

# Valentine Public School

## 2019 Annual Report



4185

## Introduction

The Annual Report for 2019 is provided to the community of Valentine 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

Valentine Public School

Tallawalla Rd

Valentine, 2280

[www.valentine-p.schools.nsw.edu.au](http://www.valentine-p.schools.nsw.edu.au)

[valentine-p.school@det.nsw.edu.au](mailto:valentine-p.school@det.nsw.edu.au)

4942 8211

## School background

### School vision statement

At Valentine Public School, we apply a Growth Mindset to become globally connected, innovative and life-long learners who embrace diversity and change.

### School context

Valentine Public School is located on the shores of Lake Macquarie. The school has quality programs in the academic, sporting and cultural areas. The school community is very supportive and has high expectations. There were 575 students enrolled for 2019 school year. Fourteen students identified as Aboriginal. The schools Family Occupation and Educational Index (FOEI) rating is 43 which indicates low levels of disadvantage. The school structure consists of 22 regular and multi-grade classes. The school is set in spacious and well maintained grounds, with a mix of established, new and refurbished classrooms supporting quality teaching and learning. The school focuses on providing a modern learning environment for all student with an emphasis on embedding ICT, Design Thinking and Project –Based Learning. While there is a focus on academics the school offers abroad curriculum. There is a history of excellence in sport and the school band is exemplary. Involvement in performing arts and debating are also highlights. Ongoing, targeted professional learning for all staff ensures explicit teaching and a commitment to learning for all. Teaching staff are dedicated to ensuring that every child is known, valued and cared for and they are committed to achieving high quality outcomes for all students. The school offers a range of extra-curricular opportunities including a highly successful band program, sporting extension opportunities, a gifted and talented program and regular technology and creative arts programs. The school has an extremely supportive community and an active Parents and Citizens Association.



## 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
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

### Progressive Teaching

#### Purpose

To evolve teaching practices, collegiality and consistency through targeted professional learning opportunities aligned with PDP's. Build capacity of teachers around project based learning and flexible classroom design. Gain growth in student outcomes through explicit teaching, personalised learning and effective feedback.

#### Improvement Measures

Staff PDP's goals and school TPL are aligned to the school management plan.

Improve student engagement through project-based learning initiatives.

All programs are adjusted to evidence personalised learning.

#### Progress towards achieving improvement measures

##### Process 1: Evolve Teaching Practices

Design TPL experiences aligned with the management plan. Assistant Principals and aspiring leaders mentor classroom teachers towards more collegial and consistent approach to programming and educational delivery.

Evaluation	Funds Expended (Resources)
AP supervision of programs ensures quality of teacher reflections to support personalised learning and direction for reintervention processes. Written Program feedback provided, evaluated and effectively stored. Evidence of consistent programming. External validation of Teaching & learning program feedback.	Stage 2 programs  <b>Funding Sources:</b> • Professional Learning (\$2000.00)

##### Process 2: Project Based Learning

The school explores and builds teacher and student capacity in Project-Based Learning Models, flexible classroom design and interactive ICT resources.

Evaluation	Funds Expended (Resources)
Program proforma for REAL developed through Project Nest PL. Engagement survey completed in Term 1 and Term 4 provided information around growth and engagement. Evaluation of REAL indicated need for skills based intense program at the beginning of each year. KLA outcomes are being covered. Evidence of increased opportunities of explicit teaching during REAL programming Students presented projects to the wider community. Evidence of deeper understanding of knowledge and conceptual understanding (top levels of Blooms Taxonomy) was demonstrated through final presentations to staff, students and wider community.	2 x days release for annual analysis and evaluation of programs.  x2 Critique days (4 staff)  x2 Blue sky planning days (4 staff)  <b>Funding Sources:</b> • Project NEST PL (\$6000.00) • Critique Days (\$2000.00) • Blue sky planning day (\$4000.00)

## Progress towards achieving improvement measures

### Process 3: Personalised Learning

Ongoing TPL around personalisation of learning, intervention strategies and effective feedback. Stage leaders build collegiality through effective analysis of data.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
Each teacher built skill capacity in reflection/evaluation of personalisation of learning moving into 2020.  Written program supervision notes indicate most teachers are recording adjustments at point of need.	CESE to support staff in deep analysis of data using scout.

