

St Marys Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of St Marys 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

St Marys Public School

Princess Mary St

St Marys, 2760

www.stmarys-p.schools.nsw.edu.au

stmarys-p.school@det.nsw.edu.au

9623 1968

School background

School vision statement

Every child is excited to learn and grow every day.

School context

St Marys Public School is a friendly, caring school situated in the heart of St Marys where student success and collaborative practice are highly valued. Our school is situated in the commercial centre of St Marys and has historical significance as one of the oldest schools in the district with a history dating back to 1861. There are currently 282 children in classes from Kindergarten to Year 6 and we have a preschool on site which is an integral part of our school community. St Marys Public School has a culturally diverse community with 40% of students from a language background other than English which represents 41 language groups. There are forty two Aboriginal children currently enrolled at St Marys Public School.

We believe that families are learning partners in the education of our students. Family and community participation in the life of the school enriches the experience of all and positively affects student learning. Our school provides high quality, targeted instruction and relevant resources to all students in a stimulating future focused learning environment which is centred on engaging students in deep learning and catering for individual student needs.

St Marys Public School strives to provide a rich and challenging education that supports all students, encompassing the values of Public Education and our three core rules of being safe and sensible, being respectful and being active learners.

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

Deep Learning

Purpose

Within a strong sense of belonging, children will develop and know their own learning track, leading to engagement in deep and broad learning experiences with an emphasis on growth from Preschool to Year 6.

Improvement Measures

All children know their learning goals and how to achieve them.

Aboriginal and Torres Strait Islander children reaching the target of 92% attendance at school.

Halve the number of students from 2017 (15%) who have less than 85% attendance rates.

All students engaged in learning that is targeted to their need within a growth mindset framework.

Overall summary of progress

In the domain of Learning, there has been focus on developing student engagement through listening to student voice in developing learning goals that are both meaningful and significant to every child. We have continued to use a Personalised Learning Pathway for every child in the school has been used to help children articulate and understand their own learning goals. We have set up new procedures that allow the Learning Support Team to work flexibly, responding to the changing learning needs of children across the school.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to student engagement ensuring continuous data and student voice are used to develop goals to help drive learning programs that are relevant and significant to the children of St Marys Public School.

Evaluation	Funds Expended (Resources)
Staff attended Kath Murdoch Inquiry based learning professional learning. Teams attended Walker method conference in Brisbane to develop proficiency in the play based learning pedagogy. Class observations indicate embedded play based learning and inquiry based learning practices. Class programs are reflective of inquiry based learning. Programs developed at St Marys Public Schools were presented as exemplars at a district conference about excellence and innovation in teaching as well as a region wide network group.	Significant funds were used to provide high quality professional learning about the play based learning pedagogy and inquiry based learning. Planning days were funded to release teachers to work together in developing plans and programs. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$50200.00)

Process 2: Teachers will use consistent processes to know their students learning achievements and will be able to co-create learning sequences to target specific learning needs.

Evaluation	Funds Expended (Resources)
Data sets around "Creating Texts" and "Quantifying Numbers" collected and discussed in exec team to help develop whole school strategy. Data used in team meetings to help identify individual and group need and fed into Learning Support Team agenda to help develop targeted interventions.	Casual Relief to allow Professional learning for teams working together with Instructional Leader. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$6000.00)

Progress towards achieving improvement measures

Process 3: Clear procedures to deal with attendance concerns will be known by staff, students and parents. Plans to improve attendance will be understood, proactive and will impact learning outcomes.

Evaluation	Funds Expended (Resources)
Attendance policy draft created. Action plan discussed and communicated through staff meetings. Attendance data shows minimal shift in attendance rates.	Casual release provided to allow staff to develop attendance policy. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2500.00)

Next Steps

In 2020

- Teachers will develop qualitative data sets around learner dispositions, including student engagement.
- Stage 2 and Stage 3 teachers will complete action research and pivot plans to assess the effectiveness of Inquiry Based Learning.
- After the impact of the Covid-19 pandemic on schools, Preschool, Early Stage 1 and Stage 2 teachers will further develop strong programming and planning processes using Play Based Learning.

Strategic Direction 2

Inspired Teaching

Purpose

To develop the collaborative practice of staff in an atmosphere of professional trust and collective responsibility to drive a future focused pedagogy responsive to the needs of children and informed by current and relevant educational research.

Improvement Measures

Staff indicate improved satisfaction in professional learning systems with evidence of impact on pedagogy and student growth.

Systematic and reliable practices are in place to evaluate student learning over time that will drive changes to teaching programs leading to improved student growth.

All teachers involved in collaborative planning based on syllabus outcomes and the needs of children.

Progress towards achieving improvement measures

Process 1: Implement a whole school, differentiated professional learning system that increases staff engagement in professional learning and positively impacts teaching practice and student growth.

Evaluation	Funds Expended (Resources)
Professional Learning Policy draft developed. Staff Professional Learning Session allowed for professional dialogue and Collaborative Learning groups trialled. Whilst this built collegial and collaborative practice, staff evaluations indicate the intended impact on classroom practice did not have enough rigour or depth.	Professional Learning Policy development sessions requiring casual relief for PL team. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2500.00)

Process 2: Teachers and leaders will collaboratively develop teaching and learning programs that are based on syllabus outcomes, informed by consistently understood ways to cater for student need with cohesion across all classes from Preschool to Year 6.

