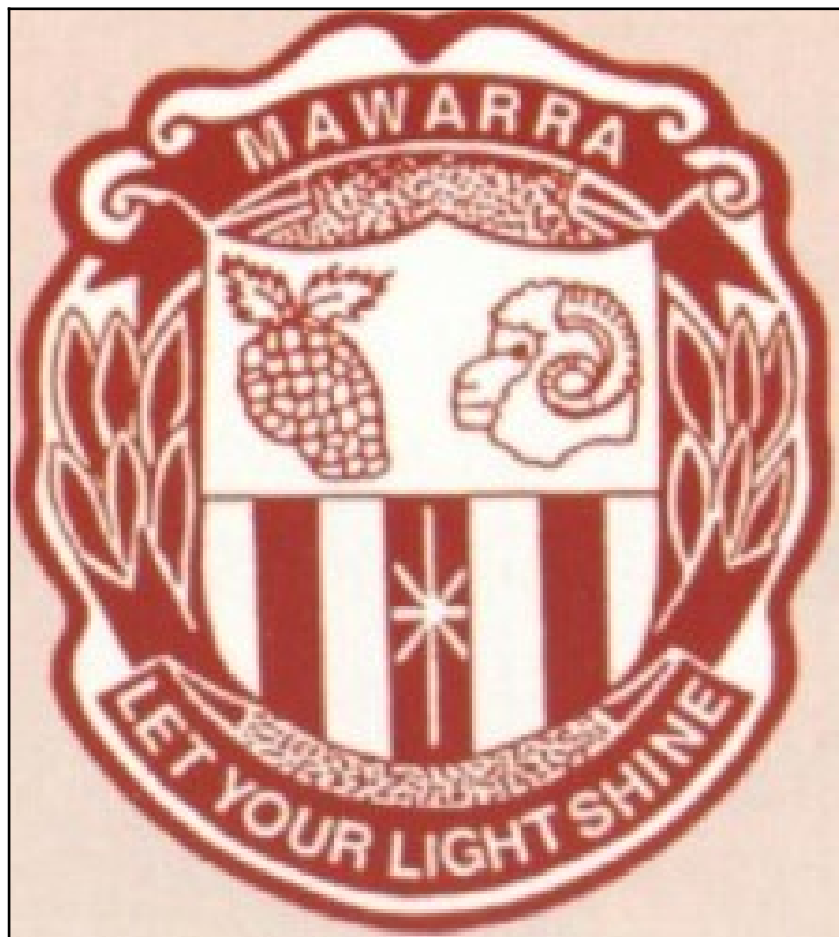


Mawarra Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Mawarra 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 Mawarra Public School our vision is to maximise the potential of all our students and staff.

School context

Mawarra Public School is situated in Elderslie adjacent to the town of Camden.

The school is proud of its consistent excellent academic achievements. Mawarra is recognised for providing experiences for its students in extra-curricular activities, including school band, choir, drumming, dance, sport, public speaking and debating.

The school has an excellent student welfare program and an active learning support team. Mawarra's vision is to maximise the potential of all our students and staff to ensure that they achieve personal excellence. This is achieved through dedicated staff providing quality teaching, quality learning opportunities and a happy, caring and encouraging environment.

Information and communication technology is consistently used as a tool across all K-6 classrooms to enhance and support future focused learning.

With an indigenous enrolment of only 3% and students from a background other than English making up only 5% of the school's population, the school attracts little additional funding from these areas in the resource allocation model. The school's 'Index of Community Socio-Educational Advantage' (ICSEA) is 1027 (Australian Average 1000), and the school's FOEI is 75 (NSW Average 100), once again limiting the amount of additional funding to support students from low socio-economic disadvantage.

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	Excelling
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	Excelling

Strategic Direction 1

Quality Teaching and Learning

Purpose

To apply evidence based pedagogy to promote quality learning environments that improve learning outcomes and meet the needs of diverse learners.

