

Southern Cross Public School

2019 Annual Report



4428

Introduction

The Annual Report for 2019 is provided to the community of Southern Cross 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

Southern Cross Public School

Chickiba Drive

EAST BALLINA, 2478

www.sthcross-c.schools.nsw.edu.au

sthcross-c.school@det.nsw.edu.au

6686 0503

School background

School vision statement

We are a vibrant, innovative and dynamic learning community that is committed to fostering excellence within a rich and diverse learning environment through strong collaboration.

To provide a culture of respect, empathy and enrichment, by setting high expectation and providing quality educational experiences and opportunities that engage and motivate all students to learn, discover and analyse their knowledge to equip them to be active, creative and critical thinkers and informed citizens of the future.

School context

Southern Cross Public, was established in 1971 as a Primary School. It became a K–12 school with Distance Education 7–12 in 1995. Southern Cross Public School was re–established as a Public school in 2018 with the secondary component amalgamating with Ballina High School to form Ballina Coast High.

Southern Cross Public School is a well–resourced and independently functioning school with the inclusion of five support classes. We have a diverse learning community with 12% indigenous and a rich multicultural population. We are an expanding school with a focus on collaboration, contemporary practices and community engagement.

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	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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning: engaging, creative, inspiring.

Purpose

Students are provided with a consistent and engaging learning environment that encompasses high expectations and caters to their individual needs.

Creating a learning environment that is focused on inspiring creative and critical thinking through learning that has a social and emotional connection to our students and learning community. Developing a culture of collaboration and problem solving, by using engaging technologies and learning opportunities in a safe, inviting and inspiring learning environment.

Improvement Measures

Increase in positive responses in learning and engagement in the TTFM.

100% of Teaching staff actively utilising Educator Impact.

All students achieve positive growth in NAPLAN and local assessments

Increase of students in the top two bands of NAPLAN.

Reduction of students in the bottom two bands of NAPLAN

Increased use of Project Based Learning processes to include all of Stage 2 and 3

All mainstream classes using cooperative structures. Increase in student engagement– reduction of classroom negative behaviours and disruptions.

30% increase of ATSI students in top two bands of NAPLAN

10% increase of all student in to top 2 bands of NAPLAN

Overall summary of progress

With a greater focus on the development of engaging teaching and learning opportunities, data analysis and skill development in cooperative structures has realised an increase in NAPLAN results achieving our goals of increase in top two bands in all but numeracy and writing for year 5. We reduced our bottom two bands dramatically with less than 5% in all areas. Project based learning has progressed to the development of Inquiry based learning. The outcomes of the Project based learning informed us that there needed to be an increased focus on the development of learning dispositions and collaborative skills. We have achieved our goal of 100% of staff engaging in professional mentoring and development through a variety of strategies including Professional Development Planning, Generative dialogue of 30 day conversations, supervisor observations and feedback of programs, lesson delivery, learning intentions and lesson structures.

Progress towards achieving improvement measures

Process 1: *Development of engaging units of work with embedded research based best practices of Cooperative structures, PBL and STEM.*

Evaluation	Funds Expended (Resources)
<p>PBL being implemented in year 6 and year 4</p> <p>More time presented to complete the Year 6 and year 4 PBL process. Exhibition presented in term 3.</p> <p>LaST has reflected on the data and Literacy and Numeracy processes with the relevant teams and has adapted the structures and assessment processes for the school.</p>	<p>Staff release. Technology and programs that support the implementation of Project based learning, interactive learning online and independent learning.</p>

Progress towards achieving improvement measures

Literacy has transitioned from L3 to school based processes of units of work, decodable texts and visual texts in ES1 and Stage 1.

Impact.

Teachers have developed units of work and learning structures to support literacy and numeracy development and assessment processes. Syllabus being covered and students more engaged in the content. Working on learning dispositions to be incorporated in the units of work. A scope and sequence of these dispositions is being developed.

Continued development of Literacy and Numeracy to cover the scope and sequence of learning opportunities.

