

Wollongong West Public School

2019 Annual Report



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Introduction

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

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

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School background

School vision statement

At Wollongong West Public School, we will learn, teach and lead for excellence. We will empower students to be successful learners, confident and creative individuals and active and informed citizens of today and for tomorrow.

School context

Wollongong West Public School is a vibrant and dynamic primary school that has served the Wollongong West community for over 90 years. Our school provides a welcoming and supportive environment, built upon high expectations for all.

Our school celebrates and values our diverse community, with 8% of students being Aboriginal and 45% of students learning English as an Additional Language/Dialect.

All elements of quality teaching are embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong educational programs across all key learning areas.

Future focused learning is integral at our school. A computer lab, mobile labs and a maker space area ensure students are accessing and interacting with technology through learning experiences, including coding, robotics and enrichment lessons.

Our staff include experienced and expert teachers who implement effective and evidence based teaching practices.

Our school treasures our supportive wider community, encompassing our Parents & Citizens Association, broad parent body and local community members, including Aboriginal Elders.

Standing proudly at the base of Mount Keira, traditionally a women's learning place of the Dharawal nation, our school has beautiful gardens, spacious sporting grounds, an indoor swimming pool and plentiful outdoor learning areas including a permaculture garden.

It is our engaged learners, quality teachers and active wider community that ensures Wollongong West Public School delivers excellence in education.

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

Strategic Direction 1

Excellence in Literacy and Numeracy

Purpose

To foster a school wide commitment to data informed, collaborative and evidence based pedagogical teaching practice where proficiency in literacy and numeracy is the minimum expectation for every child.

Improvement Measures

Consistent, effective and evidence based pedagogies to support quality literacy and numeracy teaching practice will be evident in all classrooms.

All teachers will use formative and summative assessment strategies to inform daily teaching practice.

An increase in the percentage of students achieving proficiency and expected growth in literacy and numeracy using external and internal data sources will be evident

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice – Teachers will be committed to identifying, understanding and implementing the most effective, contemporary and explicit teaching methods, with the highest priority given to evidence based teaching strategies.

Evaluation	Funds Expended (Resources)
Literacy and numeracy teaching was planned for in short term learning cycles to support targeted teaching and short term goal development for every child. This was evidenced in teaching and learning programs.	\$3500 Participation in spatial reasoning program (Mathsburst)
Spatial reasoning program (Mathsburst) was implemented across Years 4–6. Post assessments indicated a 46% increase in the spatial skills of students.	\$10000 Update school reading resources to support improved literacy results.
	\$15000 Update school mathematics resources to support spatial reasoning program.

Process 2: Quality Assessment – Consistent school wide practices for assessment will be implemented to monitor, plan and report on student learning. Formative assessment and provisions for feedback will be integrated into teaching practice in every classroom.

Evaluation	Funds Expended (Resources)
Learning intentions and success criteria were utilised to support agency in learning in every lesson. This is evidenced by student responses during instructional rounds and through classroom walkthroughs.	\$3000 Feedback conference (James Nottingham)
Walls that teach, including the use of WAGOLLS, were designed and utilised in every classroom to support students with their writing. Classroom walkthroughs enabled high quality walls to be shared.	
Formative assessment practices were utilised daily in every classroom to inform future learning experiences. This is evidenced through stage Assessment and Data Plans as well as teaching and learning programs.	
Quality feedback between teachers, students and peers were utilised to support improved student learning.	

Process 3: Data Skills and Use – Student assessment data will be regularly collected, analysed and interpreted to identify achievements and growth in order to reflect on teaching effectiveness and inform future directions.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The starting school strong initiative which involved the transfer of student data, learning goals and individual learning plans from 2018 to 2019 teachers was implemented to support the successful transition of students.</p> <p>Kindergarten Best start was implemented to ensure targeted and differentiated teaching and learning experiences for every Kindergarten student.</p> <p>All students K–6 were plotted and tracked on the literacy and numeracy learning progressions in the areas of creating texts, understanding texts and quantifying numbers.</p> <p>Regular team data talks occurred for the areas of writing, reading and numeracy to support consistent teacher judgement and targeted and differentiated teaching for every learner.</p> <p>Five weekly instructional rounds occurred to gather data on our students' sense of belonging and agency in their learning.</p>	<p>\$80000 Employment of an instructional leader</p>

Process 4:

Evaluation	Funds Expended (Resources)

Strategic Direction 2

Learning for Today and Tomorrow

Purpose

To deliver a rich, personalised and integrated curriculum where students are engaged in diverse learning experiences as critical, curious and creative thinkers who are able to solve complex problems. To equip students with the skills and capabilities to lead their own learning and thrive in a rapidly changing world.

Improvement Measures

Increased levels of student wellbeing and engagement school wide will be evident.

All class and individual programs will show adjustments to meet the learning needs of all students.

All teachers will design and implement future focused learning experiences through inquiry based units of work.

All teachers will embed a technology rich curriculum within classroom teaching and learning programs.

Progress towards achieving improvement measures

Process 1: Connect, Succeed, Thrive and Learn – School wide processes will support the learning and wellbeing needs of every student. Teaching and learning programs will address individual student need, ensuring that all students are supported, challenged and successful.