Evaluation	Funds Expended (Resources)
Syllabus working parties completed draft policy documents and communicated these to staff.	Syllabus Working Parties were formed to evaluate and update English, Mathematics and Science Programming policies. Casual relief provided to allow Syllabus Working Parties time to collaboratively develop policy documents . Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$6200.00)

Next Steps

In 2020

- New ways of providing truly differentiated Professional Learning will be investigated and built upon after the changes brought on by the COVID-19 pandemic.
- Cross stage syllabus working parties for PD/Health/PE, HSIE and Creative Arts will be formed to drive consistent understanding around syllabus implementation and links with learning programs.
- All students will be plotted on Literacy and Numeracy Progressions across two sub-elements leading to deeper

understandings and consistent use of the progressions as a tool linked to syllabus requirements.

Strategic Direction 3

Visionary Leading

Purpose

To develop an exciting and engaging school where a student centred vision, policies and procedures are in place and owned by the whole school community which reflects on, refines and contributes to a positive and innovative school culture.

Improvement Measures

Clearly defined policies and procedures are identified, evaluated, created, communicated and used.

Parents and community members are active partners, contributing to student growth and learning.

Staff work collaboratively and professionally to reach our common goals.

Progress towards achieving improvement measures

Process 1: All school policies and procedures will be reviewed, ensuring all policies and procedures are relevant to the changing contexts within the school. Through consultation with relevant stakeholders, important policies and procedures that are not in place will be identified, created and used in the school.

Evaluation	Funds Expended (Resources)
Syllabus working parties completed draft policy documents and communicated these to staff.	Syllabus Working Parties were formed to evaluate and update English, Mathematics and Science Programming policies. Casual relief provided to allow Syllabus Working Parties time to collaboratively develop policy documents . Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$6200.00)

Process 2: Parents and community members will have many opportunities to work as partners with the school through different degrees of involvement and engagement. Through consultation, feedback and communication of school plans, the wider school community will help build the school as a cohesive educational community.

Evaluation	Funds Expended (Resources)
Community Engagement Policy draft has been developed. More consultation with community and staff will be required in 2020.	Principal and Community Liaison Officer attend "Communicating and Engaging with Your Community" Professional Learning. Cafe consultation sessions with parents and community members for feedback about effective communication strategies. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1700.00)

Process 3: Staff will be supported to develop and implement strategies for collaborative practices that result in high quality learning programs.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Syllabus working parties developed draft documents that were presented to staff.</p> <p>Staff evaluation of common RFF and planning days indicate this time is valued and effective. Programs within stages indicate consistent expectations are clear.</p> <p>100% of participants and mentors of the AAPP course indicated they would recommend the course to others and all participants stated that course had a significant benefits for them as leaders.</p>	<p>Syllabus Working Parties formed to build collaborative practice around programming and planning learning.</p> <p>All teams have common RFF hour to develop collaborative planning and assessment of learning.</p> <p>Team planning days scheduled for each term.</p> <p>The Deputy Principal Instructional Leader designed and developed a 6 week Aspiring Assistant Principal Program (AAPP) course with 58 participants and a Mentors course with 24 participants that was delivered to teachers and mentors from 22 public schools.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$25500.00)

Next Steps

In 2020

- Cross stage syllabus working parties for PD/Health/PE, HSIE and Creative Arts will be formed to drive consistent understanding around syllabus implementation and links with learning programs.
- Further community sessions will occur with Community Liaison Officer to communicate the developing community engagement policy..
- After two years of designing and running the Aspiring Assistant Principal Program and the Aspiring Assistant Principal Program for Mentors, the Deputy Principal Instructional Leader will use the data sets from the course to deliver information sessions for Principals and system leaders.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employment of teacher 1 day a week, providing release for Assistant Principal to manage the Aboriginal education plans and priorities at St Marys Public School. NAIDOC day resources. Purchase of Acknowledgement of Country texts for classrooms and library. Employment of Jai Pittman to run Liven Deadly program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$34 826.00) • Socio-economic background (\$3 600.00) 	<p>Children attended Sorry Day celebrations in Blacktown. Parents, students and staff have reported high levels of engagement in the Liven Deadly program and NAIDOC day planning and celebrations.</p>
English language proficiency	<p>Employment of teacher to target EAL/D and NAP programs 3 days a week.</p> <p>Learning resources specifically purchased for EAL/D and NAP students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$45 618.00) • Socio-economic background (\$23 062.00) 	<p>Students received targeted group and individualised interventions from specialised teacher. Improvements evident along the EAL/D learning progressions</p>
Low level adjustment for disability	<p>Employment of 2 FTE 1.0 and 1 FTE 0.4 SLSO staff.</p> <p>Employment of FTE 1.4 teaching support staff.</p> <p>Other funds taken from Integration Funding, Low Socio-economic funds and School and Community funds.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$51 488.00) 	<p>Students supported in class interventions with strong teacher consultation. Learning Support staff provided small group, individualised and whole class interventions for students and ongoing professional learning for teaching staff.</p>
Quality Teaching, Successful Students (QTSS)	<p>Employment of teacher 2 days a week to release teachers.</p> <p>Employment of casual staff to release teachers throughout the year.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$53 571.00) 	<p>Coaching conversations and spiral of inquiry sessions led staff to investigate puzzlements of practice.</p>
Socio-economic background	<p>Extra School Learning Support Staff were</p>	<p>Students have been tracked using the Learning Progressions in Literacy and</p>