Process 2: *Increase engagement and communication regarding learning progress and Individualised learning plans for all students*

Evaluation	Funds Expended (Resources)
<p>Presented ILPs for students who require these and for those students with learning adjustments.</p> <p>Reviewed the format of the ILPs and how these have been formulated.</p> <p>Provision of M Goals for all classes.</p> <p>80% of the students that require ILPs have been completed appropriately. Some staff need further assistance to make these meaningful and a working document.</p> <p>20% of staff utilising Mgoals</p> <p>What impact:</p> <p>Improved take up of ILPs – further work of understanding of the importance of these documents.</p> <p>Staff development and further support around the construction and implementation of ILPs and M Goals. Further release with the LaST and IL.</p> <p>All students have an Individualised Learning Plan. There are three types of plans, Support students with high level of needs, Integration funding support Medium level of support and General Individualised Learning Plans.</p>	<p>Sentral data base and plan structures.</p> <p>Release time for staff to collaborate and to meet with interagencies, parents and students.</p> <p>Laptops to support staff.</p>

Process 3: *Develop strategies and processes to improve literacy and numeracy skills driven by Data. Implementation of Personalised Learning Plans that are regularly reviewed.*

Evaluation	Funds Expended (Resources)
<p>Reviewed Processes and Practices of our assessment structures.</p> <p>Thorough analysis and construction of assessment process by LaST and Teams.</p> <p>Change of the content, practices and communication with staff. 100% of staff adopting the new process.</p> <p>Further support for staff to ensure that the data collected is entered onto Sentral data base.</p> <p>Data conversations with Stages and LaST, Instructional Leaders and the adoption of new data gathering and analysis processes. Utilisation of this data to assist in the development of individualised learning plans.</p>	<p>Time and release of staff \$5000</p> <p>Sentral data base \$5000</p> <p>PAT testing \$3000</p>

Progress towards achieving improvement measures

Streamlining the presentation of data onto one platform, Sentral, to assist in the analysis and sharing of data.	
--	--

Strategic Direction 2

Teaching excellence through collaboration

Purpose

Providing a teaching and learning culture focused on building capacity and aspiring for excellence through authentic collaboration. Where teaching is through functional teams, robust mentoring and coaching with professional conversations around continual improvements to pedagogy and learning through the Performance and Development Framework.

Improvement Measures

Staff supported through professional learning and performance development processes.

100% of staff completing 30 day conversations around their PDPs– Presenting evidence of impact improvements.

Curriculum Collaboratively derived to include Project based learning, cooperative structures and STEM.

All staff utilising cooperative structures.

100% of staff engaging with mentoring practices through Educator impact.

Progress towards achieving improvement measures

Process 1: *Staff using contemporary Technologies and practices Teaching the learning habits and dispositions of H2L*

Evaluation	Funds Expended (Resources)
Provision of staff training around the use of technology in the classroom. Expert delivering training around Google classroom, Ipads in the classroom and robotics in the classroom. . 85% of staff participated and training and development around technology. 70% of staff implementing presented skills in the classroom. Google classroom being presented in 80% of stage 2 and 3 classes. Increase of use of technology in classrooms and learning opportunities. Review of Google classroom and moving towards Office 365 in line with the Department's direction. Development of STEM room with easy access to a variety of technology including Virtual reality.	New technologies such as Spheros, lego robotics, 3D printers and Ipads. \$20000

Process 2: *Instructional leader to improve staff skills in learning process and effective use of data to support students in literacy and numeracy.*

Provision of regular feedback around teaching and learning and programming.

Evaluation	Funds Expended (Resources)
Provision of additional release time to work on and develop learning goals, 30 day conversations and team meetings. Provision of clear procedures for professional development plans and 30 day conversations to occur with supervisors. Supervised learning and teaching opportunities with written feedback to support improvements and professional practice. 100% of staff completing PDPs with scheduled 30 day conversations. 80% of	Staff release time. Provision of an Instructional Leader for Curriculum \$21000

Progress towards achieving improvement measures

staff engaged in the practice and presenting efficient and clear professional goals supported with evidence based practice.

Reduction of staff perceptions that this process was supervisory and not about professional development. Increase of staff engagement and impacting on classroom practices to increase student learning outcomes.

Staff provided with IL support around seven steps to writing, literacy units of work for stages E1 and 1.

LaST support teachers in developing tier 1 and tier 2 interventions within the classroom.

Increase of staff receiving support with the implementation of literacy process and utilising data in teaching and learning cycle.

Improved processes to develop individualised learning plans and the use of data to drive these developments.

Process 3: Quality Teaching practices using Performance and Development Framework and Educator impact tool to guide the development and implementation of the Professional Development Framework for the school.

All staff engaged with 30 day conversations with supervisors and peers.