Evaluation	Funds Expended (Resources)
Processes for the Learning Support Team were streamlined and refined which supported greater accountability, efficacy and productivity.	\$5000 Purchase of equipment for sensory room.
Processes for the development of Personalised Learning and Support Plans (PLaSPs) and termly updates were refined. This resulted in a consistent approach to personalised learning and support.	
A program to support student emotional regulation (Zones of Regulation) was implemented school wide. This resulted in common language and supports being utilised K–6.	
Refined process and a proforma for the design of Personalised Learning Pathways for our Aboriginal students were introduced, supporting greater parent/carer involvement.	
A sensory room was established to support students with sensory needs. This resulted in more regulated students in classrooms.	

Process 2: Innovative Learning – A child centred learning environment will be fostered where each student is engaged in student directed, inquiry based and authentic learning experiences within an integrated curriculum.

Evaluation	Funds Expended (Resources)
Flexible learning spaces were trialled in some senior classrooms. Evaluations indicated refinements were needed to learning spaces for 2020 to create a more balanced approach.	\$3500 Purchase of MAPPEN program. \$15000 Purchase of flexible learning classroom furniture and equipment.
Inquiry-based integrated units of work were implemented school wide for the teaching of HSIE, Science and Technology and Personal Development/Health. Following school wide evaluation, a decision was made to cease collaboration with MAPPEN and trial Inquisitive Learning in 2020.	

Process 3: Technology for Learning – A technology rich learning environment will be created where the use of new and emerging technologies is effectively and expertly integrated into all areas of the curriculum.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The mentoring of all class teachers by our IT co-ordinator occurred in 2019. This resulted in upskilled teachers who more effectively integrated IT into classroom practice.</p> <p>Coding and robotics lessons were implemented school wide by all class teachers. This resulted in the enhanced development of skills in creativity, critical thinking, communication and collaboration for our students.</p>	<p>\$20000 IT co-ordinator release</p> <p>\$20000 Purchase of IT equipment and software</p>

Strategic Direction 3

Quality Teachers and Leaders

Purpose

To foster a culture of continual school improvement where teachers as leaders are committed to individual and collective learning and development. To promote a school culture that is primarily focused on learning, the building of educational aspiration and ongoing growth in performance.

Improvement Measures

All teachers will be achieving personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.

Effective engagement and collaboration within communities of schools to share quality teaching practice and deliver innovation will be evident.

Increased levels of parent/carers engagement in student learning will be evident.

Progress towards achieving improvement measures

Process 1: Performance and Development – Quality teaching practice will be developed and sustained through rigorous, timely and evidence based professional learning, aligned to the school plan and reflective of localised need and systemic priorities.

Evaluation	Funds Expended (Resources)
<p>An analysis of data from five weekly instructional rounds indicated that students were increasingly knowledgeable in what they were learning, why they were learning it, how they knew if they were successful and what their next learning would be.</p> <p>Professional learning evaluations indicated staff were engaged in high quality, targeted and relevant professional learning experiences.</p> <p>PDP processes were streamlined and individual goals were reflective of school and systemic priorities with explicit links to the teaching standards.</p>	<p>\$30000 Professional learning costs, including course fees and teacher release</p>

Process 2: Learning Alliances – Strong partnerships will be fostered where teachers actively collaborate and share expertise to improve school and community of school practice.

Evaluation	Funds Expended (Resources)
<p>Authentic relationships existed with external organisations that impacted on teaching and learning. Eg. University of Canberra, MAPPEN.</p> <p>Revised transition to school program was introduced allowing greater collaboration with early education settings and parents/carers.</p> <p>Links with our local high school were strengthened through strong transition initiatives, such as the Science Fair and S3 Art program.</p>	<p>\$3000 to provide teacher release to support our transition to school program</p>

Process 3: Family and Community Partnerships – All stakeholders in the school community will have high expectations of student success and will be focused on the ongoing attainment of learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Parent/carers engagement in Community Hub initiatives and other school activities, such as showcase assemblies and student led conferences, increased throughout 2019.</p>	<p>\$1000 teacher release to lead parent cafes</p>

Progress towards achieving improvement measures

Improved digital communication with our community was achieved through the launch of our school Facebook site and the use by class teachers of the Seesaw app.