<p>Socio-economic background</p>	<p>employed to assist with meeting the individual needs of students.</p> <p>Extra Support Teacher led to targeted interventions to meet the learning and social needs of students.</p> <p>Funds were also used to purchase quality resources across the Key Learning Areas and to supplement the professional learning needs of staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$240 911.00) 	<p>Numeracy. This has led to professional conversations between learning support staff and class teachers which has impacted the use of explicit instruction targeted to student need.</p>
<p>Support for beginning teachers</p>	<p>Release days with mentor teachers were provided for the beginning teacher and mentor teachers.</p> <p>Professional Learning days which included learning about; differentiating the curriculum, Aboriginal education, reading acquisition, effective mathematics instruction and the role of the classroom teacher at the beginning teacher conference.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<p>Beginning teacher has reported that she felt supported in her first year as a beginning teacher. She has worked with mentors to design a Performance and Development Plan that was used as a guide for relevant professional learning and to set clear targets for development. The beginning teacher not only made strong progress in programming effective learning sequences and classroom management, but also took on leadership roles in the school around a "Bee project" where she liaised with staff from Hawkesbury Agricultural College to deliver a high quality unit of work for her students. The beginning teacher then led professional development for teachers which received positive feedback from the participants.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	133	148	132	148
Girls	129	142	130	137

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.7	91.5	90.3	88.6
1	91.3	92.2	89.2	86.8
2	91.3	92.4	92	89.7
3	93.1	92.4	91.6	91
4	90.5	95.3	89.1	91.3
5	92.5	88.4	92.4	91.1
6	92.5	96.2	91.6	92.8
All Years	91.4	92.6	90.8	89.9
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)	11.89
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	3.72

*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	283,130
Revenue	3,406,170
Appropriation	3,332,856
Sale of Goods and Services	15,128
Grants and contributions	56,678
Investment income	1,108
Other revenue	400
Expenses	-3,337,881
Employee related	-3,006,807
Operating expenses	-331,074
Surplus / deficit for the year	68,289

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	40,791
Equity Total	534,973
Equity - Aboriginal	34,826
Equity - Socio-economic	306,996
Equity - Language	45,618
Equity - Disability	147,532
Base Total	2,145,546
Base - Per Capita	63,822
Base - Location	0
Base - Other	2,081,724
Other Total	521,761
Grand Total	3,243,071

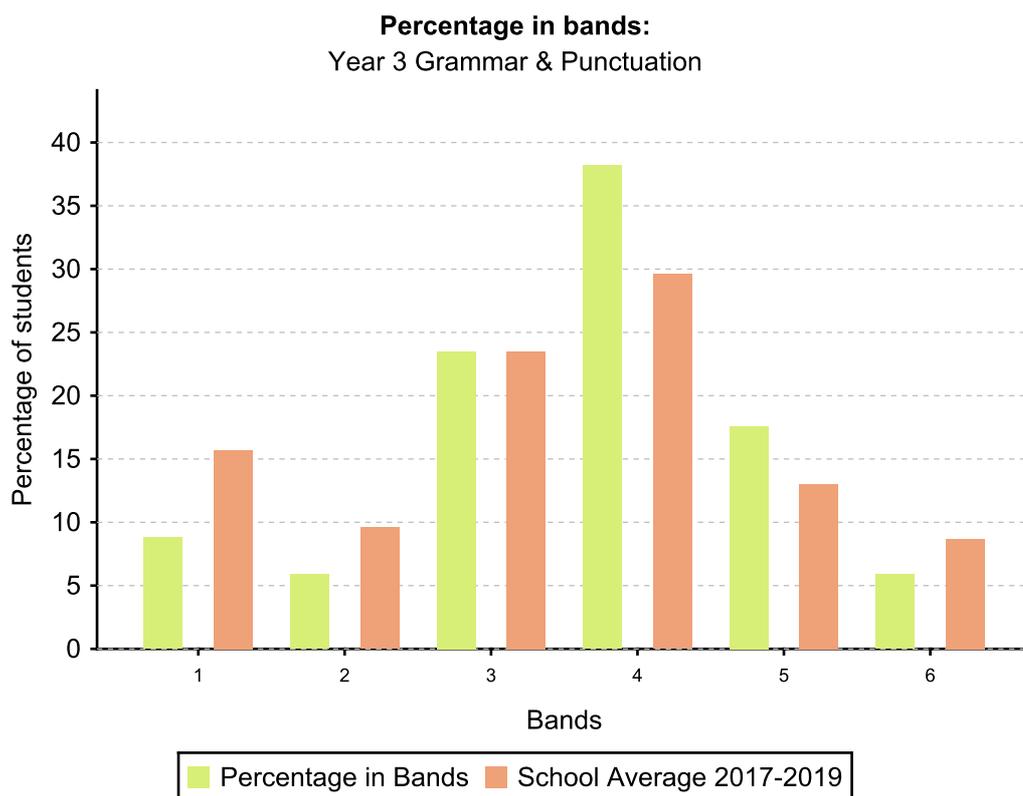
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

