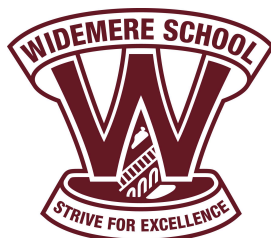# Widemere Public School

2019 Annual Report

4474

Introduction

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

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School background

School vision statement

Widemere Public School challenges students of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities. Our aim is for all students to be successful, life long learners who are confident and creative individuals, strive for continual improvement and are active and informed citizens. Students are equipped to meet the demands and challenges of the future in an engaging, inclusive, differentiated learning environment where they are valued as individuals and are encouraged to show respect for others.

School context

Widemere Public School is located in Greystanes and was established in 1973. It is an excellent learning community providing high quality learning opportunities for the children of our local community.

Our school operates 10 classrooms from Kindergarten to Year 6 with 250 students enrolled. 52% of our students come from culturally diverse backgrounds.

Our dedicated, creative teachers are committed to the pursuit of excellence by knowing, valuing and understanding every child through participation in formative assessment, targeted professional development, high quality evidence based differentiated teaching and stimulating, enriching and challenging learning programs.

We also offer many prospects to excel in a variety of performing arts, sports programs and leadership opportunities.

Widemere Public school is well resourced with innovative technology, a modern library, a multipurpose hall, a covered outdoor learning area, attractive refurbished classrooms and flexible learning spaces.

Our students prosper in a positive behaviour for learning, inclusive and nurturing learning environment that develops respect, understanding and responsibility.

Student wellbeing is a priority to our staff. Our aim is for all students to be known, valued and cared for and for students to do their personal best.

As a school community we are determined to provide opportunities to develop students in all areas to become life long, responsible learners and successful members of society.

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	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	Sustaining and Growing

While our school executive team had self evaluated our achievement as Sustaining and Growing, after viewing our evidence and conducting the panel the independent External Validation panel upgraded our achievement to excelling in the 5 areas of – Wellbeing, Curriculum, Assessment, Learning and Development and School Resources.

Strategic Direction 1

Evidence Based Visible Teaching & Learning

Purpose

At WPS we will strive for high quality teaching and learning excellence through data driven evidence based quality teaching and differentiated, personalised, challenging learning. Best practice will enable all students to be highly engaged in school and to improve their achievement through evidence based visible teaching and learning.

We seek significant (at least 12 months), measurable growth across all learning domains.

Improvement Measures

96% of students meet or exceed nationally identified minimum benchmarks in Reading and Maths.

100% of classroom teachers working with instructional leader in analysing data and devising differentiated learning experiences for Literacy and Maths.

100% of teachers have differentiated teaching in Literacy and Maths which is evidenced in teaching & learning programs.

100% of teachers undergoing professional learning in improving engagement and differentiation in student learning.

Increase the number of students in the top 2 bands of NAPLAN by 8% (from 44.2% to 50.3%) in Reading and 7% (29.9% to 36.9) in Numeracy

Teachers developing a growth mindset and encouraging a growth mindset in students.

Overall summary of progress

Professional learning has been paramount in developing the growth mindset of both students and staff. The school Performance and Development (PDP) goal allowed the school to focus strongly on building a positive mindset in all stakeholders. Students and teachers took risks with their learning and saw failure as a positive step in learning something new.

94% of students in Year 3 and and 87% of Year 5 met or achieved over the minimum standard in both Reading and Maths.

All classroom teachers met with their instructional leaders and analysed relevant data to devise differentiated and engaging learning experiences for students K–6.

Progress towards achieving improvement measures

Process 1:   Instructional Leader Program

Increasing teachers' capacity to utilise progressions and to analyse data while engaging in cycles of investigation and target intervention to develop differentiated learning..

Evaluation	Funds Expended (Resources)
*Review data in IL sessions*Discuss student growth and development with Supervisor*Survey staff on EV & T&L*Review IL sessions and PI sessions for the year.	*Support staff relieving teachers and Instructional Leaders*PL meetings*Stage meetings

Process 2:   Engagement Project

Increasing teachers capacity to fully engage students in their learning by providing engaging rich tasks, engaging pedagogy, and project based learning. They will create a growth mindset in students and create an engaging real world learning environment to enhance and improve student learning outcomes

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
*Share lessons and student learning with peers to evaluate the lessons within a Stage*Get student feedback and parent feedback on Student Engagement *Exec to review feedback from students and parents.	*Access to a device and/or the Computer Lab*Professional Learning on engagement, Problem based learning and self directed learning. *Stage Meetings.