Parent cafes were launched to inform parents about literacy and numeracy teaching at school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$12800 Teacher professional learning (L3)</p> <p>\$1900 NIAECG initiatives (eg Walk for Reconciliation)</p>	<p>All K–2 teachers received training in L3 to support the literacy learning for all students, including those from an Aboriginal background.</p> <p>Aboriginals students participated in local initiatives such as the Walk for Reconciliation.</p> <p>2019 NAPLAN data and internal school data indicated that the achievement and growth in literacy of Aboriginal students matched the achievement and growth of non-indigenous students.</p>
Low level adjustment for disability	<p>\$31391 Co-teacher employed to support children with additional learning needs in their literacy, numeracy and wellbeing learning.</p>	<p>All children with additional learning needs were supported by a Personalised Learning and Support Plan, proactive support plan and/or reactive support plan as required. Individual learning goals were achieved.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$19000 Teacher release to participate in Spirals of Inquiry</p> <p>\$20000 Employment of an IT co-ordinator to mentor teachers</p>	<p>Teacher evaluations indicated a positive response to Spirals of Inquiry, with teachers valuing the time to inquire and interrogate teaching practice in a collaborative setting.</p> <p>Class teachers were mentored in integrating future-focused learning skills into the teaching of all Key Learning Areas.</p>
Socio-economic background	<p>\$80000 Instructional leader employed to support teacher professional development through Spirals of Inquiry, data talks, demonstration lessons, coaching and mentoring practices and collaborative planning.</p> <p>\$11046 Support teacher employed to support children in their literacy, numeracy and wellbeing learning.</p> <p>\$5000 Financial assistance provided to families to support all children accessing full and equitable learning experiences.</p> <p>\$5000 Wellbeing resources, such as sensory equipment, purchased to support the regulation needs of students.</p>	<p>2019 NAPLAN data indicates that Year 3 student performance in literacy and numeracy is comparable between all four SES groups.</p> <p>Family financial restraints did not hinder any child's ability to participate in school learning experiences.</p> <p>Children's emotional regulation needs were supported through the establishment of sensory spaces as well as the use of sensory tools within the classroom.</p>
Targeted student support for refugees and new arrivals	<p>\$14165 Co-teacher employed to support children who are new arrivals to Australia and from a refugee background in their literacy, numeracy and wellbeing learning.</p>	<p>All students from a refugee background were supported by a co-teacher in literacy and numeracy lessons.</p> <p>Children from a refugee background participated in wellbeing programs such as Capoeira to support emotional regulation.</p>

Wellbeing	<p>\$39083 Co-teacher employed to support children with additional learning needs in their literacy, numeracy and wellbeing learning.</p>	<p>Whole school wellbeing improved through the employment of co-teachers to support students in the classroom with their literacy, numeracy and wellbeing learning.</p> <p>Programs such as Zones of Regulation and the RRRR social skills program were taught to students to support emotional regulation.</p> <p>Increased levels of student engagement and a sense of belonging were evident in 2020.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	120	112	105	88
Girls	118	117	109	93

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.5	91.3	90.7	91.1
1	93.4	94.5	93.7	88.9
2	91.5	95.6	95.2	92.8
3	92.5	94.8	91.4	93.6
4	92.8	95.3	93.3	91.2
5	95	93.4	94.2	92.3
6	93.5	94.6	89.4	92.8
All Years	93.1	94.1	92.6	91.8
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)	7.2
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Counsellor	0.6
School Administration and Support Staff	1.92

*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	350,815
Revenue	2,727,507
Appropriation	2,469,027
Sale of Goods and Services	12,752
Grants and contributions	244,498
Investment income	1,129
Other revenue	100
Expenses	-2,609,085
Employee related	-2,629,381
Operating expenses	20,297
Surplus / deficit for the year	118,422

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	99,585
Equity Total	279,168
Equity - Aboriginal	15,567
Equity - Socio-economic	111,406
Equity - Language	33,892
Equity - Disability	118,303
Base Total	1,546,782
Base - Per Capita	50,213
Base - Location	0
Base - Other	1,496,569
Other Total	373,950
Grand Total	2,299,485

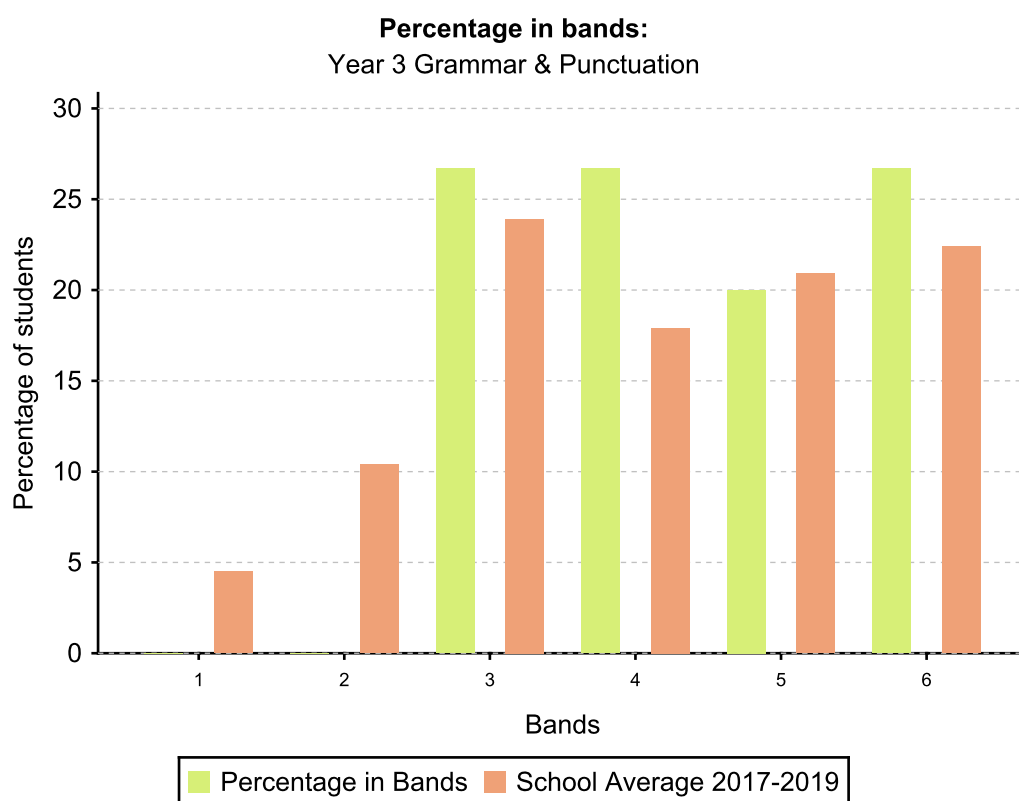
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School performance - NAPLAN

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.