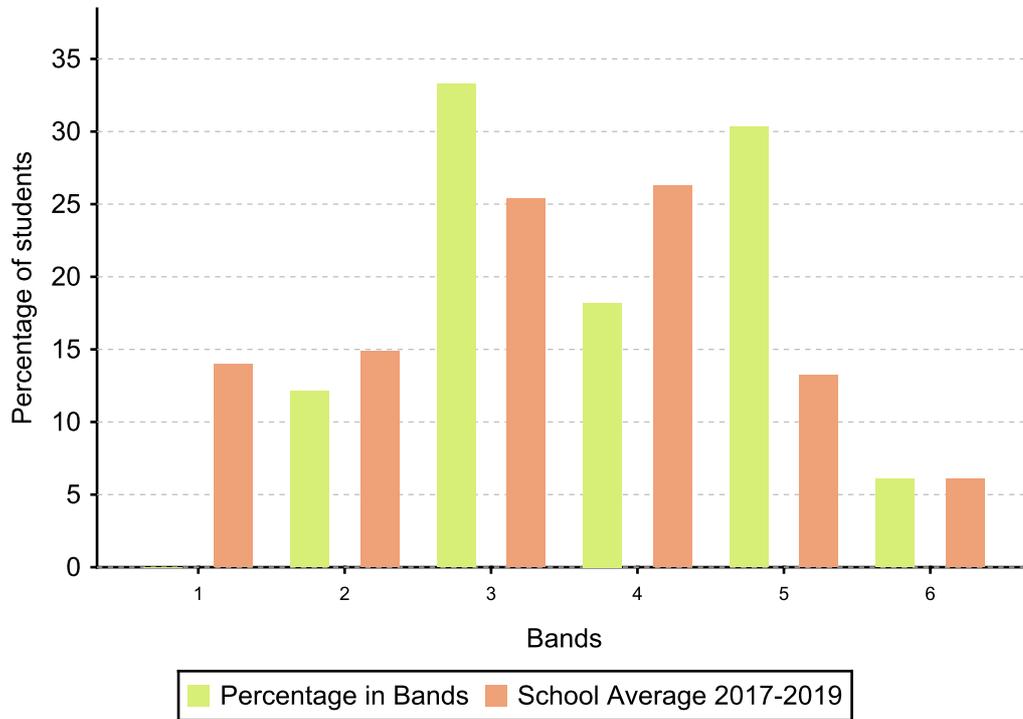
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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

Literacy and Numeracy Graphs



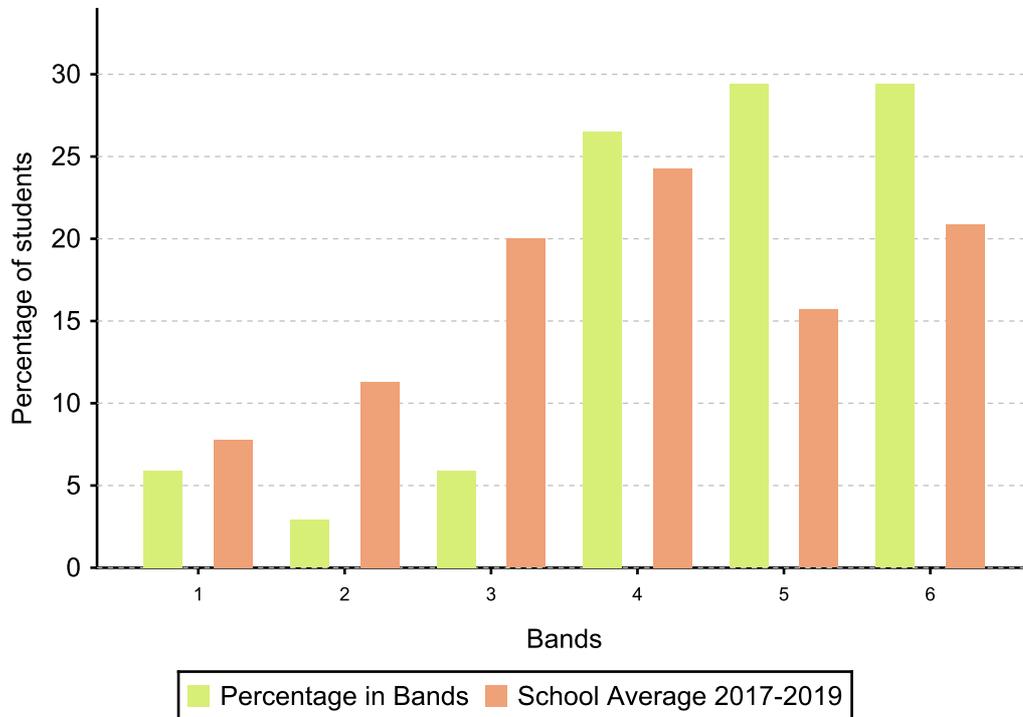
Band	1	2	3	4	5	6
Percentage of students	8.8	5.9	23.5	38.2	17.6	5.9
School avg 2017-2019	15.7	9.6	23.5	29.6	13	8.7

