Process 2: Embedding wellbeing initiatives within the school.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

PBL and Life Skills Go are implemented within daily practises. They are embedded and underpinned in every students daily activities. Life Skills Go is explicitly taught in PDHPE lessons each week.

All staff and students have utilised these programs. The students enjoy taking art in the lessons provided and are therefore implemented strategies in their everyday schooling.

The teacher teaching PDHPE has a strong understanding of Life Skills Go. All staff are ultising PBL and implementing their principles into the schooling environment. All staff members hand out the smiley rewards as a part of PBL.

The outcomes are very clear. We at Nymboida Public School want to provide a safe, happy learning environment where every students desires to come to school each day.

PBL training is ongoing. The PBL facilitator will continue to come to Nymboida Public School to work with all staff on this process.

All staff and students are using both programs in the school. All staff are making sure every students is known, valued and cared for.

At the start of every PDHPE lesson, Life Skills Go is used. The younger students take part in the chosen themed lesson with the teacher. All other students wok on this program for 20 minutes individually. They all come back together at the end to move onto the weeks lesson focus.

More work is needed for lesson deliver for PBL lessons at the start of the week and then small mini lessons daily to learn and recap each focus skill.

All students have improved their mental wellbeing. They enjoy coming to school and know what is expected of them behaviour wise. In return, they know who they can talk to at the school, they have strategies they can used when feeling upset and students know how to help others when they see they are not ok.

School to cover cost of Healthy Harold and Life Skills Go programs of \$600



Strategic Direction 2

Teaching

Purpose

Teachers continually improve their teaching practice through participation in quality professional learning, use of evidence based teaching strategies and engaging in collaborative practice. Teachers have high expectations of every student and provide engaging, inclusive learning environments with programs differentiated to meet individual needs and improve student outcomes. Ongoing evaluation of teaching practice through analysis of student engagement and performance data enables teachers to effectively plan for the ongoing learning of every student.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

90% of students at or above stage expectations for writing on the writing continuum.

Progress towards achieving improvement measures

Process 1: Implement effective classroom practice initiatives.

Evaluation	Funds Expended (Resources)
<p>There is a whole school approach to lesson planning, reporting and assessment to allow for consistency with judgements. All staff have up to date programs that are relevant that link to NESA requirements. All students have Personalised Learning Plans that will continue into 2020 as an everyday classroom practice.</p> <p>A whole school approach allows for all content to be covered over each students stage cycle of progress. All resources across the school are shared and teaching practises are collaborated on so the most appropriate learning is achieved for all students where high expectations and differentiation are a priority.</p> <p>All learning is relevant, needs based, highly engaging at a differentiated level that allows students to take responsibility for their own learning and to self regulate how they will complete the assigned work in the time allowed.</p> <p>By having students complete their own individualised learning goals each term and reviewing these goals with consultation every five weeks, the students are taking responsibility for their own learning and are choosing the direction that they believe their learning needs to go in to become a more productive learner.</p> <p>All staff have participated in school based training about the importance of effective programs that meet NESA requirements. The NESA checklist was distributed to all staff so they know what is expected planning and programming wise to meet the needs of all students in their care.</p> <p>All teaching staff are meeting the programming requirements from NESA. All lessons are differentiated, engaging, meet syllabus outcomes and are reviewed and evaluated at throughout the school term. All students have developed their own individualised learning goals in consultation with their classroom teacher. These are reviewed each term to monitor progress and to implement strategies to complete in a set timeframe.</p> <p>An unexpected outcome was how quickly the students were able to identify an area for individual improvement and how they went about developing strategies to achieve their own goals.</p> <p>All students have achieved expected growth in all learning areas. The students enjoy their learning journey and take ownership and responsibility</p>	<p>Best Start online training teacher costs, cost of a casual in Term 1 for classroom teacher support – two hours a week and the purchase of two teacher iPads for programming and assessment data collection. Total = \$6000</p>

Progress towards achieving improvement measures

for their learning. In doing so, they are able to develop appropriate learning intentions of their own.

Process 2: Teachers work collaboratively across the Clarence Valley Community of Small Schools (CVCoSS) to increase teacher capacity to deliver quality programs.

