

Yagoona Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Yagoona 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 Yagoona Public School we inspire future focused learning through quality teaching, learning and leadership.

We value and enhance positive relationships within our school community to promote engagement, inclusivity and wellbeing.

"Embracing potential to empower learning"

School context

Yagoona Public School is a primary school with a multicultural and socially diverse student population. We provide equal opportunity for all students in academic, cultural, sporting and enrichment activities. Yagoona Public School fosters an inclusive environment that supports learning, teaching and friendship. We value our relationships with Canterbury Bankstown Council, Settlement Services International and Community Hubs Australia.

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	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Learning

Purpose

To improve student outcomes through quality school-wide, evidence based literacy, numeracy and future focused programs.

Improvement Measures

Increased school wide improvement in individual student growth in literacy and numeracy data as displayed in the progressions.

All classroom numeracy programs will reflect evidence based pedagogy. Students will be able to articulate mathematical thinking.

Students will demonstrate the use of Critical, Creative, Communicative and Collaborative (4C's) thinking strategies throughout their learning.

Progress towards achieving improvement measures

Process 1: Utilise literacy progressions to inform the programming of evidence based pedagogy to deliver quality literacy lessons to all students.

Evaluation	Funds Expended (Resources)
During 2019 Teachers continued to enter data for ALL students K–6 within 7 sub–elements of the NSW Literacy and Numeracy Progressions. Teachers entered data every 5 weeks and then analysed the data the following week to assist future planning in English and Mathematics.	\$9,000 Soundwaves student booklets
In Term 2, Teachers began Data Talks and created focus groups to receive intensive support and intervention. Students were identified by their in class assessment and information gathered from the ALAN data. Support staff worked with class teacher, student and parents to create intensive support programs to assist students working below benchmark levels in English and Mathematics.	\$10000 Casual days – establishing scope and sequences
During Term 4, Teachers met to discuss and form new 2020 classes. Teachers utilised data from both in–class assessments and the NSW Literacy and Numeracy Progressions to create 2020 classes. Student information shared to Teachers provided an opportunity for them to start the planning process before the start of the new school year.	\$10000 Decodable readers for Kindergarten
To support students with their literacy development in 2019 the following opportunities were achieved:	\$5000 Home readers replacement
<ul style="list-style-type: none">• Development of scope and sequence for reading• Development of scope and sequence for writing [aligning to 7 steps]• Purchase of resources to support reading K–6 [decodable readers, chapter novels]• Soundwaves implemented Years 1–6 and student books purchased.• Professional Learning for staff [Teachers and SLSO's in developing reading and writing skills]• Development of the extension writing group [Tuesday afternoons Years 1–6]• Author visits– Angela May George, Morris Gleitzman and "Russ the Bus" visited providing each student in Years 2–4 with a new book.	\$1000 Stage 3 novels
	Extension writing groups [built into RFF timetable]
	\$1000 Writing boxes, one per class.
	\$2000 4 staff attended Professional Learning
	\$60,000 School Support Learning Officer attached to support Kindergarten

Process 2: Numeracy – Coordinate a school wide focus to implement evidence based numeracy pedagogy to improve student outcomes.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

During 2019 Teachers continued to develop numeracy activities, scope and sequences as well as attending and delivering professional learning. Within the professional learning community–numeracy, Teachers supported and demonstrated lessons across their stage and across other stages within the school. Throughout the year Teachers focused on the sub–element of quantifying numbers. Teachers meet every five weeks to discuss cohort trends using ALAN data. Each stage would agree on a focus, then program, deliver and re–evaluate.

To support students and Teachers with numeracy development in 2019 the following opportunities were achieved:

- Professional Learning – number talks
- cooperative planning within numeracy across the school aligning to NSW syllabus and YPS scope and sequences
- Professional Learning Community– provided professional learning to whole staff
- Observations, team teaching and demonstration lessons occurred.
- Learning Intentions and Success Criteria were established for ALL numeracy lessons.
- Resources purchased to support the implementation across the school in numeracy activities [this includes RFF, Community Languages and EALD]

\$4000 Casual relief for numeracy assessments

\$3000 Staff attended professional learning –Additive Strategy

\$30000 Lesson observations/fortnightly employment of casual

\$10000 Resources to support numeracy in each class

Process 3: Develop Critical, Creative, Communicative and Collaborative Thinking (4C's) opportunities for students to explore through the introduction of the Minds Wide Open program.