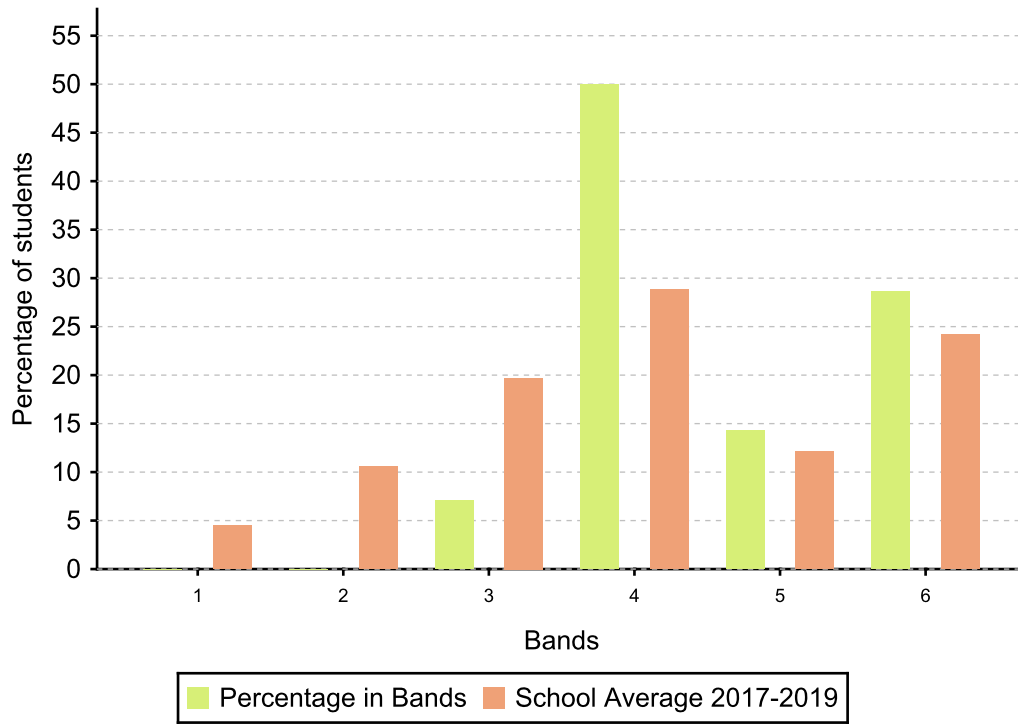
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	26.7	26.7	20.0	26.7
School avg -2019	4.5	10.4	23.9	17.9	20.9	22.4

Percentage in bands:

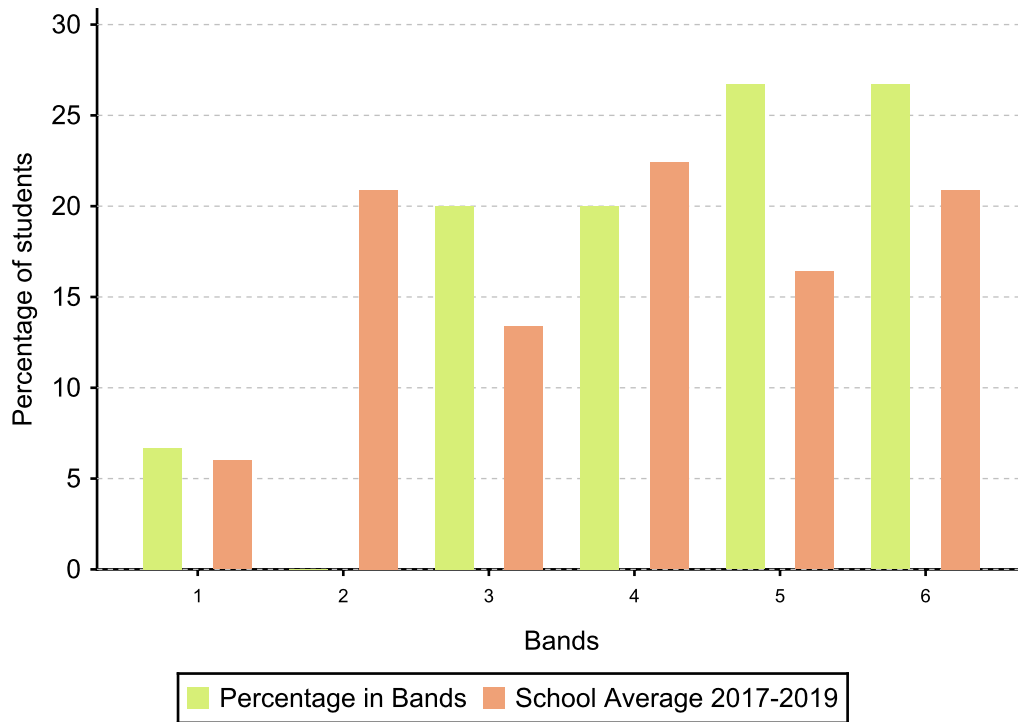
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.1	50.0	14.3	28.6
School avg -2019	4.5	10.6	19.7	28.8	12.1	24.2

