

Winston Heights Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Winston Heights 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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Message from the principal

In 2019 we celebrated many successes and achievements for our students, school and community.

Winston Heights has a proud tradition of participation and excellence in sporting, cultural and academic endeavours.

I am fortunate to have staff who are collaborative and dedicated to the education of our students. I would like to take this opportunity to thank our team of enthusiastic teachers for the work they do in supporting all our students in the classrooms, on the sporting fields and extra curricula experiences. Our teachers are your child's school family. They are watching over them and encouraging your child to be the best they can be. Each child is known, valued and cared for by more than their own class teacher. There is an amazing team supporting all students at Winston Heights that includes class teachers, support teachers, the administration staff, SLSOs, our GA, the school chaplain and the school counsellor. All working together to provide an inclusive culture of learning and wellbeing at our school.

Our parents, friends and family have continued to support the school throughout 2019 at our school events, both on site and away at different venues. The support has been in the form of outstanding financial support and generous donations of time. Along with our community support of our students is the ever increasing involvement of our P&C and their contributions to our programs through their various fundraising ventures. Our most significant project for the P&C in 2019 was the Community Corner. I would like to thank the P&C for their contribution of \$65 000 towards this project. Along with a NSW State Community Partnership grant of \$50 000 and picnic shelters purchased by the SRC and the Canteen, a much more useful playground was created for all of our students.

Margaret Creagh

Principal

School background

School vision statement

Winston Heights is an inclusive school community with a proud culture of care, respect and enrichment. We are committed to working with our school community to promote excellence and equity. Through collaborative and collegial practice, we seek to provide a learning environment that inspires, challenges and supports students to “Learn, Communicate and Grow” in order to become successful, confident and creative individuals and respectful, responsible citizens.

School context

Winston Heights Public School is located in an established residential area and enjoys an excellent reputation within the community. The school is highly regarded as caring, supportive, and inclusive with high expectations for student learning and achievement.

Student enrolments have increased in recent years with 456 students enrolled in 2019. Our school demographic has a medium to high socio-economic profile, representing a rich diversity of cultures with 41% of families from a language background other than English.

Our caring, well-trained staff are committed to an ethos of life-long learning. Collaborative and collegial practices contribute to a positive learning environment with quality teaching and learning. Student engagement, syllabus implementation and best practice for future focused learning is supported through teacher professional learning.

Winston Heights Public School enjoys strong community participation with active support for teaching and learning, school initiatives, special programs and activities.

In partnership with our school community, we are committed to ensure all students have the opportunity to explore and maximise their individual potential, with specific programs for sport, music, debating and public speaking. Students also enjoy opportunities for dance, choir, gifted and talented activities, the school's environmental team and student leadership.

We recognise the outstanding contributions made by parents and community members and acknowledge the importance of the home-school partnership in enhancing learning opportunities and outcomes for our students.



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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

External Validation

On the 25th June 2019, Winston Heights participated in external validation. I would like to acknowledge the work of all who has assisted Winston Heights Public School in this process. A particular thank you to *Suzie Goodall, Daniel Gorrie, Linda Bryant, Karen O'Hara, Anthony Nicolussi, Kathryn Lee, Gemma Stormon, Simone Andersson and Amanda Wright.*

Winston Heights will continue to prioritise the embedding of evidence-based teaching practices to ensure quality teaching and improved outcomes for all students. In the future, when self-assessing with the School Excellence Framework, we will simplify the gathering process by determining criteria for quality evidence; vary the methods of evaluation used to collect data; ensure feedback is provided by all stakeholders; capture and analyse various samples of student work over time for evidence of practice and to demonstrate impact across all curriculum areas; and ensure all staff have a thorough knowledge of the School Excellence Framework so as to lead future external validation processes.

Strategic Direction 1

Successful Students

Purpose

To maintain a positive learning environment that promotes high expectations so that students are challenged to embrace the 4Cs (critical thinking, communication, collaboration, creativity) and reflect on their learning experiences leading to improved learning outcomes.

Improvement Measures

90% of students achieve stage appropriate outcomes in line with the Learning Progressions.

57% of students achieve expected growth in Numeracy.

64% of students achieve expected growth in Reading.

80% of students can articulate their learning, where they are at and where they need to go to next to be challenged and meet their goals.

90% of students have exemplary attendance.

91% of students indicate a positive sense of belonging at school.