Improvement Measures

- Efficient collection and use of data to drive programming and teaching.
- An increased performance and growth in Numeracy Naplan data for years 3, 5 and 7
- 90% of students meet the expected year's growth as described by the numeracy continuum or learning progressions
- Maintain and grow average annual grade percentage for school based summative assessments
- All staff embed our K–6 writing pedagogy into classroom practices.
- Increase the number of students achieving greater than, or equal to, expected growth in NAPLAN Writing Year 3, 5 and 7.
- Classrooms will have evidence of visible learning embedded into daily practice.

Progress towards achieving improvement measures

Process 1: Improve performance and engagement in writing, including spelling, grammar and punctuation.

Evaluation	Funds Expended (Resources)
<p>For the duration of the year, staff have accessed quality literature purchased; on a weekly basis. This has ensured all students K–6 are being exposed to quality literature. From the quality literature and the discussions occurring, teachers are developing writing experiences that encompass Mawarra's K–6 Writing Pedagogy.</p> <p>Analysis of data collected indicates; teachers are feeling more confident in teaching writing. Furthermore, teachers are expressing greater ease in developing quality, explicit teaching and learning experiences around writing as a result of knowing the 'where to next' in their students learning.</p> <p>Selected staff are participating in English professional learning experiences at Fairy Meadow Demonstration School. This has enabled clear links with an external school, as well as a highly esteemed professional partnerships to be established. This relationship has ensured professional dialogue can occur between differing school contexts. It has facilitated the sharing of resources and professional experience and has allowed for teachers to develop/extend their practice accordingly.</p> <p>All class teachers have been mapping the observable behaviours of their students against the the lens of the 'Creating Texts' in the Literacy Progressions. This data is to be used to inform the 'where to next' with Mawarra's K–6 Writing Pedagogy and how it's implementation can be supported in 2020.</p> <p>A staff evaluative survey is being generated to determine the effectiveness of the support provided in Writing, to assist in ascertaining the direction for 2020.</p>	\$22496

Process 2: Improve performance and engagement in numeracy.

Evaluation	Funds Expended (Resources)
Professional Learning on the Numeracy Progressions was delivered to all	\$10981

Progress towards achieving improvement measures

staff K–6. All teachers K–6 have entered data for Additive Strategies by week 5 of Term 2. Professional dialogue with staff members indicates that many teachers found the collection of evidence for entering data and analysis of this data has greatly informed their teacher judgement when placing into ability groupings and working out the 'where to next'. Teachers found the digital resource that links Additive Strategies to SENA assessments invaluable.

A timetable was set up K–3 for regular weekly classroom support from the numeracy leader. This supported the classroom teachers through; demonstration lessons to demonstrate how to explicitly introduce and teach new strategies, working with small groups to extend their knowledge and help them progress to the next group, provide feedback to teachers to support their teaching, check students' ability to ensure they are in the correct groupings and make suggestions on the 'where to next' to facilitate the best student outcomes. This extra support has been well received by all teachers and student growth in Additive Strategies across K–3 indicates that the TEN program is having a positive impact on student learning, engagement and confidence.

Two weekly differentiated programs for numeracy are being used across the school. These programs reflect what groups the students are in, the learning intentions and success criteria for the two week period, the independent activities they will be performing to practise their known skills and strategies and the guided activities used to explicitly teach the new strategies. As a result of explicit differentiated programming, students are showing growth and they are able to not only confidently use the skills and strategies needed to work mathematically but explain in detail, verbalising the numeracy vocabulary that matches the strategies they are using.

Process 3: Develop a culture of collaborative practice to improve pedagogy.

Evaluation	Funds Expended (Resources)
<p>All stages are currently participating in Spirals of Inquiry. This collaborative process is enabling all staff members to access, analyse and evaluate data effectively. In turn, this is ensuring teachers share common goals, understandings and practices. Our staff describe the inclusion of Spirals as; invaluable, great, effective. Action based research undertaken as a result of Spirals of Inquiry has included (and not limited to); all stages investigating reading, investigation of fine motor and gross motor development, investigation of comprehension skills, investigation of vocabulary development.</p> <p>Each stage participated in at least one spiral session each term. Moving into 2020, consideration is being given around the appropriateness of the time between each Spirals session. In addition, consideration is being given to the time allocated to stages to engage in a spiral session.</p> <p>A staff survey is to be generated to determine the effectiveness of Spirals and whether it is valued as a whole school practice.</p>	<p>\$15004</p>

Strategic Direction 2

Welfare and Community

Purpose

A strong well-being focus will maximise opportunities for rewarding, productive futures and promote a community culture of excellence.