Evaluation	Funds Expended (Resources)
<p>All staff have participated in the establishment of SMART goals – reflected on PDPs and focus questions established. All staff have participated in 30 day conversations and presentation of progression and evidence.</p> <p>Constructed a clear procedures policy on Professional learning. Embedded educator impact and 30 day conversations around PDPs</p> <p>Allocation of additional time embedded in the RFF roster for engaging with PDPs, teams, EI and instructional leaders.</p> <p>Feedback mechanisms for programing, lesson observations and PDPs</p> <p>100% of staff taking up the mentoring and PDP practices.</p> <p>Clearer and purposeful goals set and provision of evidence around these. Support being provided around the learning goals by supervisors, teams and ILs.</p> <p>Continuation of the EI process to support staff development and establishment of purposeful and evidence based goals.</p> <p>Improvements of meeting processes to include staff leading these conversations to build the use and practice of generative dialogue.</p>	<p>Educator impact \$3000</p> <p>Staff Release \$5000</p>

Strategic Direction 3

Leading a dynamic learning community

Purpose

Engage , inform and provide opportunities for our learning community in aspects of learning, contemporary issues around students, our local community and increasing learning partnerships.

Increase communication, student and parent engagement through innovative use of technologies and learning experiences.

Providing opportunities for the learning community to engage with and provide learning experiences for our students.

Improvement Measures

Increase of staff, students and parents collaborating through online platforms, learning opportunities and social connections to:

– promote home/school learning partnerships– Improve Student learning outcomes. – support personalised, flexible modes of learning delivery and establish a positive engaged learning community culture.

Improvements demonstrated in positive behaviours for effective learning

Improved positive student response in all aspect of the TTFM survey.

Progress towards achieving improvement measures

Process 1: Increase school engagement with the learning community through online platforms, sporting activities and learning opportunities.

Evaluation	Funds Expended (Resources)
<p>Establish a relevant Facebook page and Improved the communication through facebook, Sentral and website.</p> <p>Coordinated the use of acceptable platforms with all staff.</p> <p>Purchased and utilising Flexi schools app to improve community access to school information and canteen orders.</p> <p>Increased the communication through Sentral SMS and emails to reduce the reliance on notes and newsletters.</p> <p>Communication has improved with over 80% of parents accessing information and engaging with Facebook. An increase of facebook engagement form 400 to 1000 community access to information.</p> <p>Immediate communication through SMS with parents appreciating the up to date information regarding school activities.</p> <p>Improve the engagement and relevance of Website to provide more up to date information.</p>	<p>Sentral and Flexi schools purchased to improve community engagement of information. \$4000</p> <p>Staff release to set up and establish platforms.</p>

Process 2: Establish positive community partnerships and engagement around student learning improvements.

Evaluation	Funds Expended (Resources)
<p>Parent teacher interviews established in terms 1 and 3 to support the input into student learning and progressions. Presentation of individual student data and the development of individualised learning plans at these meetings.</p> <p>Surveyed learning community about teaching and learning, learning</p>	<p>Garden– \$1000</p> <p>Meeting supplies \$500</p>

Progress towards achieving improvement measures

environment. Friends of the school meeting to present and analyse data.

Presentation of choir, band and drama performances with the learning community to show case the skills and learning of students.

Partnerships with Ballina Basketball Association to present skill development to all students.

Support from local businesses in the establishment of Bush Tucker garden.

Partnership with The School Locker in the presentation of technology, skill development and staff training and development.

Increase the participation of friends of the school through parent professional learning regarding school activities.

improved partnerships with businesses and parents to support learning opportunities for our students.

Process 3: *Continue the development and implementation of PBL process and merit system that reflect the school's values.*