Process 3: **Visible Learning Program**

Involve students in self–regulation of their own learning. Teachers to support students' regulation by developing learning intentions, success criteria and descriptive feedback and differentiated, personalised and challenging programs.

Evaluation	**Funds Expended (Resources)**
*Feedback Friday questionnaire*IL Observations*Thursday Walk through*Students ability to explain LISC*Survey Teachers and parents about Visible Learning*Exec to review survey	*Professional Learning*IL time*Stage meetings and Supervisors meetings*Planning time

Process 4:

Evaluation	**Funds Expended (Resources)**
No Data	No Data

Next Steps

Stragegic Direction 1. Widemere Public School will continue with the Instructional Leader program. This program is beneficial in increasing teachers' capacity to analyses data, target intervention and differentiating students learning to support the individual student within the class. The program has supported collaborative learning, planning and teaching within our school. The Engagement Projects have strengthened students engagement and we have organised some T4L Stem Robotics Kits for 2020 to increase the scope of this process. The Visible Learning Program will continue in our classrooms and across our school to ensure students are self–regulating their learning and ensure teachers continue to support their students with descriptive, timely feedback and differentiated, peronalised and challenging programs.

Strategic Direction 2

Successful Life Long Learners

Purpose

To provide a high standard of learning and engagement and seek to empower students to become curious, confident, citizens who self–direct their learning, adapt quickly to change and are life long learners.

To develop a learning growth mindset and culture based on high expectations, quality engaging meaningful opportunities to support creativity, critical thinking, collaboration, enquiry learning and problem solving, which will maximize success and add value to students' lives.

Students will be productive and ethical users of technology equipped with 21st Century skills.

Improvement Measures

| Common assessment tasks demonstrate key aspects of critical thinking, creativity, collaboration and self–directed learning. |
| Student work samples demonstrate evidence of critical thinking, collaboration and creativity. |
| Students utilise digital technology and project based learning within the classroom environment to enhance their learning and become self–directed learners. |
| Students being able to identify their individual learning goals. |
| Increased leadership opportunities for staff and students. |
| |

Overall summary of progress

All students worked hard to developing their term learning goals. Parents were informed of these goals and worked in tandem with the school to help develop these personalised targets. 100% of teachers used technology project based learning to develop key aspects of creativity, collaboration and self–directed learning. Diversified leadership opportunities were increased for both staff and students.

Progress towards achieving improvement measures

Process 1:   21st Century Skills

Build teacher and students' capacity
in developing a growth mindset in line with a whole school PDP goal and by the
students challenging themselves through the 5Cs of 21st Century
Learning.

Evaluation	Funds Expended (Resources)
• Staff/student/community surveyed on success of implementing goals and evaluate structure for new year.	**Funding Sources:** • Socio–economic background ($1000.00)

Process 2:   Digital Technologies and Project Based Learning

Build teacher knowledge and practice in both digital technologies and project based learning.

Evaluation	Funds Expended (Resources)
PL session for review.	• $29 500 for iPad set • Release day for staff member $1000 **Funding Sources:** • ($0.00)

Progress towards achieving improvement measures

Process 3: **Student Individual Learning Goals**

Student and teacher conferences to develop individual learning goals where students are supported and encouraged to self–direct their learning.

Evaluation	Funds Expended (Resources)
• Discussion and evaluation of whole school PDP goal	

Process 4:

Evaluation	Funds Expended (Resources)
No Data	No Data

Process 5:

Evaluation	Funds Expended (Resources)
No Data	No Data

Process 6:

Evaluation	Funds Expended (Resources)
No Data	No Data

Next Steps

Strategic Direction 2. Widemere Public School staff will continue to strengthen their students' skills by providing a high standard of learning and engagement and seeking to empower students to become curious, confident, citizens who self–direct their life long learning. We will continue to encourage a learning growth mindset and culture based on high expectations, quality engaging meaningful opportunities to support creativity, critical thinking, collaboration, enquiry learning and problem solving.