## Strategic Direction 2

### Progressive Learning

#### Purpose

To build capacity in collegiality and consistency around deep understanding of A–E. To deepen understanding around the power of assessment to improve student outcomes. To give student voice through effective feedback and self-reflection.

#### Improvement Measures

Year 3 and Year 5 NAPLAN Numeracy displays 75% of students performing in the top two bands.

Growth in NAPLAN writing from Year 3 to Year 5 is equal to or above state average.

Students surveys reveal a growth trend in confidence around self reflection.

School grade distribution more closely reflects NAPLAN performance.

#### Progress towards achieving improvement measures

##### Process 1: Power of Assessment

TPL around school data practices and processes, Learning Progressions and their power to support acceleration of student performance.

Evaluation	Funds Expended (Resources)
Are teaching programs reflective of consistent assessment strategies?	S2 & S3 Writing mentor – 20 days
Staff have increased knowledge of the purpose and processes of using PLAN 2 in writing?	Instructional Leader – 1 day/week (40 days)
Do all teachers show a clear understanding of what formative assessment is?	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Writing Mentor (\$10000.00)</li><li>• Instructional leader (\$33467.00)</li></ul>

##### Process 2: Learner voice through feedback

Through visible learning, teachers are providing students with the opportunity to self-reflect on their learning.

Evaluation	Funds Expended (Resources)
K–6 assessment tasks in mathematics include opportunities for students to self reflect on their learning process.	Instructional Leader PL around research and the use of symbolic feedback on assessment tasks.
Use of exit slips introduced, however needs to be embedded in 2020.	

##### Process 3: Assessment A–E

Teams build deep understanding of A–E grades and school grade distribution.

Evaluation	Funds Expended (Resources)
All staff are aware of the school action plan aimed at building rigour in programming and assessment to offer greater opportunities for students to achieve at above grade average.	IL – 40 days
Students gained power in learning through using colour coded formative and summative assessment processes.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Instructional Leader (\$33467.00)</li></ul>

## Progress towards achieving improvement measures

School Executive team have deep knowledge in the new HP&GE Policy and are ready to guide implementation in 2020.	
--	--



## Strategic Direction 3

### Progressive Leading

#### Purpose

To evolve the culture of inspirational leadership and positive wellbeing based on a growth mindset for students, staff and community. To encourage inspirational, future– focused learning and leading around environmental education and wellbeing that will allow our students to connect, succeed and thrive.

#### Improvement Measures

Increase in the number of staff accredited at proficient or higher.

Social and emotional capability framework embedded in programming, assessment and reporting.

Environmental Action plan in place through waste, recycling, water and energy programs embedded in school routines and structures.

#### Progress towards achieving improvement measures

##### Process 1: Culture of Leadership

Build capacity in whole school identified leaders by engaging with the School Leadership Strategy.

Present ongoing opportunities through PDP & PL processes to build instructional and distributive leadership capacity in our Executive and aspiring staff.

Evaluation	Funds Expended (Resources)
Executive completed Standards Leadership Mapping task up to Standard 4? All staff continue to work through each standard in 2020 recording evidence for each standard achieved. Executive team to self reflect and analyse standards achieved at HA & L. PDP – Evaluation of Annual PDP review	Standards Mapping booklets for every staff member, inclusive of traffic light strategy.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

##### Process 2: Wellbeing

Students, staff and community connect, succeed and thrive through opportunities presented by PBL, Kidsmatter & Growth Mindset processes working in alignment to strengthen resilience and well-being.