Evaluation	Funds Expended (Resources)
<p>All principals and staff in the Clarence Valley community of small schools work together to provide an enjoyable and positive learning environment for all students. All staff work with other small schools for joint excursions, sporting days and small projects. In return, students can build quality relationships with one another across schools.</p> <p>Distance and the cost of bus is the only major barrier for the success of small schools collaboration. We overcome this by budgeting numerous bus trips each year for events between small schools.</p> <p>There are many quality leaders within the network of small school who share their knowledge and expertise with all small schools. Teachers have access to training opportunities across the network to enhance their skills to provide quality learning programs to all students in their care.</p> <p>Challenges include funding and the cost of causals to replace the classroom teacher. change of principal in Term 2 meant that principal had to build and establish new working relationships within the Clarence Valley network of small schools.</p> <p>The ability to collaborate between small school to enhance learning outcomes and for teachers to collaborate with other teachers on a similar stage to enhance students engagement levels, wellbeing for all and make sure all learning was relevant.</p> <p>There has been a positive impact on our education community. The students are making more friends of a similar age, they are enhancing their social skills while participating in team activities that they wouldn't be able to participate in at their own school due to the restraint of small numbers.</p>	<p>Hire of buses for students to attend combined days. Total = \$5000</p> <p>Casual teacher to replace Principal while attending Principal meeting each term.</p>



Strategic Direction 3

Leading

Purpose

Effective leadership ensures school-wide systems and resources are in place to support student and staff wellbeing, ensure quality teaching programs and promote innovative practice. School leaders work collaboratively with staff, students and the community to promote a culture of inclusivity, high expectations and shared responsibility for student learning and success.

Improvement Measures

New school wide systems for classroom assessment and teacher evaluation are developed and implemented.

Every student demonstrates at least one years growth for every calendar year at school.

Progress towards achieving improvement measures

Process 1: Embedding a high expectations culture.

Evaluation	Funds Expended (Resources)
<p>All staff at Nymboida Public School have worked tirelessly to complete programs that embed a high expectation culture. Students are taking responsibility for their own learning by completing rotational activities independently within the classroom routine. They are allowing themselves to self regulate and monitor their interactions with other students during learning times. In return, the students are selecting the most suitable flexible learning space to complete their assigned learning task. The students started setting learning intentions over a five week period then reviewing these goals. Each student selected learning intentions that they as an individual needed to work on.</p> <p>The school has set up stronger communication channels with parents and the community. The Nymboida community has a community newsletter that the school now shares its news and upcoming events in. The school has also set up a school Facebook page. Parents and the wider community are liking this page and in return are staying informed regularly with what is happening in the school environment.</p> <p>The learning intentions of individual student learning goals are embedded in the classroom practice. The outcome of students setting achievable and realistic goals are taking place and students are developing a high expectation culture for their learning.</p> <p>To embed a high expectations culture in our school, the staff has developed learning assessment rubrics and student self evaluations for learning. As a result, students know why they are learning what they are learning, what is needed to achieve their learning outcomes and to critically reflect on the work they are producing and where to next with their learning intentions which directly links to their learning goals.</p> <p>The unexpected outcome was students' ability to critically self reflect. The students know exactly where they were and what they needed to do next to achieve the desired outcomes.</p> <p>Next year, we will continue to embed a culture of high expectation by continuing with CSI, creating and allowing for more critical evaluation and self reflection in the classroom, have all students create learning intentions every five weeks and review these mid term with their parents. Staff will continue to add school news into the community newsletter and all staff will update the school Facebook page on a regular basis to share news, reminders and good news stories.</p>	<p>CSI school cost of \$600, set up new Department of Education school Facebook page, templates for rubrics, timetables and proforma for learning intentions completed in teacher/principal release.</p>

Progress towards achieving improvement measures

Process 2: School wide instructional leadership.

Evaluation	Funds Expended (Resources)
<p>The Principal Credential was completed by the term 1 relieving principal to enable her to complete the role of relieving principal at Nymboida Public School. During Term 1, the school community were informed that a new principal was appointed to the school and would start in Term 2 in a permanent capacity. The new principal has three years experience as a Teaching Principal.</p> <p>The new principal has worked hard at establishing and building relationships with the staff, students, parents, and strengthening the existing relationship with the Nymboida community.</p> <p>All staff employed at Nymboida Pubic School completed the PDP –(professional development plan) process with collaboration between all staff to ensure that the School Plan, School Excellence Framework and the Teaching Standards were met. All staff continually reviewed their plan and made the necessary adjustments.</p> <p>Staff participated in numerous professional development days. They returned to school willing and able to share their knowledge with other staff that they gained while at training. All staff became experts in different fields and were willing to assist and upskills other staff members which is a desirable attribute for a small school to have.</p> <p>The biggest shift in teaching practice is seeing the teachers moving away from textbook and worksheet activities and gearing their teaching towards technology and hands on learning. As a result, the students are more engaged in what they are learning, they are taking responsibility for their learning and are attending school more regularly as they do not want to miss what's taking place in the classroom.</p>	NIL