**Percentage in bands:
Year 3 Reading**



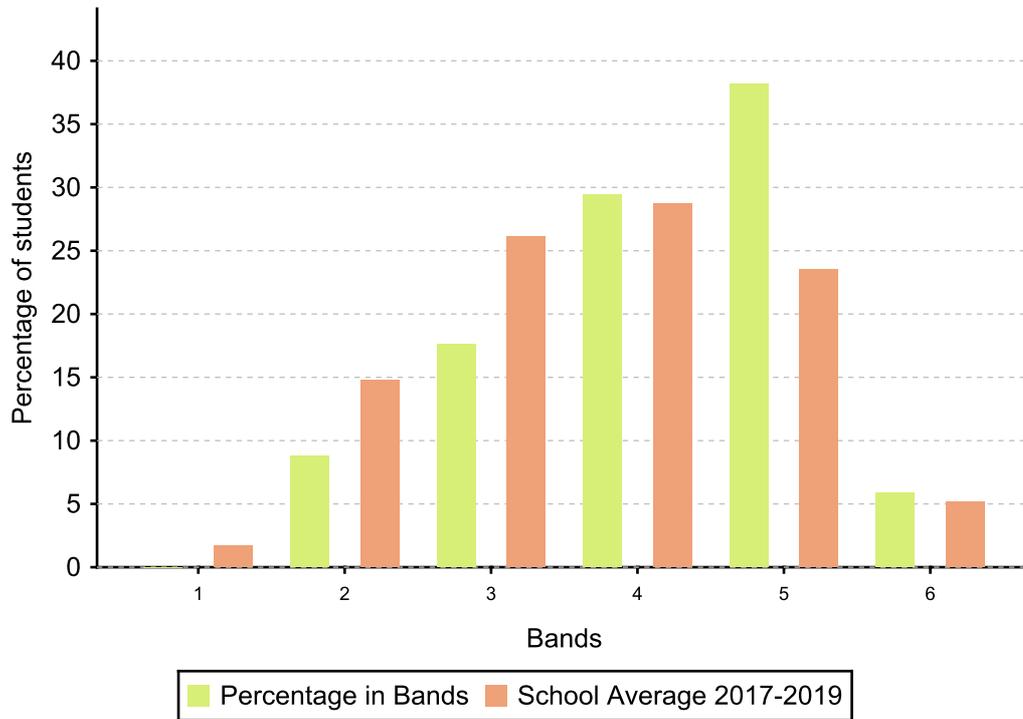
Band	1	2	3	4	5	6
Percentage of students	0.0	12.1	33.3	18.2	30.3	6.1
School avg 2017-2019	14	14.9	25.4	26.3	13.2	6.1

**Percentage in bands:
Year 3 Spelling**



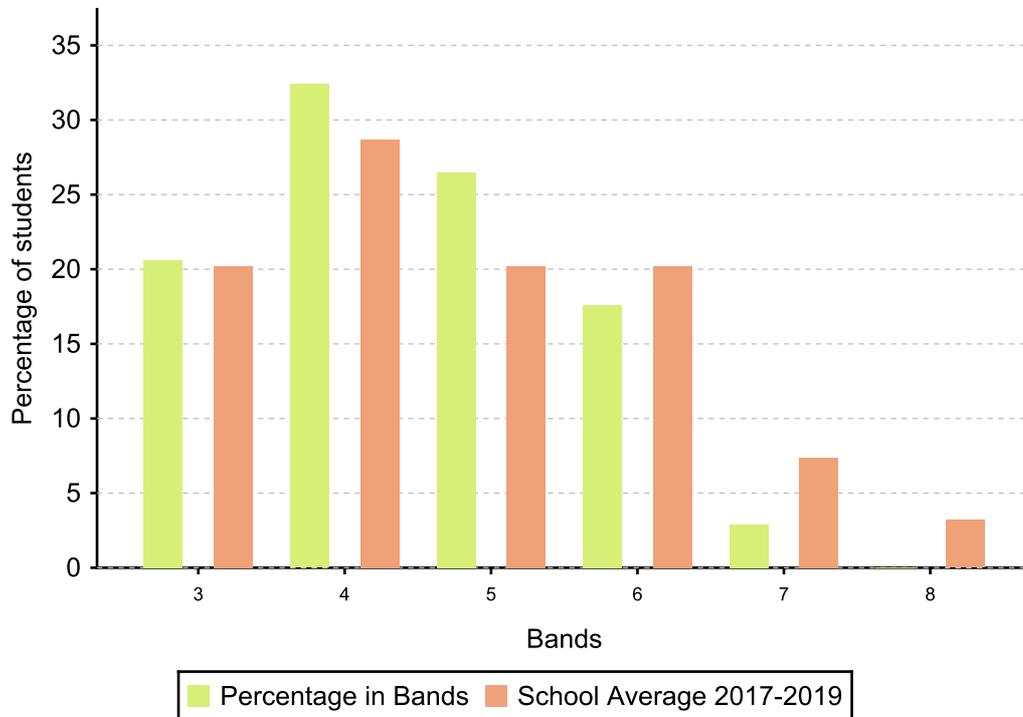
Band	1	2	3	4	5	6
Percentage of students	5.9	2.9	5.9	26.5	29.4	29.4
School avg 2017-2019	7.8	11.3	20	24.3	15.7	20.9