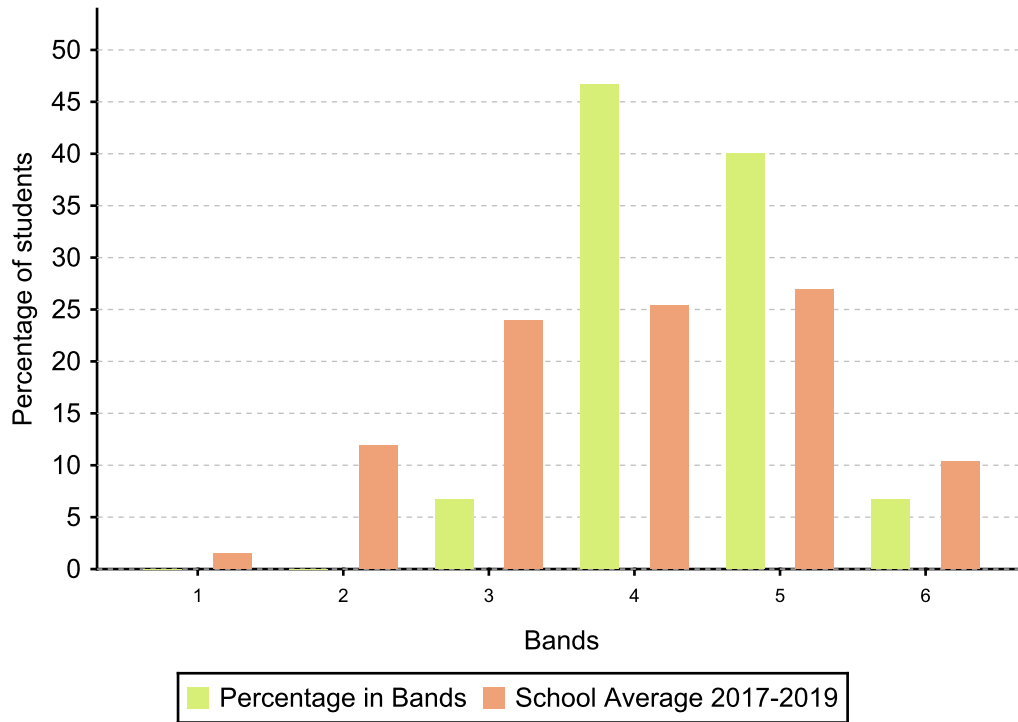
Percentage in bands:

Year 3 Spelling



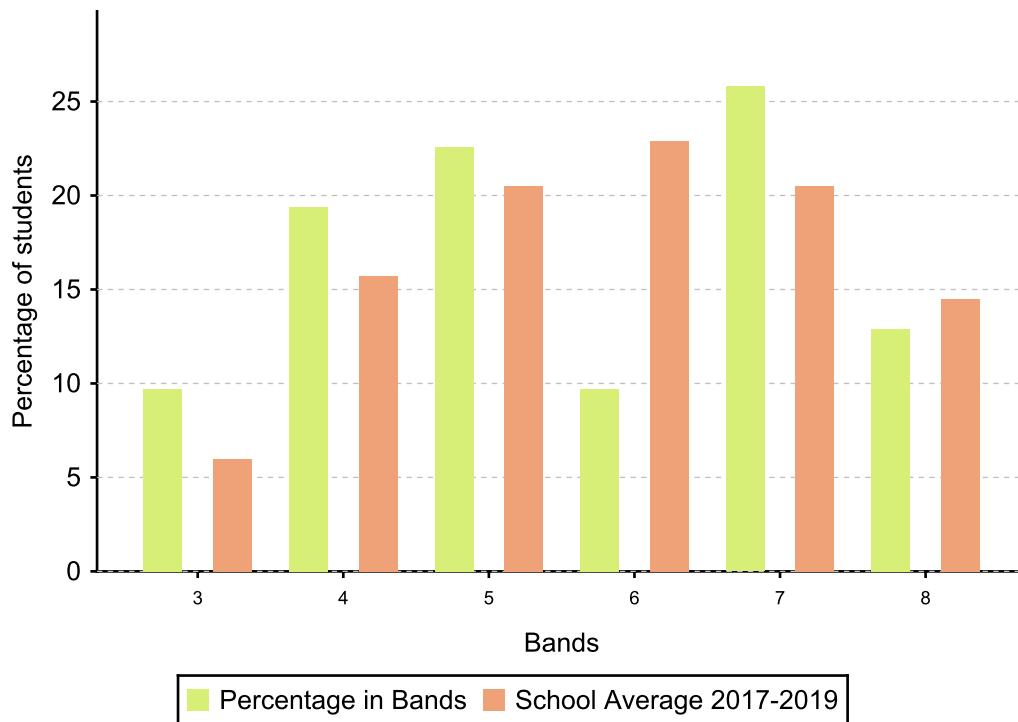
Band	1	2	3	4	5	6
Percentage of students	6.7	0.0	20.0	20.0	26.7	26.7
School avg -2019	6	20.9	13.4	22.4	16.4	20.9