Strategic Direction 3

Resilient, Confident Citizens and Leaders

Purpose

For every student and teacher to reach their full potential in a safe, positive, stimulating and evolving learning environment through quality differentiated learning programs, student and staff wellbeing programs, prevention and intervention strategies and leadership opportunities.

Improvement Measures

For every student and teacher to reach their full potential in a safe, positive, stimulating and evolving learning programs, student and staff welfare, prevention and intervention strategies and leadership opportunities.

* 40% of our students obtaining Blue WOW certificates and working towards gold. 30% of students achieving gold badge awards.

* 100% of students being able to state the school rules.

* More effective case management for all students including those who are at–risk or who have special needs.

* Better identification and management of students with social and emotional learning difficulties.

* 10% decrease in school "Time Outs" and suspensions.

* 10% increase in staff, student and parent participation in leadership opportunities.

* 100% Aboriginal and at–risk students with Personalised Learning Plans.

5% in increased parent participation in school decision making.

Overall summary of progress

Forty percent of our students received Silver Awards and thirty five percent received gold awards in 2019. One hundred percent of Aboriginal students have personalised learning plans developed in collaboration with parents and teachers. Many more teachers took on leadership roles an d while parent participation did not increase P&C meetings are well attended and school decision making has increased.

Progress towards achieving improvement measures

Process 1:   Personalised Learning and Support

To continue to develop a school wide Learning and Support framework of knowledge and practice that promotes individualised learning allowing students to thrive, connect and succeed.

Evaluation	Funds Expended (Resources)
* CT survey on SLSO support effectiveness * CT survey on support teacher programs * Review of SLSO programs	* 2 day exec release to create evaluative surveys **Funding Sources:** • Aboriginal background loading ($1200.00)

Process 2:   Knowing, valuing and caring for all students

Continue to develop a school wide Wellbeing framework to enable students to reach their potential in an educational environment that promotes high expectations in behaviour and learning.

Evaluation	Funds Expended (Resources)
* WOW data collection	* Gold reward day celebration $1000

Progress towards achieving improvement measures	
* PLB data * Staff survey about PBL systems	3 day release $1500 **Funding Sources:** • Socio–economic background ($2500.00)

Process 3: **Capacity Building**

Implement leadership development initiatives to strengthen the leadership capacity of students and staff.

Evaluation	Funds Expended (Resources)
* Evaluation / success of kindy buddy program * Evaluation of peer support program * Evaluation of SRC event	* 3 days exec release $2500 **Funding Sources:** • Socio–economic background ($2500.00)

Process 4:

Evaluation	Funds Expended (Resources)
No Data	No Data

Process 5:

Evaluation	Funds Expended (Resources)
No data	No data

Process 6:

Evaluation	Funds Expended (Resources)
No Data	No Data

Next Steps

Strategic Direction 3. Widemere Public School will continue to support both our students and staff to reach their full potential in a safe, positive, stimulating and evolving learning environment through quality differentiated learning programs, student and staff wellbeing programs, prevention and intervention strategies and leadership opportunities. We will continue to work collaboratively through our various internal and external programs such as Be You and The Berry Street Educational Model and with the support of our school services to ensure all students and staff are known valued and cared for.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$6 995	Indigenous students' literacy and numeracy learning outcomes were enhanced and school learning support officers supported Indigenous students across the school. Students learned more about their culture and enjoyed Reconciliation week activities.
English language proficiency	$44 094	During 2019 we supported EALD students through intervention in class and individual learning with the EALD teacher or School Learning Support Officers. An EALD support teacher was employed 2 days a week to support students and their teachers in their Reading and Maths groups and provided new arrivals with intensive language development. School Learning Support Officers were employed to assist learners with their language development. Mini Lit and MacqLit were implemented to support EALD students' literacy development. Literacy planning days were held to plan appropriate Literacy programs for students. Teachers also attended various EALD professional learning opportunities. The above activities allowed EALD students to flourish in the school community.
Low level adjustment for disability	$81 181	The Learning and Support Team assists classroom teachers and other personnel to make adjustments for students' learning and provide support
Quality Teaching, Successful Students (QTSS)	$43 311	Effective literacy and numeracy programs and practices were developed which improved students' literacy and numeracy outcomes.
Socio–economic background	$29 533	During 2019 we provided various support measures for students from low socio–economic backgrounds. We purchased 60 iPads and provided support for students in classroom and playgrounds with the Learning and Support Teacher and School Learning Support Officers. We have also supported students by providing subsidised swimming lessons, excursions and purchased needed resources and uniforms for students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	139	131	134	135
Girls	104	108	108	113