Improvement Measures

An increase in student engagement in the playground and a decrease in lunchtime notifications.

Student recognition that their achievements and efforts are celebrated.

Improved anti-bullying data from students and parents.

Improved measures of staff training, well being and wider recognition

Progress towards achieving improvement measures

Process 1: Developing an effective PBL culture that recognises and celebrates the achievements of all.

Evaluation	Funds Expended (Resources)
<p>The profile of the fortnightly Mawarra Movers focus was increased through assemblies, school signage, the Facebook page and the school calendar. Collection of data showed that the students surveyed could better identify and recall the focus and were able to use the language.</p> <p>The Wellbeing systems were combined into one document describing the positive and negative (discipline and reward) systems.</p> <p>Major v minor behaviour for teacher consistency survey was completed and staff presented with data. A flowchart was developed to improve guidance for staff when dealing with behaviours</p> <p>K-2 Friendship stop has remained popular for K-2 students who are aware of its use and benefits.</p> <p>'5 Finger friends posters' have been distributed to all classrooms and a copy has been attached to all playground duty bags. Majority of children in K-2 can use the 5 Finger Friends. Collected data in 3-6 revealed that 1 in 4 children knew all 5 steps.</p> <p>The Silent Mentor program continued to support students with additional wellbeing needs.</p>	\$650

Process 2: Developing a positive, cohesive and informed partnership with the wider community.

Evaluation	Funds Expended (Resources)
<p>* A Facebook page was regularly updated to enhance the level of communication with the community and publicise the successes of the school and its students.</p> <p>* Community functions were held for Mothers Day and Fathers Day to build community. These were extremely well attended and received positive feedback.</p> <p>* A series of combined community information nights for incoming Kindergarten parents were held with the local community of schools.</p>	\$6583

Progress towards achieving improvement measures

- * A colour run was jointly organised with the SRC and P&C culminating in a whole school community event.
- * The third annual CAPA night performance was held celebrating the performing arts culture at the school.
- * A parent representative on the school's Wellbeing Committee built the strength of parent voice.

Process 3: Improve positive staff culture and community recognition.

Evaluation	Funds Expended (Resources)
<p>Recognition of staff achievements was publicised in the school newsletter. This demonstrated to the community the number of extra curricular responsibilities, successes and training completed by staff on a regular basis.</p> <p>Work Life harmony weeks and events were held throughout the year to increase recognition of workload and the need for a work life balance.</p> <p>School events were held to celebrate World Teachers Day and SASS Recognition Week.</p> <p>Meeting norms were introduced to staffmeetings to promote equality of voice.</p>	\$530

Strategic Direction 3

Future focused learning and communication through technology.

Purpose

To develop a community of learners who have the skills to be creative and innovative users of technology as a foundation for future success.

Improvement Measures

– Student and staff surveys including, Tell Them From Me, report an improvement in engagement and capacity in the use of future focused learning tools.

– Data from online learning tools demonstrates increased student use and performance

100% of school events communicated via a variety of forums, including social media.

Increased community awareness of school events, successes and daily practice.

Progress towards achieving improvement measures

Process 1: Building staff expertise in the use of technology to support teaching and learning.

Evaluation	Funds Expended (Resources)
<p>A number of staff working in primary classrooms participated in professional learning opportunities to enhance their capacity to integrate digital technologies into their classroom practices. Augmented Learning worked shoulder to shoulder with teachers to implement highly engaging and differentiated learning experiences for the children in their class. Staff have exhibited improved confidence, knowledge and skills as a result of this program. Teachers took the opportunities provided in afternoon technology sessions to share new innovations and strategies with their colleagues. Further professional learning was provided to support staff in delivering lessons in coding.</p> <p>Access to STEMshare learning kits allowed teachers and students to experiment with exciting digital technologies to solve real life science and mathematics problems. Two teachers attended the InteractED digital workshop at Wollongong University in order to better understand the potential of learning tools such as Microsoft Office 365 and Google's Gsuite for learning.</p>	\$4000

Process 2: Building student skills and confidence in the use of future focused learning tools.