Percentage in bands:
Year 3 Writing



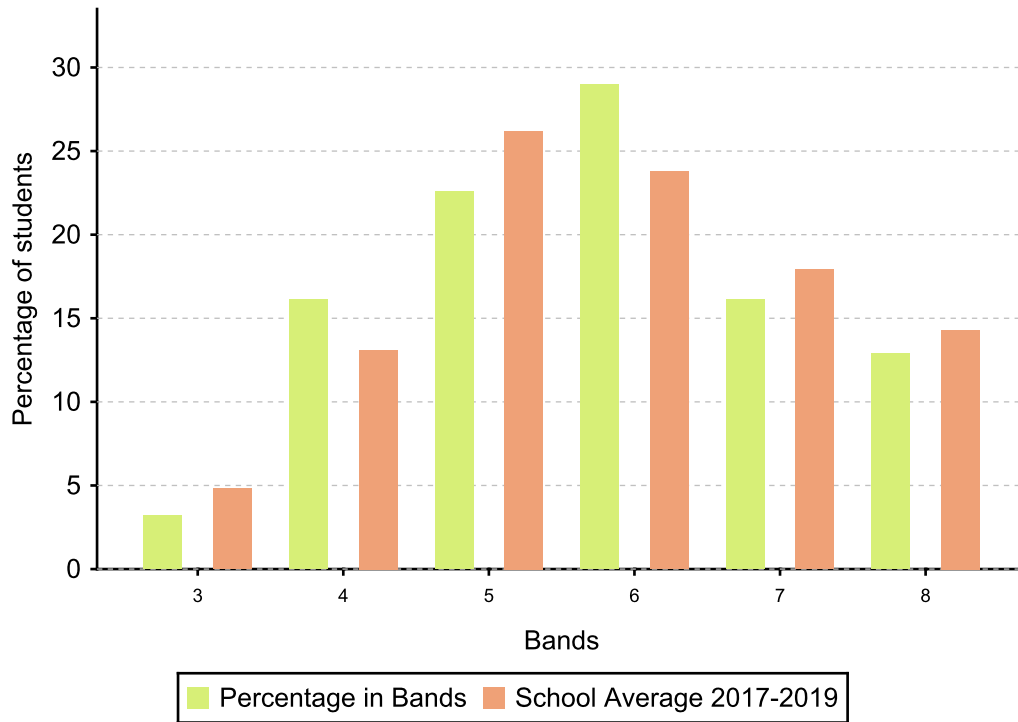
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	6.7	46.7	40.0	6.7
School avg -2019	1.5	11.9	23.9	25.4	26.9	10.4

Percentage in bands:
Year 5 Grammar & Punctuation



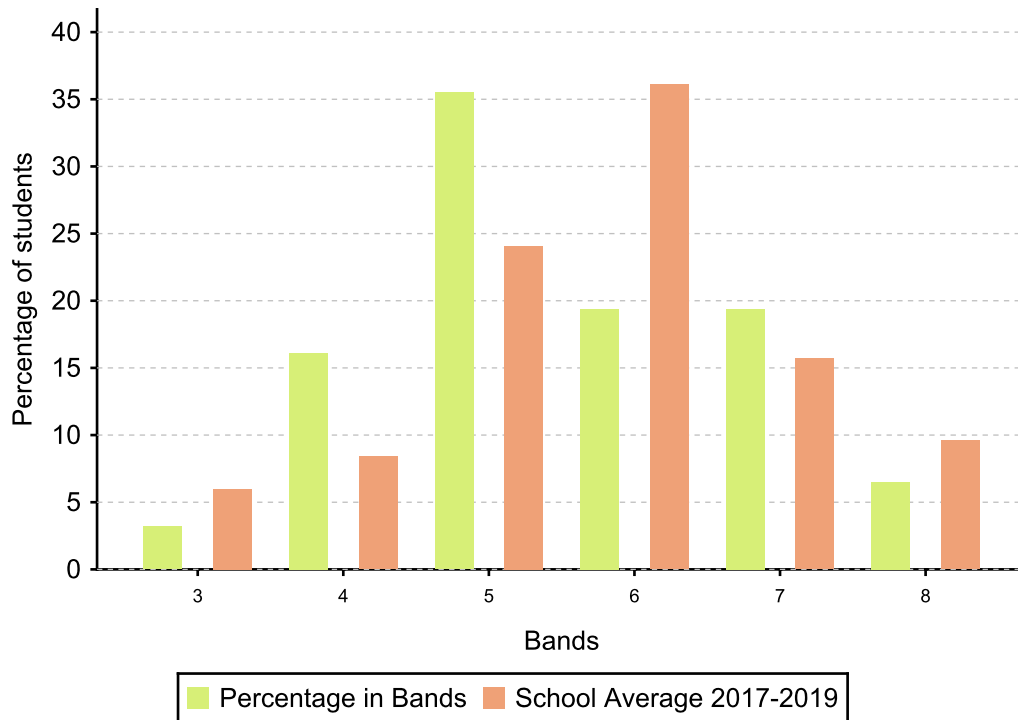
Band	3	4	5	6	7	8
Percentage of students	9.7	19.4	22.6	9.7	25.8	12.9
School avg -2019	6	15.7	20.5	22.9	20.5	14.5