Percentage in bands:
Year 3 Writing



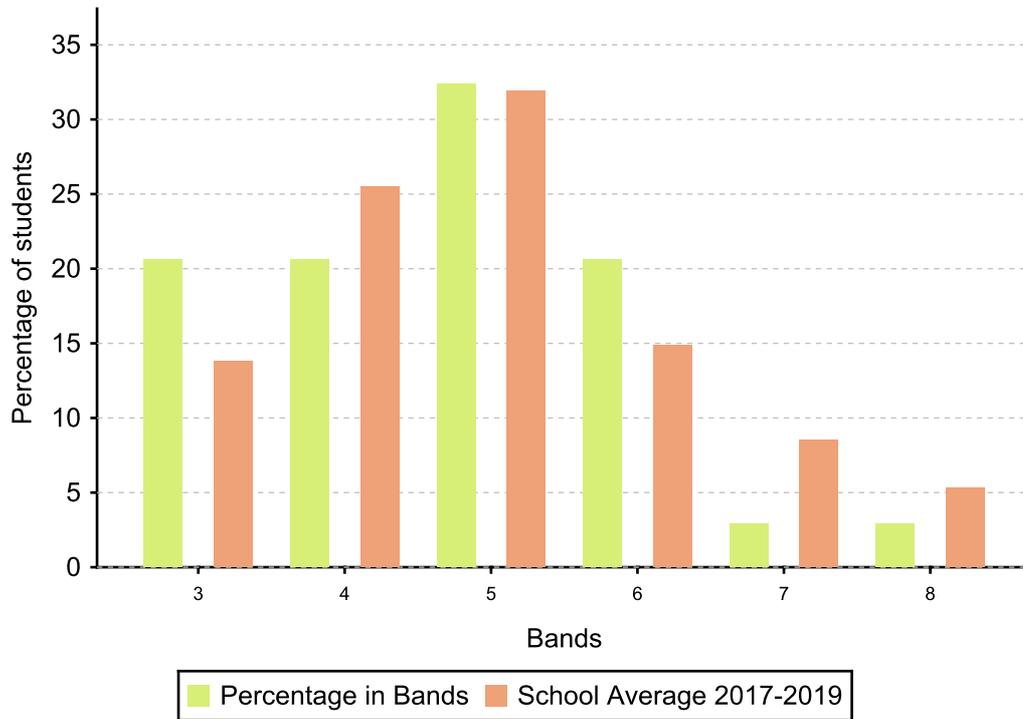
Band	1	2	3	4	5	6
Percentage of students	0.0	8.8	17.6	29.4	38.2	5.9
School avg 2017-2019	1.7	14.8	26.1	28.7	23.5	5.2

Percentage in bands:
Year 5 Grammar & Punctuation



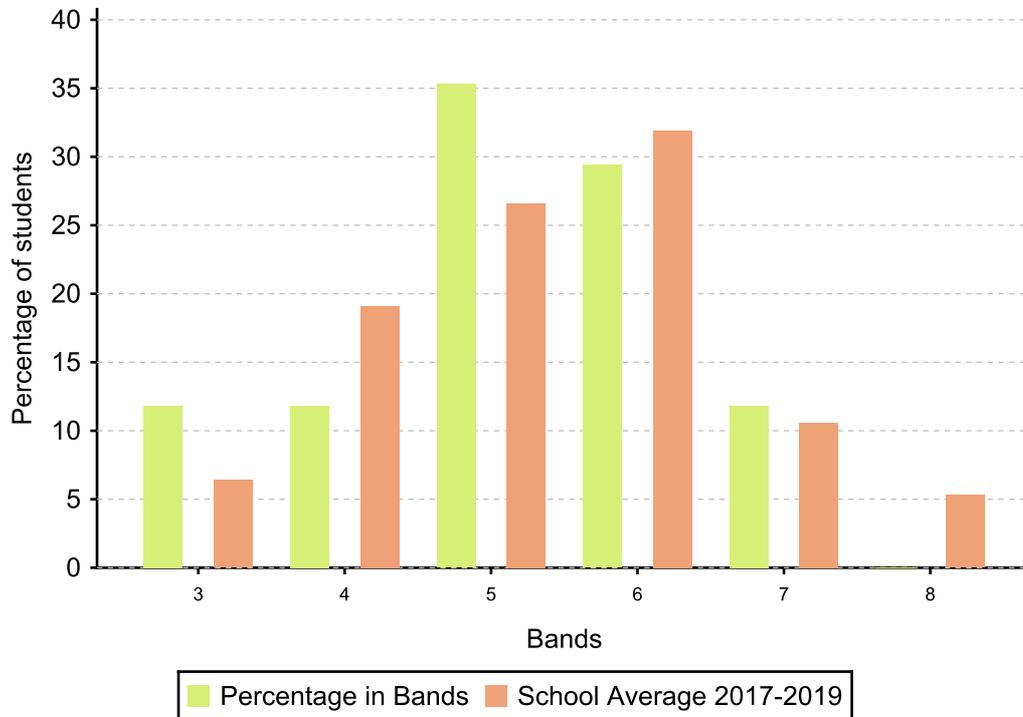
Band	3	4	5	6	7	8
Percentage of students	20.6	32.4	26.5	17.6	2.9	0.0
School avg 2017-2019	20.2	28.7	20.2	20.2	7.4	3.2