Evaluation	Funds Expended (Resources)
Analysis of % student PBL rewards. Survey results – Awards system Survey Parliament – Looking at revised student voice through parliamentary process for K–6 in 2020. Introducing My Wellbeing Journal in 2020 to support student self reflection skills in social and emotional learning.	Pencils for reward system.  Signage "Every student is known, valued and cared for", student voice and student news signs purchased.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• AllPride Signs (\$4895.00)</li><li>• Pencils (\$3923.00)</li><li>• Canteen Vouchers (\$76.36)</li><li>• PBL Award Clips (\$85.56)</li></ul>

##### Process 3: Environmental Education

Build a quality team of students, staff, parents and community to implement ongoing Environmental Action Plan.

## Progress towards achieving improvement measures

### Process 3:

To develop Environmental Education as a key perspective in whole school teaching programs.

Evaluation	Funds Expended (Resources)
In 2020, team to review environmental warriors program to ensure consistency across K–6 and responsibility for the roles set.  Review seasonal planting for garden to canteen processes in 2020.  Frog Pond project investigated and disbanded due to policy.  Tighten up waste (Electricity, water etc) with staff and students in 2020.	\$187 / year for green waste bin pick up.  NSW Food authority – LMCC  Local Council Human resources  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Chicken Pen (\$1500.00)</li><li>• (\$0.00)</li></ul>

### Process 4: Not Applicable

Evaluation	Funds Expended (Resources)
Not Applicable	Not Applicable

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>SCOUT</p> <p>Local Aboriginal Elder contact.</p> <p>SLSO employed for artist in residence program and NAIDOC activities.</p> <p>LaST Intervention teacher – 4 days/ week to support Aboriginal students.</p> <p>Catering for Aboriginal community gatherings (Welcome afternoon tea and PLP's)</p> <p>PL – Connecting to Country – 2 staff x 2 days.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$11 500.00)</li> </ul>	<p>Parents satisfied with their child's PLP journey and goals achieved. LaST and classroom teacher support students through learning support team meetings.</p> <p>Increase in families attending PLP meetings.</p> <p>Two staff attended Connecting to Country and shared their experiences both formally and informally, increasing the knowledge and respect for local sites of significance.</p> <p>More streamlined data analysed and intervention processes in place for our Aboriginal Students.</p>
<b>English language proficiency</b>	<p>Casual employed for 1 term (10 days).</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$4 347.00)</li> </ul>	<p>Identified student was assessed and an ILP was developed in conjunction with the classroom teacher.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>4x Casual staff / week to release Assistant Principals.</p> <p>8x casual day to release Assistant Principals to work alongside Instructional Leader.</p> <p>16x casual days to release aspirants to work on VPS Maths Assessment design package.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$101 594.00)</li> </ul>	<p>Assistant Principals record weekly visits to classrooms, offering feedback and advice to teachers.</p> <p>Assistant Principals have a term focus on what element of the management plan they are observing.</p> <p>Assistant Principals received professional learning in the collection, analysis and use of data to embed quality teaching and intervention procedures.</p> <p>executive led team approach to developing school wide scope and sequence, programming and assessment package ready for implementation 2020.</p>
<b>Support for beginning teachers</b>	<p>20x casual days for BT, supervisor and mentor</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$14 130.00)</li> </ul>	<p>Beginning Teacher received regular support in the form of planning meetings, professional learning activities and reflection times during 2019.</p> <p>Each BT evaluated their growth with their mentor and/or supervisor.</p> <p>Each BT shared their journey with their stage teams and whole school gathering.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	289	283	298	293
Girls	271	283	280	280

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.5	96.7	95	96.5
1	97	96	95.6	95.3
2	95.5	96.8	95.2	95.2
3	95.6	95.6	94.5	95.5
4	95	96	94.1	95.3
5	95.5	94.3	93.6	94.1
6	95.7	93.8	91.9	93
All Years	96	95.7	94.3	94.9
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.86
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	4.06