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Purchase two iPads, BNA bus hire for excursions and product license purchased for wellbeing program.	The students completed numerous activities throughout 2019. These included and were not limited to introducing a new online wellbeing program called Life Skills Go, the purchase of two new iPad Pro's used by teachers to track student progress on PLAN2 enhancing students learning outcomes by tailoring their learning to meet the students needs and attending two cultural excursions. All students completed the Nymboida cultural excursion with our local language teacher and a Aboriginal guide. The students enjoyed learning about the local area and looking for scar trees around Nymboida. The students from Kindergarten to year 3 participated in the Wooli Traditional Games. The students were group with other students from local small schools to complete games and activities. This day is always a hit with the students and they start their journey to asking questions and understanding cultural beliefs.
Low level adjustment for disability	Funds purchased: school photos for students, book study books, student lunch, mothers day craft, graden seeds.	Majority of these funds are used to provide an additional teacher at Nymboida Public School so we are able to have two teaching staff on site. One being that of the teaching principal and the second as a temporary teacher. The remainder of the funds are used to subsidise programs and costs associated with extra curricular activities for families. During 2019, this included a school photo subsidy, excursion lunch for students and mothers day craft. The school also used funds to purchase additional book study books that were engaging and of interest for the students to complete book study units in the classroom. Seeds were also purchased to start our garden program – due to the drought, fire and flooding conditions, the seeds didn't all survive. The end goal is to have students taking some food products they are grown in the garden and for the students to use some of these products to help provide meals at school.
Quality Teaching, Successful Students (QTSS)	Second teacher employed at NPS.	The second teacher on site is a vital and valuable resource at Nymboida Public School. Students were able to be split into smaller multi stage classrooms instead of all students K–6 in the one learning space. As a result, the students were able to receive explicit teacher feedback, individualised learning opportunity and an uninterrupted learning routine when one teacher on staff was away.
Socio-economic background	Full time teacher on site at NPS.	This funding was vital in employing our teacher five days a week to work at Nymboida Public School. In doing so, students were split into two classes: K–3 and 4–6 for literacy and numeracy activities. As a result of having two teachers on site, students received a tailored learning experience meeting individualised learning needs, consistency around staffing for 2019 and more teacher led activities within

Socio-economic background

Full time teacher on site at NPS.

smaller groups which would not be possible across the K-6 school context with one teaching staff member. The main outcome achieved by using smaller literacy/numeracy classes was indeed enhancing all student learning outcomes however a goal was to focus on addressing the needs of students from low socio-economic backgrounds.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	9	9	10	10
Girls	8	11	9	7

Student attendance profile

School				
Year	2016	2017	2018	2019
K	100	93	81.9	84.3
1	92.7	92.3	100	78.7
2	90.3	94.9	92.2	94.8
3	100	84.9	93.5	89.3
4	96.8	100	85.9	89.6
5	92.5	93	96	86.1
6	89.7	90.3	95.8	96.9
All Years	92.8	92.7	92.1	88.3
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
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*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	57,573
Revenue	387,144
Appropriation	371,996
Sale of Goods and Services	355
Grants and contributions	14,163
Investment income	630
Expenses	-384,168
Employee related	-340,296
Operating expenses	-43,872
Surplus / deficit for the year	2,976

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	0
Equity Total	27,737
Equity - Aboriginal	2,518
Equity - Socio-economic	11,974
Equity - Language	0
Equity - Disability	13,245
Base Total	303,188
Base - Per Capita	4,458
Base - Location	9,013
Base - Other	289,717
Other Total	31,487
Grand Total	362,411

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

A parent/caregiver satisfaction survey was completed by parents in 2019. 100% of parents believe:

- the school is kept clean and well maintained,
- my child/children are safe at school,
- the teachers treat all students fairly,
- the teachers notice if their child has trouble learning something,
- student behaviour is well managed at NPS,
- the teachers look for ways to motivate their child/children to learn,
- all staff conduct themselves in a professional manner,
- the school communicates well with parents throughout the year,
- the school reports give clear feedback and progress and,
- all parents are made feel welcome at NPS.

There were no suggested areas for improvement.

A student satisfaction survey was completed by all students in 2019. All students:

- feel safe at school,
- feel their teacher notices if they have trouble learning something,
- believe their teacher would give them help if needed or if they ask for it,
- believe their teacher is well prepared and shows great knowledge of topics they are teaching,
- believe all staff conduct themselves in a professional manner,
- feel their parents are made feel welcome in the school,
- are happy to attend NPS and
- believe they try their best at school.

The students believe that NPS could work on:

- students helping one another when needed,
- students treating each other fairly and with respect,
- teachers having lesson plans that are easier to understand and
- making ALL learning fun and interesting.



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.