Evaluation	Funds Expended (Resources)
<p>Continued development of Positive Behaviour for Learning into Phase 2 of classrooms. The school has implemented PBL into whole school settings with a reduction of negative behaviours and suspensions.</p> <p>Improved the PBL team practice to include whole school training and development to include embedded processes into staff meetings and assemblies. Reviewed the merit system to reflect PBL and school values.</p> <p>Classroom structures established that have consistent expectations and procedures to follow.</p> <p>Continued review of whole school practices that will include WIN WIN and collaborative response model to support student learning and engagement.</p>	<p>Staff training and development in PBL, WIN WIN and Collaborative Response Model.</p> <p>\$8000</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Instructional leader ATSI Aboriginal languages tutor \$51000	Improvements in Personalised Learning Plans negotiated with parents or carers. Implementation of the local languages program for students from K–6 Learning and support of targeted students from local measures in literacy and numeracy. We have managed to achieve a reduction in the number of ATSI students in the bottom two bands of NAPLAN and an increase in the top two bands. Increase in the allocation of language program across the school. Focus on the development of the Bunjalung language into units of work.
Low level adjustment for disability	Integration Funding Support \$191000 Low Level Adjustment for Disability \$111000 levelled Literacy Program \$1000 Quicksmart \$1000	Increase in the support for students within in class and with teir 3 and 4 interventions. Development of robust intervention strategies that include Levelled Literacy Interventions, Phonemic programs and Numeracy support through Quicksmart. These are presented through Individualised learning programs. Differentiation is presented in each program and activity within the units of work presented.
Quality Teaching, Successful Students (QTSS)	QTSS funding \$77000 Professional Development Plans Educator Impact Staff Release \$8000	Provision of collaborative time embedded into weekly routines. Stage meetings with Instructional Leaders also embedded into weekly routine. Data meetings and conversations. Development of individualised learning plans. Every staff member has engaged in professional learning, generative dialogue and mentoring around data analysis and presenting engaging learning opportunities. Each staff member has recieved observations and feedbacks around programming, teaching and learning and lesson structures. Embedded practices of cooperative structures and learning dispositions into units of work. Staff have presented action research results and learnings at staff meetings, which link to their PDPs.
Socio–economic background	Socio economic funding \$79000 Staffing Students Learning Support Officers Student assistance and resources development	Provision of resources that allow all students to access technology. Support for all students to access external learning opportunities and those internal with a cost associated. Provision of learning support for students through Student Learning Support officers. Student assistant program for essentials and non essentials such as excursions.

Support for beginning teachers	<p>Beginning Teacher funding \$14000</p> <p>Release time</p> <p>Instructional Leader and teaching staff.</p>	<p>We have presented support through both the school's professional development procedures, mentoring and allocation of additional time with key support personnel.</p> <p>Allocation of time when key measures are undertaken, such as reporting, programming and assessing.</p> <p>Instructional leaders supporting and guiding programming and classroom practices in line with the department and school's expectations.</p> <p>Professional development with the Instructional Leader around accreditation, ETAMs and professional development</p> <p>Development of a clear support plan for each beginning teacher.</p>
Wellbeing Services	<p>Teacher Release.</p> <p>Programs such as minfulness and Nu You. \$1000</p>	<p>School Counsellor service establishing clear and supporting practices around student wellbeing</p> <p>Professional learning around Child protection and wellbeing.</p> <p>Learning and support procedures that support student learning and wellbeing.</p> <p>Introduction of mindfulness as well as embedding these into the PDH programs.</p> <p>Each student will have a personal wellbeing goal included into their ILP.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	790	523	219	213
Girls	724	440	158	171

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.6	94.2	94.7	92.5
1	92.9	93	92.3	93.9
2	93.2	91.8	94.1	93.3
3	92.8	94.3	91.8	92.6
4	92.3	92.2	94.6	89.6
5	91.5	91.5	93.1	94
6	93.1	92.1	90.7	92
7	92.6	100		
8	91.1			
9	89.7			
10	88.9	100		
11	90.3			
12	94.3	100		
All Years	91.7	92.9	93.1	92.6
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
7	92.8	92.7		
8	90.5			
9	89.1			
10	87.6	87.3		
11	88.2			
12	90.1	90.1		
All Years	92.3	93	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)	4
Classroom Teacher(s)	18.38
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	0.4
School Administration and Support Staff	8.02

*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	829,304
Revenue	5,025,104
Appropriation	4,774,925
Sale of Goods and Services	68,578
Grants and contributions	175,789
Investment income	3,893
Other revenue	1,919
Expenses	-5,275,313
Employee related	-4,350,250
Operating expenses	-925,063
Surplus / deficit for the year	-250,209

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	1,133,057
Equity Total	241,802
Equity - Aboriginal	51,485
Equity - Socio-economic	79,246
Equity - Language	0
Equity - Disability	111,071
Base Total	2,707,040
Base - Per Capita	94,916
Base - Location	4,619
Base - Other	2,607,505
Other Total	496,210
Grand Total	4,578,109

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

Parent surveys were conducted throughout the changes and implementation of procedures and curriculum. These surveys presented a result of 85% satisfaction with the schools directions and improvements to processes. Attendance procedures and implementation was less with a 75% satisfaction.

Communication satisfaction has improved by 30% with most of our learning community believing the added processes of facebook, SMS and emails has improved the direct and responsive communication from the school.

There is a need to improve the learning communities engagement with Friends of the School. We had a 10% attendance at the meetings. However, these meetings informed the school and included events such as school spectacular, movie nights and focus on Project based learning and learning dispositions.

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.