**Percentage in bands:
Year 5 Reading**



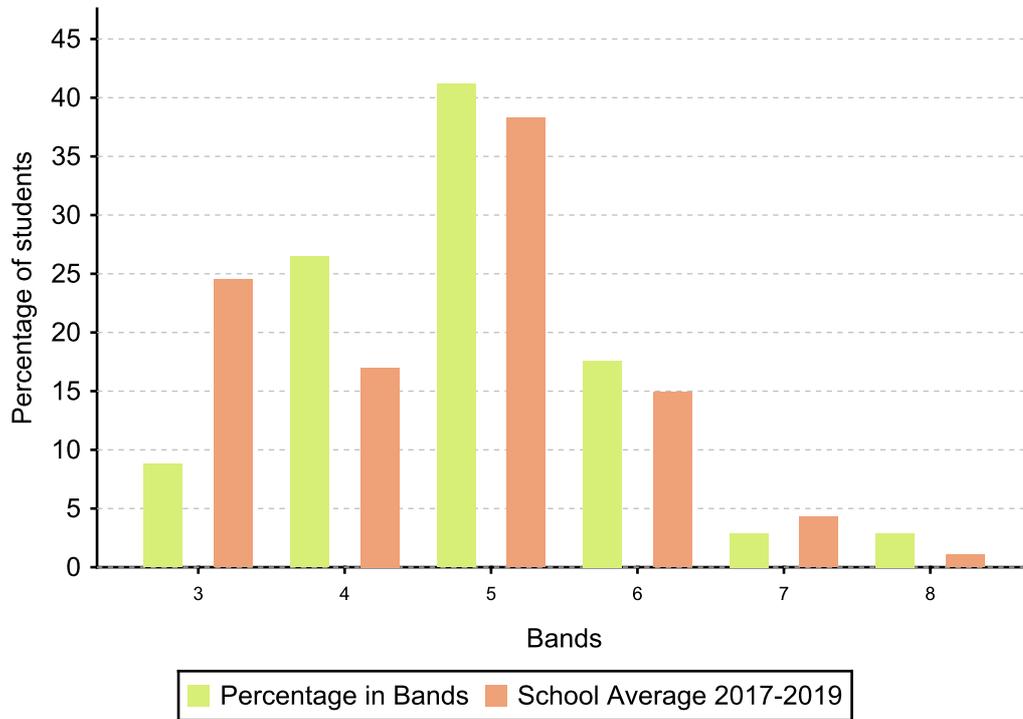
Band	3	4	5	6	7	8
Percentage of students	20.6	20.6	32.4	20.6	2.9	2.9
School avg 2017-2019	13.8	25.5	31.9	14.9	8.5	5.3

**Percentage in bands:
Year 5 Spelling**



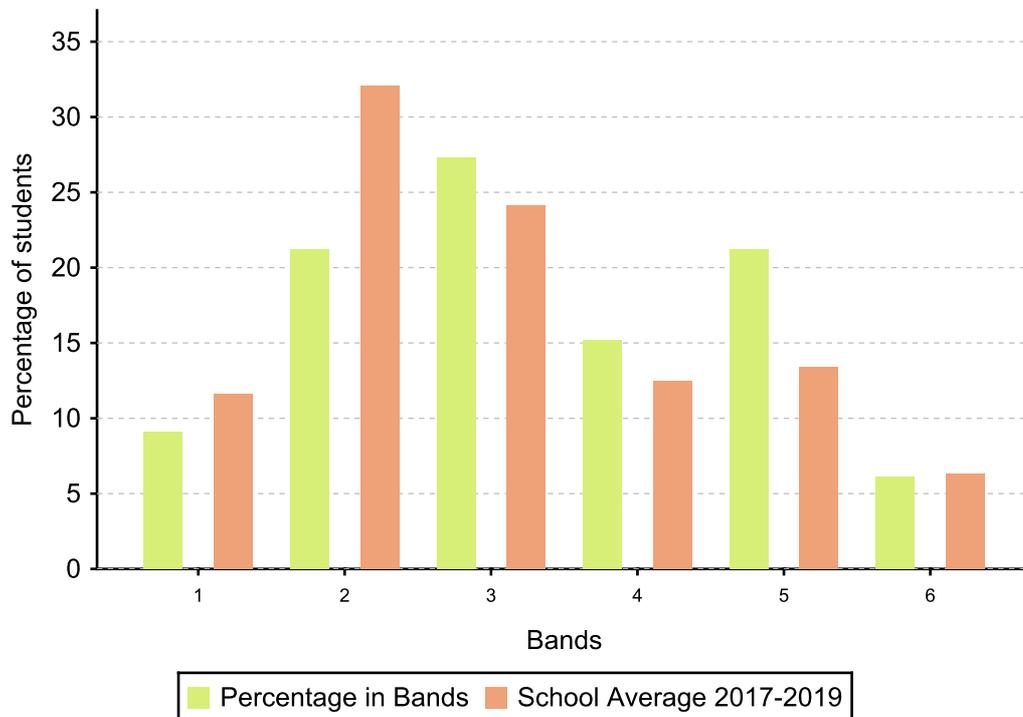
Band	3	4	5	6	7	8
Percentage of students	11.8	11.8	35.3	29.4	11.8	0.0
School avg 2017-2019	6.4	19.1	26.6	31.9	10.6	5.3