Progress towards achieving improvement measures

Process 1: Implement strong evidence based systems (Visible Learning) and processes (Consistent Teacher Judgement) which demonstrate successful strategies and purposeful improvement for student learning.

Evaluation	Funds Expended (Resources)
<p>All staff engaged in professional learning to improve Consistent Teacher Judgement when moderating of student writing. Data was recorded and updated on SENTRAL to reflect ongoing assessment. Class handover sheets were prepared and distributed to 2020 class teachers ready for transition. Student voice was gathered around learning goals made in learning support and shared with staff.</p> <p>Tailored Strategic Support was provided to assist in our plan and provide support to all staff through demonstration lessons and specific whole school professional development.</p> <p>WOW sessions were successfully held for colleagues to observe explicit teaching sessions with regards to Visible Learning and during stage meetings teams moderated student writing using CTJ.</p>	<p>Professional Learning funds – \$4 500</p> <p>QTSS funds – \$8 000</p>

Process 2: Implement a whole school integrated approach to student well being in which students can connect, succeed and thrive in their learning. Continue PBL practices.

Evaluation	Funds Expended (Resources)
<p>All students completed 2 SMART goals in preparation for 2020. Tell Them From Me surveys were analysed and results shared with staff and community through the Annual Report. Positive Behaviour for Learning practices were analysed and plans were developed for some different approaches in 2020.</p>	<p>Teaching and Learning resources for STEM – \$1 500</p>

Next Steps

Incorporate a Learning and Wellbeing AP position in 2020. A different approach will be viewed with PBL, including new resources and a refresher for all staff. Consultation will occur with all stakeholders – students, staff and community.

Strategic Direction 2

Collaborative Partnerships

Purpose

To promote strong collaborative partnerships with leadership opportunities that foster a school wide culture of high expectations and a shared sense of responsibility for student learning, engagement and success.

Improvement Measures

Build capacity amongst executive and stage teams. 15% increase in student, staff and parent leadership roles.

Successful process using School Excellence Framework to complete External Validation.

20% increase in parents engaged in school based workshops.

Improved school environment – both inside classroom and in the playground – for quality teaching and learning to occur.

Progress towards achieving improvement measures

Process 1: Identify strengths within the school community resulting in sustained whole school improvements.

Evaluation	Funds Expended (Resources)
One staff member completed their cycle for Maintenance of Accreditation and two staff members are close to completing their Proficiency of Accreditation. Aspiring Leaders completed Professional Learning at a Network level with colleagues from the area and two Assistant Principals completed a Bridging the Gap program. One Assistant Principal also completed the PPA Principal Credential and one Assistant Principal has taken up a Higher Duties position as a Teaching Principal. External Validation was completed in June, guiding further planning steps for 2020. One Aspiring Leader received a promotion to Assistant Principal through merit selection.	Beginning Teacher Funding – \$8 000 QTSS Funding – \$8 000

Process 2: Develop and improve modes of communication from school to home including the use of social media.

Evaluation	Funds Expended (Resources)
Improved communication methods are in place and are supported by parents. This is evident through surveys and at P&C meetings. Increase in SAO hours in office to assist with administration and communication with community. Increased attendance at community events (Community Corner Opening), showcasing our school in both improved classrooms and outside environment. External Validation complete and school validated in all areas with one domain being "bumped" up.	P&C Funds + State Community Grant – \$115 000 Socio-economic funds – \$7 000

Next Steps

As a result of the External Validation, next steps have been identified to improve future planning against the School Excellence Framework. More parent workshops are to be included in 2020 for parents to support their child's learning and wellbeing. The school will continue to improve both internal and external school environment for students. The cost of the school chaplain program will be shared by the school and P&C in 2020.

Strategic Direction 3

Quality Teaching

Purpose

To ensure all teachers deliver high quality evidence based pedagogy in teaching practice through effective strategies so that they are making a positive impact to the improvement of student outcomes for a range of diverse learners.

Improvement Measures

All staff engage in evidence-based research to improve teaching practice and calculate effect size to show a years growth.

All staff analyse data for classroom/stage purposes.

All executive staff analyse data for whole school purpose.

All staff can identify the teaching standards and embed them in professional reflection.

Progress towards achieving improvement measures

Process 1: Identify and deliver effective explicit teaching methods to reflect on high quality teaching practice.