Evaluation	Funds Expended (Resources)
<p>During 2019 the Professional Learning Community –4 C's [Critical, Creative, Communicative and Collaborative] worked on embedding our dispositions across the school. During Term 2 ALL staff attended two twilight sessions with Minds wide Open– revising disposition implementation and embedding across the school.</p> <p>As a result of the 4 C's professional learning community and the professional learning attended by all staff the following was embedded throughout 2019:</p> <ul style="list-style-type: none"> • Disposition posters were distributed and visible across within all classrooms • Development of Disposition Scope and Sequence • Crunch cards printed and distributed to all Classroom Teachers • Incorporating dispositions into Semester reports • Disposition of the week sent out on Facebook, certificates at assemblies reflect weekly focus. 	<p>\$7000 [RAM] minds wide open professional learning</p> <p>\$1000 [RAM] minds wide open resources</p> <p>\$2000 [RAM] 4 casual days for 4 C's staff to develop scope and sequence and distribute resources</p>

Strategic Direction 2

Raising Professional Capacity

Purpose

To provide a diverse and relevant range of professional learning opportunities to raise the capacity of all staff leading to effective, high quality teaching and learning practices.

Improvement Measures

All staff will participate in authentic Performance and Development Plan [PDP] goal setting processes to support learning and growth.

Teachers actively engage in Professional Learning Communities and share their professional knowledge within the school community.

All staff receive professional collegial feedback on their performance and specific professional learning aligned to higher AITSL standards.

Progress towards achieving improvement measures

Process 1: Create an open professional community where expertise is shared and explicitly coached through demonstration lessons, team teaching, collegial feedback and professional dialogue between staff.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019 staff eagerly engaged within their Professional Learning Community to drive the 2018–2020 school plan. Staff attended external and internal professional opportunities to further develop their own capacity and to assist in building the capacity of others.</p> <p>The following occurred during 2019:</p> <ul style="list-style-type: none">• Embedding of the Professional Learning Communities [PLC's– Writing, Reading, Numeracy, 4C's and Wellbeing]• Utilisation of Quality Teaching Successful Students [QTSS] funds to provide teachers with the opportunity to conduct– lesson observations, team–teaching sessions, demonstration lessons and feedback sessions.• Implemented the PAT Mathematics assessment Years 2–6 [moderated and consistent teacher judgement for student reports]• Implemented writing assessment Years 1–6. [moderated and consistent teacher judgement for student reports]• Creation and collation of resources on shared faculty drive• Professional Development Plans– aligned to AITSL standards and professional learning opportunities	<p>\$50000 [Quality Teaching Successful Students] employed additional Teacher to release staff off–class to complete class observations, demonstration lessons and feedback conversations</p>

Process 2: Embed Professional Learning Communities where all staff will collaborate within expert groups to utilise their collective genius and facilitate relevant professional learning to raise teaching and learning standards within the school.

Evaluation	Funds Expended (Resources)
<p>Professional Learning Communities [PLC's] continued to be embedded in 2019. In Term 1, staff created a timeline for the implementation and accountability for each Professional Learning Community. Within each PLC members are required to be active participants who share knowledge within their stage and be responsible to ensure PLC's direction align with the 2018–2020 School Plan.</p>	

Process 3: Coaching and mentoring opportunities will be available to staff relevant to all career levels through a variety of methods, such as:

- early career teacher mentoring
- accreditation (beginning and higher levels)– aspiring leaders– collaborative networking within

Progress towards achieving improvement measures

- Process 3:** Professional Learning Communities– linking problems of practice with expert teachers.
- professional learning to build the leadership capabilities of existing and aspiring leaders.
 - encourage teachers at all levels to design PDPs and learning goals that align with higher AITSL standards.

Evaluation	Funds Expended (Resources)
Beginning and Early Carer teachers have been supported throughout the year. Teachers have received support for their teaching, reporting, planning and assessing. As a result all scheduled timelines by staff have been implemented and met. Teachers throughout the year have been gathering evidence to support their PDP goals and NESA accreditation.	\$10000 Utilisation of Beginning Teachers Funds to support those in their early career with additional time to prepare, observe and research to support professional growth and wellbeing.