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	300,272
<b>Revenue</b>	4,991,644
Appropriation	4,658,157
Sale of Goods and Services	19,590
Grants and contributions	311,204
Investment income	2,492
Other revenue	200
<b>Expenses</b>	-4,999,501
Employee related	-4,323,535
Operating expenses	-675,966
<b>Surplus / deficit for the year</b>	-7,858

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	200,815
<b>Equity Total</b>	165,178
Equity - Aboriginal	15,375
Equity - Socio-economic	23,646
Equity - Language	7,292
Equity - Disability	118,865
<b>Base Total</b>	3,865,367
Base - Per Capita	135,621
Base - Location	0
Base - Other	3,729,746
<b>Other Total</b>	277,597
<b>Grand Total</b>	4,508,957

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](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.



# Parent/caregiver, student, teacher satisfaction

## Student Feedback from TTFM Survey II.

Our school rated highly due to the work the school is doing around setting up Positive Behaviour for Learning and embedding social and emotional learning. Results indicated that students rated highly in the Socio-emotional outcomes. 92% of students (Opposed to 85% NSW Govt Norm) felt they have friendships at school they can trust and who encourage them to make positive choices. 96% of students believe that there is evidence of positive behaviour at school and there is minimal disruptive behaviour. 90% of students try hard to succeed in their learning and put in effort. A highlight is that students feel that teachers have set up a positive learning culture and they understand that there are clear rules and expectations.

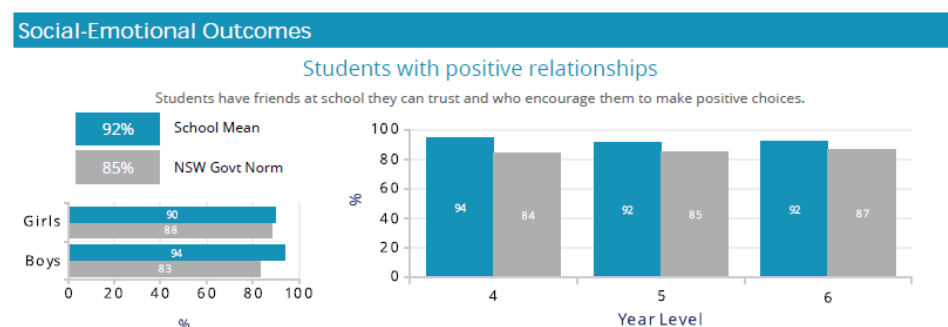
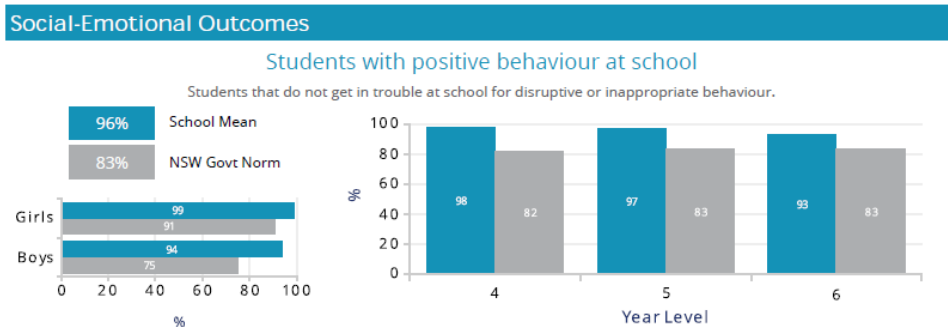
## Parent Feedback fro TTFM

We have a high ratio of parental involvement from parent teacher interviews (formally and informally), parent information sessions and events held at the school highlighting strong community / school partnerships.

Feedback from our TTFM survey indicates that our families feel welcome when they visit our school and feel listened to when there are concerns. Data indicates we rated highly in supporting learning and teachers encouraging them to do their best work. similar to Student feedback, our parents rated our school supporting positive behaviour highly due to the effective systems we have set up at our school.