Evaluation	Funds Expended (Resources)
All staff engaged in regular quality professional learning. All staff involved in WOW (Watching Others Work) sessions. High quality teaching practices were shared at Hills Hub professional learning workshops to enhance writing outcomes and CTJ practices.	Professional Learning – \$16 000

Process 2: Student assessment data is regularly used school wide to identify student achievement and progress to reflect on teaching effectiveness. This data needs to be consistently collected.

Evaluation	Funds Expended (Resources)
Professional learning opportunities were provided to staff on how to work out a years growth for each student. Class teachers worked out effect size for reading and numeracy from PAT results. Both in school data and external data were collected over the year to determine achievement and progress. Data also enabled next step planning for future learning cycle.	Professional Learning – \$10 000

Process 3: Develop induction and accreditation process to ensure effective implementation and monitoring of teacher development against the Professional Teaching Standards.

Evaluation	Funds Expended (Resources)
Staff completed sessions on updating their Professional Learning logs through eTAMS. One staff member has gathered evidence and written a draft report in preparation for Accreditation at Proficiency. All staff know the Teaching Standards and embed them in their PDP goals and are able to reflect on them when undertaking professional learning.	Beginning Teacher Funds – \$8 000 QTSS Funds – \$8 000

Next Steps

Planning in 2020 to revisit the "What Works Best" document to better understand the 7 areas of high impact through research evidence-based practice and Cognitive Load Theory will be in place in the milestones.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 340	All Aboriginal students are supported with a Personalised Learning Plan to meet their learning needs. This is completed in consultation with the family and student. All students participated in NAIDOC Week activities with an Aboriginal Performance held which was subsidised for all students using Equity funds. Aboriginal perspectives continue to be embedded across all curriculum areas.
English language proficiency	\$76 252 This is : • Staffing – \$42 686 (0.4 FTE) • Flexible – \$33 565	Our school was given a staffing allocation of 0.4 FTE to employ an EALD Teacher 2 days per week. Another EALD teacher employed using all the Flexible funding plus some NAP funding. Winston Heights has 41% of families from a language background other than English. This is an increase from 2018 (39%).
Low level adjustment for disability	\$98 980 This is: • Staffing – \$64 030 (0.6 FTE) • Flexible – \$34 950	A Learning and Support teacher was employed for 3 days using the FTE 0.6. The school employed another teacher full time as Learning and Support across K–3 using Equity money and Initiative funding. Flexible funding was used to supplement Integration funds to enable SLSOs to work closely with a number of students requiring extra support. The school continues to have a very strong Learning and Support program running across the school.
Quality Teaching, Successful Students (QTSS)	\$79 610 (0.746 FTE)	Executive staff continue to provide support and supervision for their teams to support PDPs and enhance collaborative practice amongst their stage teams. Planning days provided each term for stage teams to analyse data, evaluate programs and plan future teaching and learning sequences. WOW days provided colleagues the opportunity to observe quality teaching practice of their colleagues as well as demonstrate explicit teaching strategies aligned to evidence-based research.
Socio-economic background	\$12 096	Employment of additional one and a half days per week of SAO in the front office all year. Two teaching staff involved in training for L3 – one new and one continuing. Funds used to cover training and casual costs and resources required for the program. Additional funds sourced from Operational funds.
Support for beginning teachers	\$56 520	Funds were for four beginning teachers in their first full year of a temporary engagement. Funds were used for casual relief costs associated with mentor days, professional learning and expenses related to professional learning costs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	219	216	216	231
Girls	219	228	237	224

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.8	94.7	96	95
1	94.6	94.5	95.2	94.6
2	93.8	97.3	95.6	95.3
3	95.3	95.1	95.4	93.7
4	95	95.4	95.1	94.7
5	95.9	95.4	95.3	93.4
6	94.5	95.5	94.2	92.4
All Years	95.1	95.5	95.3	94.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.3
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	0.4
School Administration and Support Staff	3.48

*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	351,891
Revenue	4,007,940
Appropriation	3,663,631
Sale of Goods and Services	4,742
Grants and contributions	330,170
Investment income	3,447
Other revenue	5,950
Expenses	-3,838,512
Employee related	-3,272,145
Operating expenses	-566,368
Surplus / deficit for the year	169,428

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.

The financial management at Winston Heights Public School is governed by the principal in collaboration with the school's finance committee. The School Council is also consulted on the budget each year. The budget is in line with the Department of Education's policy and based on specific school priorities as determined by the staff, students and school community during the planning process.