Next Steps

In 2020 we are seeking professional learning for ALL staff in Coaching and Mentoring. We have allocated \$40000 [RAM] to provide professional learning and support staff wellbeing.

Strategic Direction 3

Positive Relationships and Wellbeing

Purpose

To create a collaborative, trusting and transparent culture where all stakeholders are valued and high expectations are maintained.

Improvement Measures

Yagoona Public School's Wellbeing policies and procedures reflect DEC Wellbeing framework elements and support students at all stages of development.

Increased student self esteem and positive attitudes towards school and learning using data from Pupil Attitudes to Self and School [PASS] assessments and TTFM surveys.

Increased staff and parent interactions using school communication methods such as; reporting, parent/teacher interviews and online communication tools to build a culture of transparency and effective communication.

Progress towards achieving improvement measures

Process 1: Expand the Yagoona Public School's Wellbeing Framework to include all elements of the DoE Wellbeing framework.

Evaluation	Funds Expended (Resources)
<p>During 2019 the Professional Learning Community–Wellbeing met and worked with network specialists to revise the YPS Wellbeing Policy. Throughout the year the PLC–Wellbeing team met and the following outcomes were achieved:</p> <ul style="list-style-type: none">• Positive Behaviour for Learning base line data gathered in Term 1 and again in Term 4. Results analysed to assist identify patterns, trends and for staff to look at modifying areas to ensure student and staff wellbeing.• Embedding Visible Learning for students so they are able to articulate and visualise what success looks like within the classroom and on the playground. This has been achieved with staff using Learning Intentions and Success Criteria.• Identification of "at risk" students and "how my engine runs" plans implemented. This enabled students to be able to identify, articulate and regulate their emotions as well as understanding emotions of others.	<p>\$2000 4 casual teachers to cover PLC–Wellbeing members</p>

Process 2: Create a school environment that embraces Growth Mindset principles. Support all staff to embed Growth Mindset principles in classrooms to change the culture of student learning.

Evaluation	Funds Expended (Resources)
<p>To support students and staff develop and sustain a growth mindset in 2019 the following actions were undertaken and achieved:</p> <ul style="list-style-type: none">• Development of a Learning Disposition scope and sequence• Introduction of weekly learning disposition focus. This was highlighted at morning assembly and shared with parents via Facebook and Class Dojo.• Peer Support program reflected "resilience"• Learning dispositions incorporated into semester reports.• Creation of a Visible Learning sub–committee to develop surveys, analyse data and draft a YPS learner profile.• Common language and reference to Learning Dispositions across the school.	<p>\$2000 [RAM] YLead resilience program to support Year 6 leaders during Peer Support</p> <p>\$1000 [RAM] Minds Wide Open –disposition posters</p> <p>\$50 [RAM] subscription to survey monkey</p> <p>\$4000 [RAM] 8 casual days for Visible Learning sub–committee to develop implementation of VL across the school.</p>

Process 3: Develop positive, open and transparent communication strategies across the entire school community

Progress towards achieving improvement measures

Process 3: and continue to build productive and valuable partnerships with all stakeholders.