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.3	95.9	94.2	93.3
1	94.9	94.6	93.9	93.8
2	94.1	95.3	92.9	93.3
3	96.9	95.9	96.2	92.6
4	96.1	95.5	95.2	92.9
5	96.1	94.6	94.1	93.3
6	96.3	95.9	92.9	93.8
All Years	95.4	95.4	94.1	93.3
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)	3
Classroom Teacher(s)	8.24
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.57

*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	302,087
Revenue	2,346,232
Appropriation	2,217,978
Sale of Goods and Services	3,415
Grants and contributions	123,851
Investment income	987
Expenses	-2,259,072
Employee related	-1,966,996
Operating expenses	-292,076
Surplus / deficit for the year	87,160

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	16,974
Equity Total	163,704
Equity - Aboriginal	6,995
Equity - Socio-economic	29,533
Equity - Language	39,638
Equity - Disability	87,537
Base Total	1,860,386
Base - Per Capita	56,782
Base - Location	0
Base - Other	1,803,604
Other Total	146,689
Grand Total	2,187,753

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.
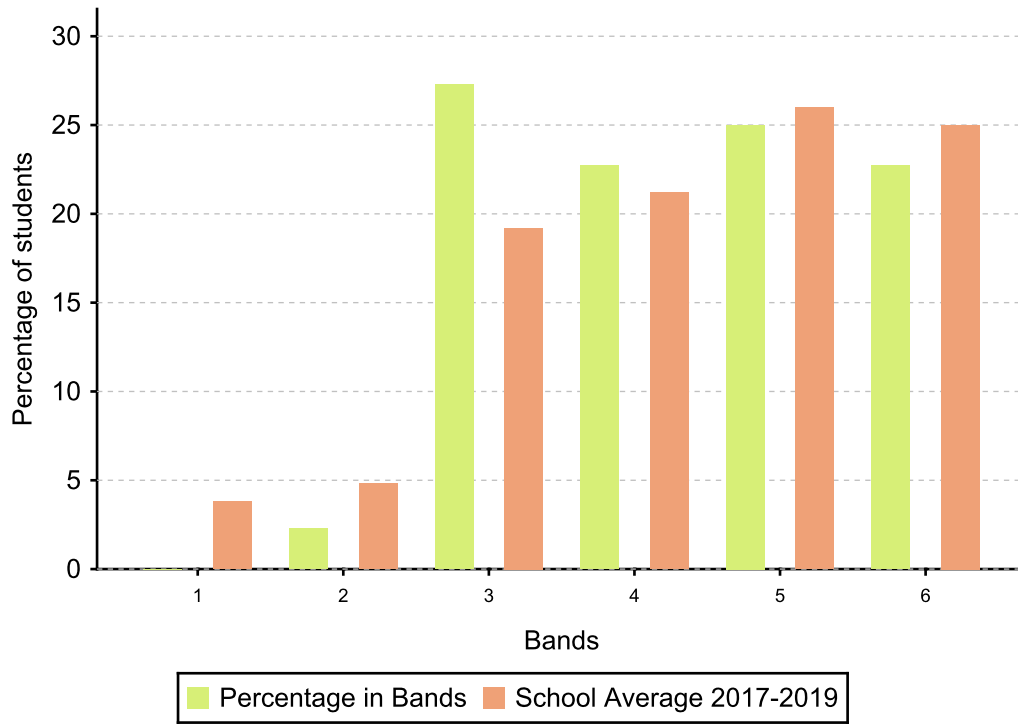
Literacy and Numeracy Graphs

Percentage in bands:

Year 3 Grammar & Punctuation
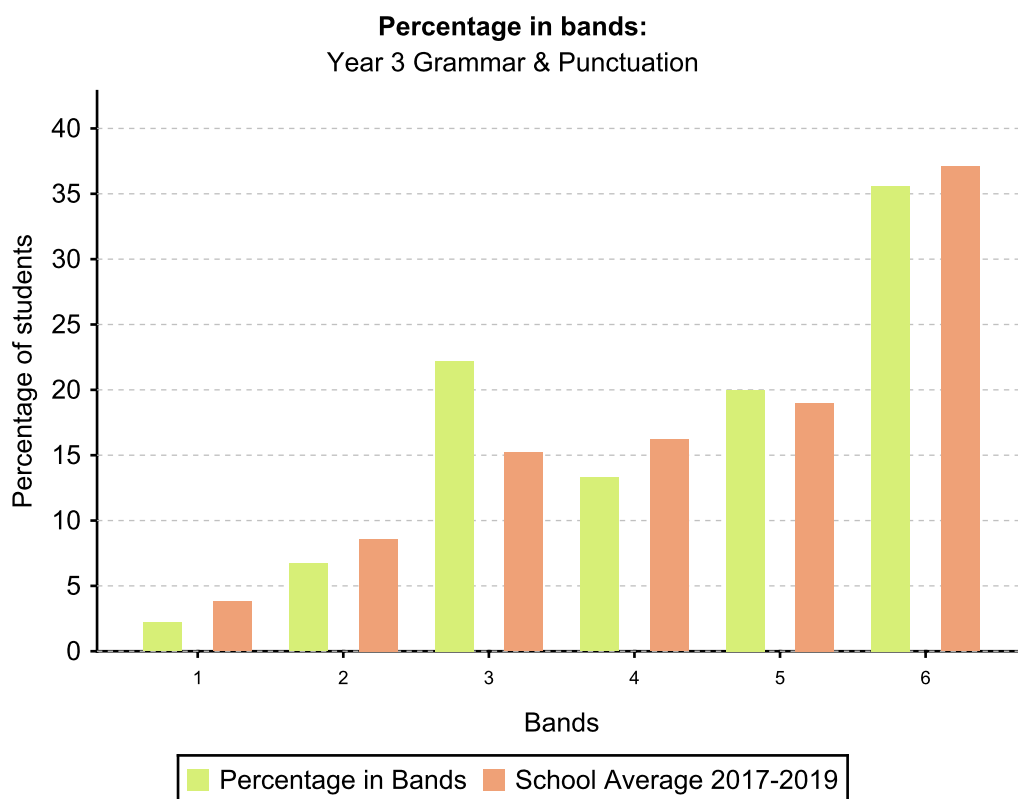
Band	1	2	3	4	5	6
Percentage of students	2.2	6.7	22.2	13.3	20.0	35.6
School avg 2017-2019	3.8	8.6	15.2	16.2	19	37.1

Percentage in bands:
Year 3 Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	2.3	27.3	22.7	25.0	22.7
School avg 2017-2019	3.8	4.8	19.2	21.2	26	25