Percentage in bands:
Year 5 Writing



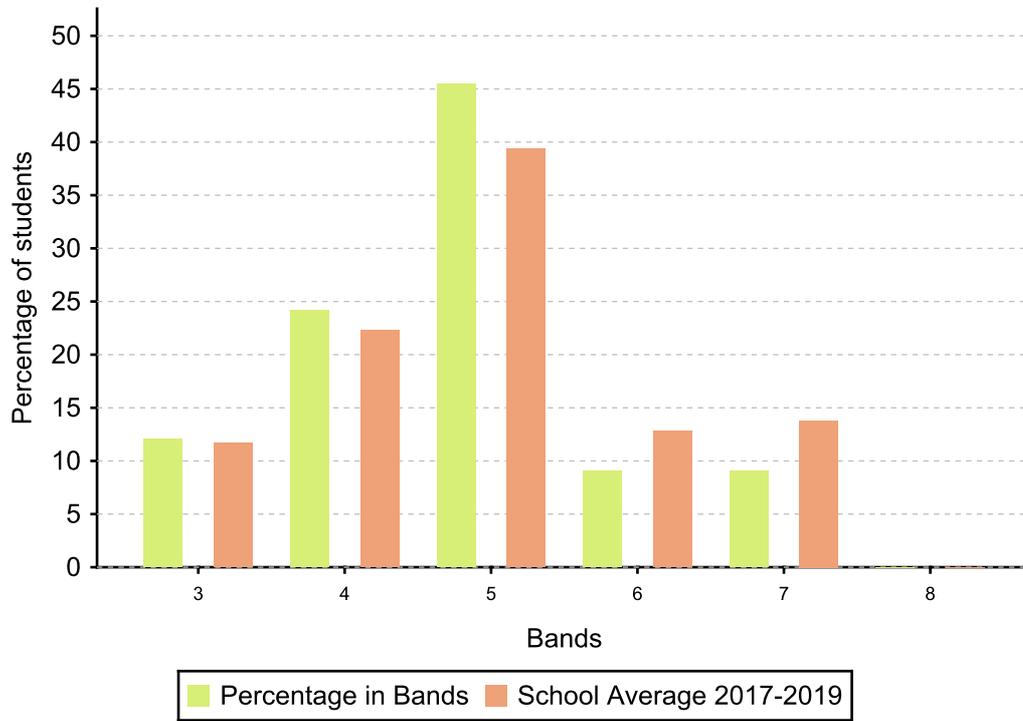
Band	3	4	5	6	7	8
Percentage of students	8.8	26.5	41.2	17.6	2.9	2.9
School avg 2017-2019	24.5	17	38.3	14.9	4.3	1.1

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	9.1	21.2	27.3	15.2	21.2	6.1
School avg 2017-2019	11.6	32.1	24.1	12.5	13.4	6.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	12.1	24.2	45.5	9.1	9.1	0.0
School avg 2017-2019	11.7	22.3	39.4	12.8	13.8	0

Parent/caregiver, student, teacher satisfaction

Through cafe conversations and one on one surveys, parents discussed what the school was doing well and what we could do better. Responses to what we are doing well included the following ideas; the school uniform looks great, teaching the children social skills, the school seems like a big family, supporting the children to reach their goals, an inclusive school, being friendly, the teachers work with the parents to support the goals of the children, teachers understanding what the children need to learn.

When asked what we could do better, the following responses were included; more playground equipment, greater access to sporting opportunities outside the school.

Students were asked "what are the great things about St Marys Public School?" Their answers included; the log play garden, using Minecraft, excursions and the school camp, maths problem solving, Gadi Birrong, Liven' Deadly, being taught how to read, the yarning circle, our acknowledgement of country

When staff were asked about what we are doing well, the following responses were included; we care about children, Aboriginal education, we know our children, we do sport well, we have done some great professional learning, performing arts, working through spirals of inquiry, our school leaders care, we have a great school community, we have a good team, the Aspiring Assistant Principal program was excellent.

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.