Evaluation	Funds Expended (Resources)
<p>Hardware purchase were made to increase student access to technology. 20 I pads were added to the school's current collection, and were enrolled into the Zuludesk management system. Older electronic whiteboards were replaced with interactive panels. This is the beginning of the asset replacement program for these boards.</p> <p>Access to and experience with STEMShare Robotics kits allowed students hands-on opportunities to use future focused technologies as learning tools. Children participated in tasks where they planned, designed, constructed and evaluated solutions to given problem.</p> <p>12 Makey Makey kits were purchased for use in classrooms. A primary innovation day was organised students in years 4 to 6 where students were involved in learning activities incorporating coding, circuits, logical sequencing and drone flight and control.</p>	\$32718

Progress towards achieving improvement measures

Individual class teachers organised and ran coding workshops in their classroom using various technology such as chromebooks and iPads to code.

Process 3: Utilising a wider range of technology to inform and engage the community

Evaluation	Funds Expended (Resources)
<p>The schools Google Calendar was linked to School Enews calendar to provide parents with live, up to date information as a part of the main communication app</p> <p>Facebook was used to publicise school events and celebrate achievements of students and the school. The number of parents who engaged with the page increased from 2018. All classroom teachers used an additional platform to communicate with home, including Class Dojo, See-Saw or Google Classroom.</p>	\$680

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12758	<p>* The Junior AECG meetings for 2019 were an outstanding success for Aboriginal leaders in the local community of schools</p> <p>* Two Kari backpacks were ordered and delivered to two students going to a departmental high school</p> <p>* Six students attended MAK Day 2019 for ATSI students on the rescheduled date</p> <p>* All teachers updated and evaluated ATSI PLPs for students in their class</p> <p>* ATSI Cultural SLSO support continued and was well received by students and their parents. The focus areas in 2019 were sport and art.</p> <p>* Continued PLP literacy and numeracy support was provided throughout the year to targeted students to meet additional learning needs.</p>
English language proficiency	\$2186	<p>* A small amount of flexible funding allowed for additional support to be provided for EAL/D students to address language needs.</p>
Low level adjustment for disability	\$124884	<p>* A Learning and Support Teacher (LaST) is employed to develop programs for students with additional learning needs. They work directly with students and teachers to implement these programs. Low Level Disability Funding allowed for classroom observations, development of Access Requests, the management of SLSOs and volunteers, consultation with APLaST and liaison with staff to develop student IEP's, PLP's and Risk Management Plans for all identified students.</p> <p>* Timetables and programs remained fluid and flexible allowing for point of need intervention. All IEPs, PLPs and Risk Management plans have been reviewed, evaluated and either closed, carried over or rewritten for 2020. The process of developing, actioning and evaluating these plans involved discussion at Learning Support Team Meetings, consultation with APLaST or the school counsellor, review meetings with parents and key stakeholders. Access requests were developed and actioned with success based on this process.</p> <p>* In addition to this the LST, in consultation with classroom teachers, assessed and created student profiles to address specific learning needs. Support was given to classroom teachers, LaSTs and SLSOs to ensure programs were continually delivered and reviewed, thus improving student engagement and outcomes. The delivery of these programs ranged from team teaching, small group or 1–1 intervention by LaSTs and</p>