Percentage in bands:
Year 5 Reading



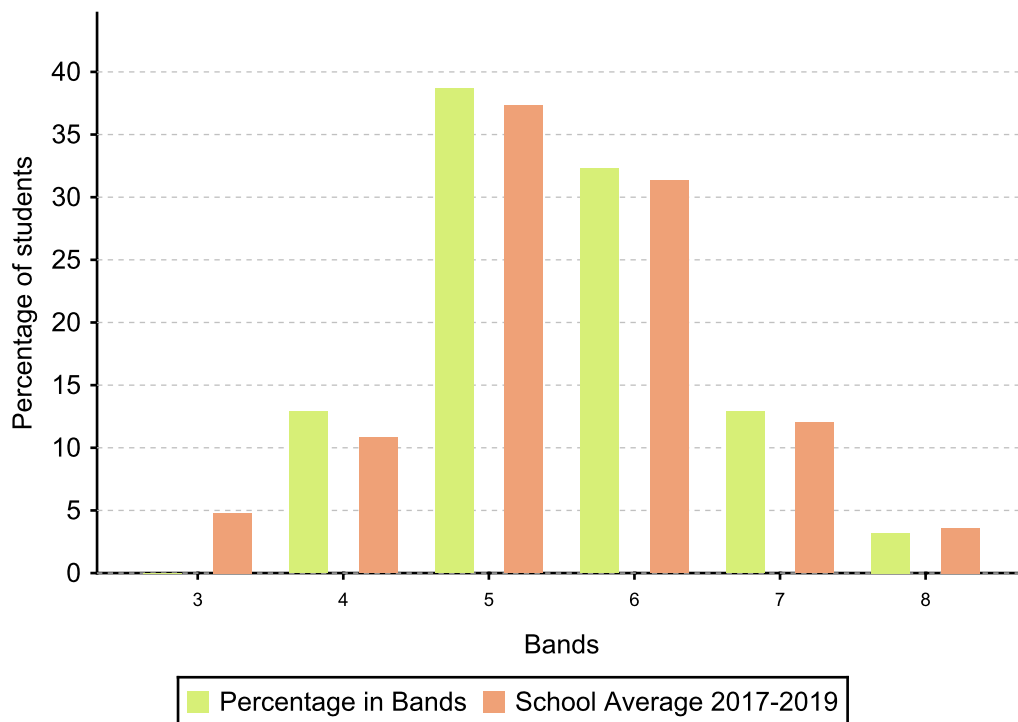
Band	3	4	5	6	7	8
Percentage of students	3.2	16.1	22.6	29.0	16.1	12.9
School avg -2019	4.8	13.1	26.2	23.8	17.9	14.3

Percentage in bands:
Year 5 Spelling



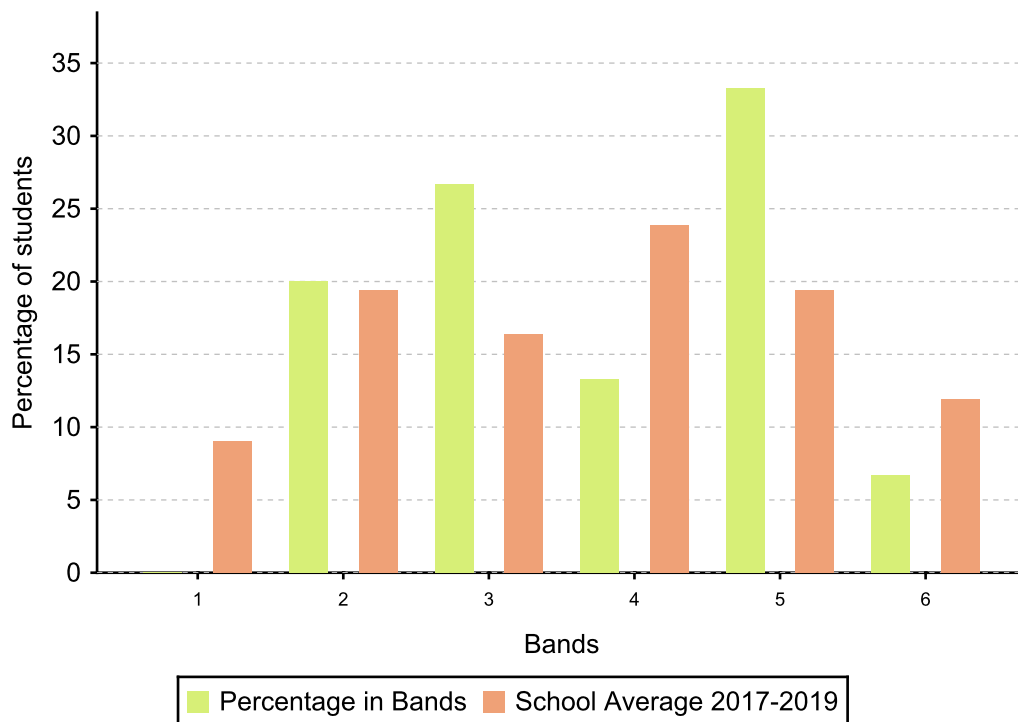
Band	3	4	5	6	7	8
Percentage of students	3.2	16.1	35.5	19.4	19.4	6.5
School avg -2019	6	8.4	24.1	36.1	15.7	9.6