Evaluation	Funds Expended (Resources)
<p>To continue to embed high student expectations we need to facilitate open and clear communication with ALL students, staff, parents and our local community. Staff worked extremely hard throughout 2019 to engage with our school community. Achievements include:</p> <ul style="list-style-type: none"> • Continued building of our Facebook profile, closed groups and post engagements. The use of Facebook has led to a decrease in administration calls regarding excursions, events and general calendar queries. • Parents have engaged with Stage "closed groups" as a means of communicating with individual teachers and supervisors. • Term Overviews sent out to students, parents at the beginning of each term allowing parents to feel part of their child's learning journey. Parents are able to follow their child's weekly learning focuses. • Parent/Teacher conferences organisation has been made easier with School Interviews website. Parents are able to indicate a suitable time, require interpreter services etc. We are able to use data gathered and connect with parents unable to attend to ensure ALL parents receive information twice a year about their child's learning. • Parent Satisfaction survey sent out via Facebook and hyperlink in Schoolnews for parents to complete online. Multiple choices and comment boxes used to collect feedback from students, parents and staff. students and staff used survey monkey link within school. Information collated and shared with staff and community to assist school planning move forward. 	<p>\$10000 [RAM] PrincipalCom assistance with establishing Facebook closed groups</p> <p>\$1000 [RAM] Schoolinterview annual subscription</p> <p>\$50 [RAM] Survey Monkey 6 month subscription.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$1500 [Aboriginal background] Walangari Karntawarra and Daramu Aboriginal Dance and Didgeridoo</p> <p>\$1000 [Aboriginal background and RAM] 2 casuals release days.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$2 019.00) 	<p>In 2019 an Aboriginal performer presented during NAIDOC week as part of our annual celebration. The remaining funds were utilised to release teachers to prepare our 3 identified Aboriginal students with their Personalised Learning Plans and share this information with their parents and or care givers.</p>
Support for beginning teachers	<p>\$42390.00[Support for beginning teachers] 3 x beginning teachers</p> <p>\$8538.00 [Support for beginning teachers] 2 x early career teachers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$50 928.00) 	<p>In 2019 we had three beginning teachers working at Yagoona Public School. Funds were used to support these Teachers in the following areas; attending beginning teacher conference, attending professional learning courses to support growth and knowledge. Funds were utilised to allow the mandatory additional extra release from face to face teaching. Teachers were able to plan future lessons, observe colleagues, team-teach with colleagues and conduct "educational walks" to see the continuity of learning across K-6.</p> <p>Our early career teachers [2] were given the additional release from face to face time to once again further develop their teaching craft.</p>
Targeted student support for refugees and new arrivals	<p>\$2000.00 [Targeted Refugee Student Support] purchase of iPads</p> <p>\$200.00 [Targeted Refugee Student Support] purchase of apps for iPads</p> <p>\$300.00 [Targeted Refugee Student Support] travel and food expenses –beach</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$4 905.00) 	<p>In 2019 EALD utilised the funds to purchase iPads to support student's learning and to conduct learning opportunities outside the classroom. An example of this includes our EALD staff and our refugee students attending a beach excursion. This was the first time for most of the students to see the ocean and sand. These are vital learning opportunities to enhance language development and understanding of concepts when reading stories and/or writing.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	287	291	304	309
Girls	243	251	256	247

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93	92.2	91.9	89.1
1	93.9	92.7	89.7	91
2	92.4	93	92.1	87.9
3	93.3	93.2	93.6	92.3
4	93.2	94.8	93	93.7
5	93.9	93.6	95.2	92.2
6	92.9	94.8	94.5	91.4
All Years	93.2	93.4	92.8	91.1
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.46
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	4.6
School Administration and Support Staff	11.06
Other Positions	2.4

*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	949,982
Revenue	7,436,222
Appropriation	7,219,706
Sale of Goods and Services	35,385
Grants and contributions	176,870
Investment income	3,161
Other revenue	1,100
Expenses	-7,092,125
Employee related	-6,340,219
Operating expenses	-751,906
Surplus / deficit for the year	344,096

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	1,338,775
Equity Total	1,104,562
Equity - Aboriginal	2,019
Equity - Socio-economic	342,598
Equity - Language	529,305
Equity - Disability	230,641
Base Total	3,769,190
Base - Per Capita	139,065
Base - Location	0
Base - Other	3,630,125
Other Total	681,150
Grand Total	6,893,679

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 website.

Parent/caregiver, student, teacher satisfaction

To survey our school's students, staff, parents and community members, in 2019 a decision was made to use Survey Monkey to collect and collate responses. This option was trialled as we were able to use our Facebook page to attach a hyperlink and we were able to re-word the Tell Them From Me 2019 survey. We had over 78% [405] parent responses, 98% of student responses 3–6 and 96% of total staff participated.

94% of students, staff and parents felt happy and safe attending school.

98% of parents indicated that their child knows who to ask for help at school.

86% of students indicated that they knew who to ask for help at school.

91% of students felt comfortable asking for help.

73% of parents indicated that they would seek advice from their child's class teacher and then the Assistant Principal or Principal.

89% of students were able to articulate two or more of the school's Positive behaviour for Learning expectations [safe, learner, respectful, environment]

Other information gathered from the survey included that students discussed with Teachers and parents social friendships, classroom issues and playground concerns. This was interesting as students did not necessarily speak to their current classroom teacher. In some cases it may have been a past teacher or a teacher who had assisted during an extra-curricular activity such as sport, choir etc.

This was a Professional Learning Community focus throughout 2019, students being able to identify their emotions, regulate their behaviours and identify peers and staff whom they are able to seek assistance from.

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.