Surplus funds carried over at the end of the school financial year have various determinations. Some funds are committed to a number of outstanding payments. These include casual staff salaries, unpaid invoices and committed costs for programs. Funds have also been earmarked for replacement of assets including interactive panels, air conditioning units for replacement of aged units, ground improvements to the K-2 COLA, more toilet block refurbishments, signage, murals and a classroom renovation for The Studio – a new project for 2020.

The school continues to spend significant funds on maintaining the ageing buildings and ongoing tree maintenance. In 2019 substantial funds were spent on new hall chairs, retaining walls and seating near the K-2 COLA, retaining wall and seating near the 3-6 COLA, felt boards on the walls of the Kindergarten classrooms, a new ride-on mower, refurbishment and new equipment for the GA workshop, iPads and equipment for The Studio, blinds in the office area and a classroom, a handrail on a set of stairs, framed student leadership plaques, laptops for K-2 and a new telephone communication system for every classroom. This totalled approximately \$82 000.

A large grounds project (Community Corner) was also completed, totalling over \$115 000. Finances used to complete this project were from a State Community Partnerships grant and P&C funds.

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	51,555
Equity Total	188,667
Equity - Aboriginal	1,340
Equity - Socio-economic	12,096
Equity - Language	76,252
Equity - Disability	98,980
Base Total	3,082,420
Base - Per Capita	106,291
Base - Location	0
Base - Other	2,976,128
Other Total	235,468
Grand Total	3,558,110

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

In 2019, the school participated in a number of surveys and activities to gather information from students, staff and members of the community.

All stakeholders (students, staff and community members) participated in the Tell Them From Me surveys online. These surveys are devised by The Learning Bar which assists schools in capturing the views of students in Years 4–6, teachers and parents. A random selection of students participated in gathering feedback through student voice to record their views and feelings about their learning. School staff also participated in an online survey created through Google Forms. Parents provided regular feedback through information and feedback sessions at P&C meetings. The External Validation experience of the school also provided valuable next steps for future planning.

All information gathered was analysed and used to plan for 2020 future directions.

Student Satisfaction

Students in Years 4–6 participated in the online Tell Them From Me survey in April and again in September 2019. Analysis of the Tell Them From Me report has shown that 95% of students feel involved in all aspects of school life with 75% of students experiencing a strong positive sense of belonging at school and increased academic motivation. 93% of students valued schooling outcomes leading to long-term success. 89% of students feel they display positive behaviour and do not disrupt the learning of their peers. Students continue to feel strongly that school staff advocate for them, that they are known, valued and cared for, as well as holding high expectations for them to succeed.

All our students understand and are able to articulate our Positive Behaviour for Learning (PBL) values.

Parent Satisfaction

18% of parents completed the Tell Them From Me online survey. This was a decrease in responses compared to the 2018 survey. The feedback results continue to show increasing positive results in the way the school communicates with parents. Parents scored a 9 out of a possible 10 for feeling welcome into the school, a considerable increase to the previous school year. Parents feel that teachers listen to their concerns, that they can easily speak with the principal and that administrative staff are helpful when they have a question. The school, together with the parent organisation bodies have worked hard to cement positive relationships to build support between home and school and the communication methods. The results indicated overwhelmingly that parents find formal interviews are the best mechanism for them to discuss their child's learning with the school and that newsletters and emails continue to be the best source of finding out what is happening at school.

Teacher Satisfaction

In 2019, staff completed two surveys. The Tell Them From Me survey and an online survey through Google Forms. Staff noted an increase in Learning Culture compared to the previous year. Teachers felt that students were more engaged in the learning activities most likely due to relevance to their own experiences. Staff found themselves to be more reflective of their teaching practices which led to better planning for future learning tasks. Teachers found they did not use technology for immediate feedback and this will be an area for professional learning in 2020. Analysis of the survey results for staff with regards to parent involvement was consistent with the parents survey with regards to regular communication being high when viewing a child's progress.

The online Google Forms survey feedback centred around school programs and improvements moving into planning for 2020. 96% of staff liked the Twilight professional learning sessions, 68% of staff wanted a return of separate weekly admin meetings for the following year and the highlights for professional learning in 2019 were Visible Learning, writing awareness and Consistent Teacher Judgement (CTJ), PLAN2 and the Learning Progressions and our Watching Others Work (WOW) sessions.

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.