Percentage in bands:
Year 5 Writing



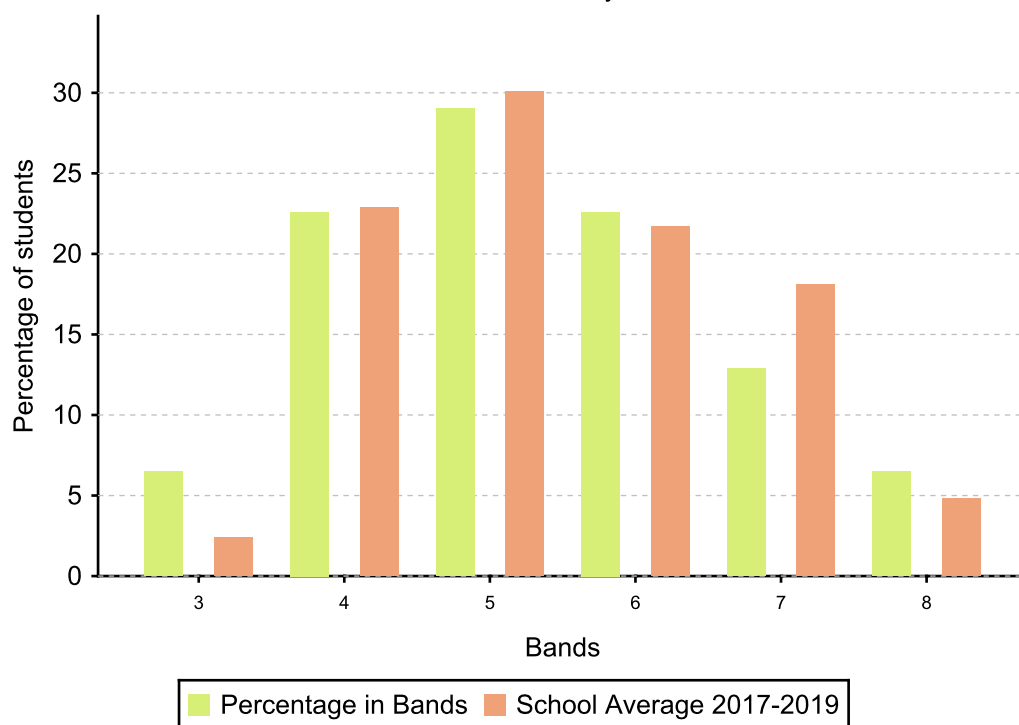
Band	3	4	5	6	7	8
Percentage of students	0.0	12.9	38.7	32.3	12.9	3.2
School avg -2019	4.8	10.8	37.3	31.3	12	3.6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	20.0	26.7	13.3	33.3	6.7
School avg -2019	9	19.4	16.4	23.9	19.4	11.9

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	6.5	22.6	29.0	22.6	12.9	6.5
School avg -2019	2.4	22.9	30.1	21.7	18.1	4.8

Parent/caregiver, student, teacher satisfaction

In 2019, our school evaluated our community's sense of belonging at Wollongong West Public School.

Parent/carer responses:

- * 91% of parents/carers feel that their child was happy at school.
- * 87% of parents/carers feel that teachers understand their child's learning and wellbeing needs.
- * 96% of parents/carers feel welcome when they visit the school.
- * 87% of parents/carers feel that they can easily speak to their child's teachers about their child's learning and wellbeing needs.
- * 84% of parents/carers feel well informed about school events and their child's learning.

Staff responses

- * 100% of staff feel that a child's sense of belonging at school is important for student achievement and growth.
- * 100% of staff feel that all children can be successful at school and in life.
- * 100% of staff feel that their job gives a feeling of personal accomplishment.
- * 100% of staff feel that they are a valuable team staff member.

Student responses

- * 89% of students across our whole school were able to name two adults at our school who believe that they are going to be successful in life and explain the way that those adults show this belief.
- * 92% of students in Stage 1 were able to name two adults at our school who believe that they are going to be successful in life and explain the way that those adults show this belief.
- * 80% of students in Stage 2 were able to name two adults at our school who believe that they are going to be successful in life and explain the way that those adults show this belief.
- * 93% of students in Stage 2 were able to name two adults at our school who believe that they are going to be successful in life and explain the way that those adults show this belief.

These results will shape school directions in 2020 to ensure all children, parents/carers and staff feel a strong sense of belonging and connection to our school.

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.