Low level adjustment for disability	\$124884	<p>SLSOs.</p> <p>* All Learning Support Programs have been closed, reviewed and evaluated Resources/equipment and relevant data collated in anticipation for use in 2020. Data for student handover for 2020 has been collected and Access Request development is underway for funding/support in 2020.</p>
Quality Teaching, Successful Students (QTSS)	\$78605	<p>* One teacher has driven professional learning in the writing process across the school. Working both in a pedagogy delivery role, as well as a coach working alongside teachers, classes have taken a new approach to using quality texts to inspire, plan, write and edit. There has been a noticeable improvement to students' writing.</p> <p>* A teacher has been employed to drive the inclusion of technology in learning across the school. There has been significant professional learning in the use of I pads as a tool for learning, communication and presentation of work. This has resulted in even reluctant writers becoming engaged in the writing process</p>
Socio-economic background	\$40578	<p>* MiniLit program to continued with an SLSO funded 4X 2 hours /wk allowing 4 students to participate in the program to improve literacy</p> <p>. * MultiLIT program to commenced, organised by LaST though additional funding.</p> <p>* The School Chaplain funded for an additional 2 hours per week, making 2 full days.</p> <p>* The school's Band Teacher was released half an hour /wk to organise the schools band. This allowed a full concert band as well as a beginner band to operate, providing students with an opportunity to learn to play an instrument and play as a part of a band</p> <p>* The Sport Coordinator was released 1 hour/wk to increase sporting participation. This resulted in high level of participation at Razorback trials and selection in zone teams.</p>
Support for beginning teachers		The school had 0 beginning teachers in 2019.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	243	241	221	228
Girls	207	203	209	198

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.9	96.5	96.6	94.4
1	95.1	94.7	95	94.5
2	94.8	95.1	94.4	94.9
3	93.7	95.2	94.6	93.1
4	93.5	94.4	95	93
5	94.2	93.6	94.9	92.9
6	93.4	94.9	91.4	91.3
All Years	94.4	94.9	94.6	93.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.13
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.12

*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	460,958
Revenue	4,045,082
Appropriation	3,655,573
Sale of Goods and Services	28,755
Grants and contributions	357,465
Investment income	2,689
Other revenue	600
Expenses	-3,975,632
Employee related	-3,443,045
Operating expenses	-532,587
Surplus / deficit for the year	69,450

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.

Although the school operated with a surplus for 2019, the purchase and installation of technology at the end of the year will be paid from this surplus at the beginning of the 2020 school year.

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	127,644
Equity Total	184,512
Equity - Aboriginal	9,808
Equity - Socio-economic	40,687
Equity - Language	2,679
Equity - Disability	131,337
Base Total	2,893,165
Base - Per Capita	100,894
Base - Location	0
Base - Other	2,792,270
Other Total	359,932
Grand Total	3,565,253

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

The school participated in the Tell Them From Me surveys for the third consecutive time in 2019. The surveys provide valuable feedback on what students think about school life, how engaged they are with school and the different ways that teachers interact with them. The power of TTFM surveys is that responses can be compared with the level of responses across the state.

Highlights or significant responses from the student survey included:

- 90% of students responded that they were able to participate in sporting activities compared with 83% across the state, and 67% of students responded that they participated in extra-curricular activities compared with 55% across the state.
- 92% of students responded that they had friends at school they can trust and help them make positive choices compared with 85% across the state.
- Only 30% of students responded that they had been victims of bullying compared with 36% across the state.
- Students responded significantly below the state in a question relating to positive homework behaviours.
- Only 72% of students responded that they were interested and motivated compared with 78% across the state.

Highlights or significant responses from the parent survey included:

- Parents responded less favourably to state responses about questions relating to two-way communication, including the question about parents being informed. This is despite introducing School Enews and a school Facebook page.
- Parents responded favourably regarding student progress reports being written in terms they can understand.
- Parents responded that they support learning at home at a level significantly above the state average.
- Parents responded well to the questions regarding students being clear about the rules for school behaviour and teachers expecting students to pay attention in class.
- Parents responded that the most useful forms of communication were formal interviews and informal meetings. The most useful form of communication about school news was via the school's newsletters.

Highlights or significant responses from the parent survey included:

- Staff indicated that school leaders have helped create new learning opportunities for their students far more favourably than the state average.
- Scores across all themes of collaboration were elevated.
- Staff responded far more favourably than those across the state across all questions relating to technology use as a driver for student learning
- Staff responded that parent involvement was greater than the average response across the state

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.