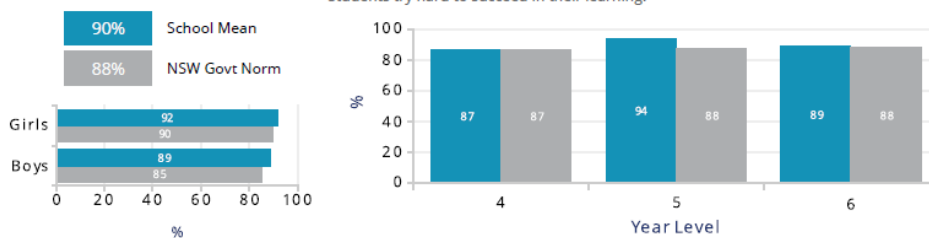
## Teacher Feedback TTFM

Teachers have reported that leadership is visible in our school and that school leaders are providing guidance for monitoring students and assisting teachers to create a safe and orderly school environment. Teachers rated highly in collaboration with high scores in collaboration with other teachers in order to increase student engagement, discuss assessment strategies and learning goals. Teachers feel that students are highly engaged in class activities and that they set high expectations for learning and behaviour. Data indicated that data informing practice scored highly and acknowledged that assessment was informing lesson planning. Again, staff indicated that our school was indeed an inclusive school with clear understanding of students with special learning needs, clear expectations for behaviour and providing feedback to students.



## Effort

Students try hard to succeed in their learning.



## Parents feel welcome

School Mean (NSW Govt Norm)	6.7 (7.4)
I feel welcome when I visit the school.	8.2
I can easily speak with my child's teachers.	7.2
I am well informed about school activities.	6.9
Teachers listen to concerns I have.	7.5
I can easily speak with the school principal.	6.3
Written information from the school is in clear, plain language.	6.0
Parent activities are scheduled at times when I can attend.	4.9
The school's administrative staff are helpful when I have a question or problem.	6.5

## School supports positive behaviour

School Mean (NSW Govt Norm)	8.4 (7.7)
Teachers expect my child to pay attention in class.	8.2
Teachers maintain control of their classes.	7.9
My child is clear about the rules for school behaviour.	9.1
Teachers devote their time to extra-curricular activities.	8.2

## Leadership

School Mean (NSW Govt Norm)	7.5 (7.1)
School leaders have helped me establish challenging and visible learning goals for students.	7.0
School leaders have helped me create new learning opportunities for students.	7.4
School leaders have provided me with useful feedback about my teaching.	7.0
School leaders have helped me improve my teaching.	7.2
School leaders have provided guidance for monitoring student progress.	8.1
I work with school leaders to create a safe and orderly school environment.	8.4
School leaders have taken time to observe my teaching.	7.0
School leaders have supported me during stressful times.	7.8

## Data Informs Practice

School Mean (NSW Govt Norm)	8.1 (7.8)
My assessments help me understand where students are having difficulty.	8.4
I use formal assessment tasks to help students set challenging goals.	7.8
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	7.9
I use formal assessment tasks to discuss with students where common mistakes are made.	7.6
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	8.8
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	7.2
I use results from formal assessment tasks to inform my lesson planning.	8.7
I give students feedback on how to improve their performance on formal assessment tasks.	8.4

## Inclusive School

School Mean (NSW Govt Norm)	8.4 (8.2)
I am regularly available to help students with special learning needs.	8.3
I strive to understand the learning needs of students with special learning needs.	8.3
I establish clear expectations for classroom behaviour.	9.1
I help low-performing students plan their assignments.	7.8
I make sure that students with special learning needs receive meaningful feedback on their work.	8.2
I make an effort to include students with special learning needs in class activities.	8.9
I use individual education plans to set goals for students with special learning needs.	8.2
I create opportunities for success for students who are learning at a slower pace.	8.4

# 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.