Percentage in bands:
Year 3 Spelling
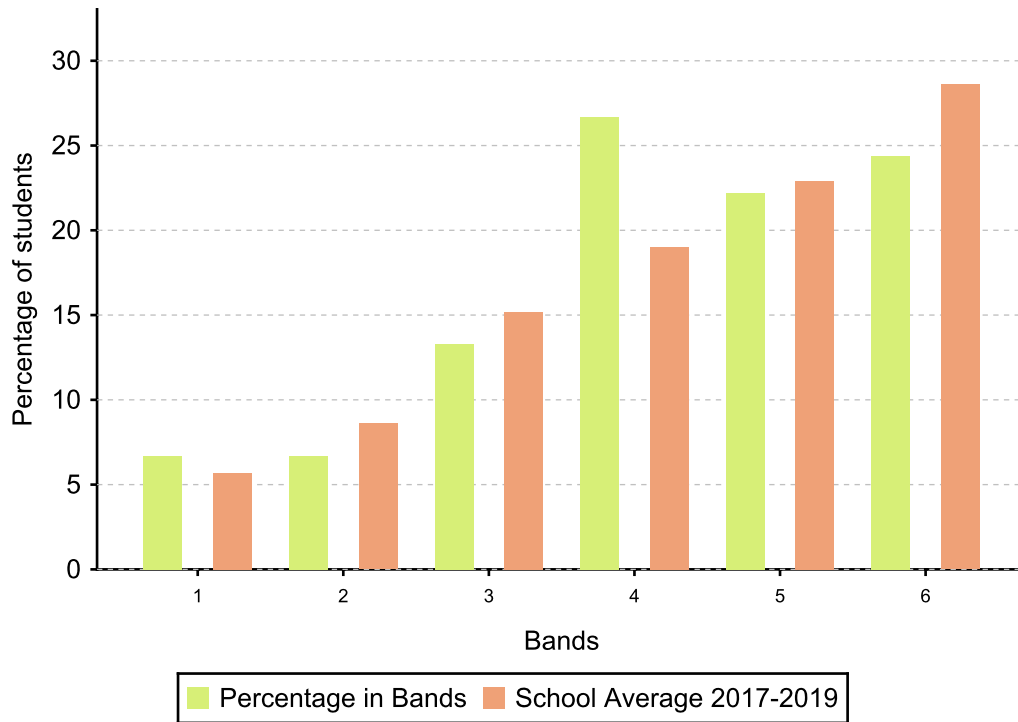
Band	1	2	3	4	5	6
Percentage of students	6.7	6.7	13.3	26.7	22.2	24.4
School avg 2017-2019	5.7	8.6	15.2	19	22.9	28.6

Percentage in bands:
Year 3 Writing
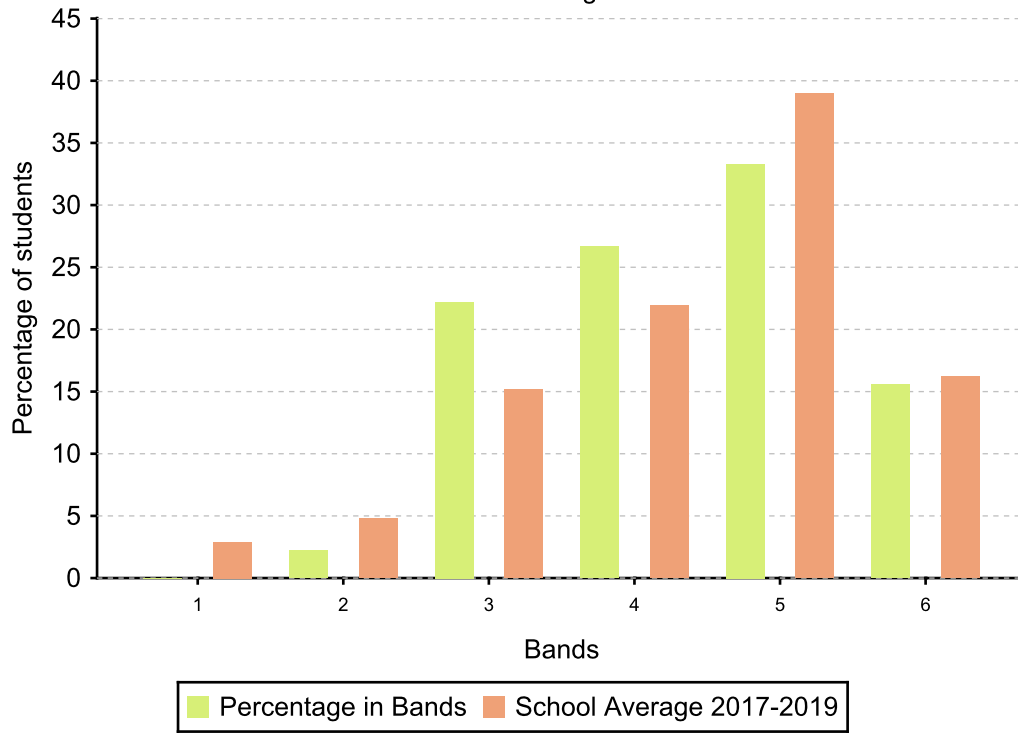
Band	1	2	3	4	5	6
Percentage of students	0.0	2.2	22.2	26.7	33.3	15.6
School avg 2017-2019	2.9	4.8	15.2	21.9	39	16.2

Percentage in bands:
Year 5 Grammar & Punctuation
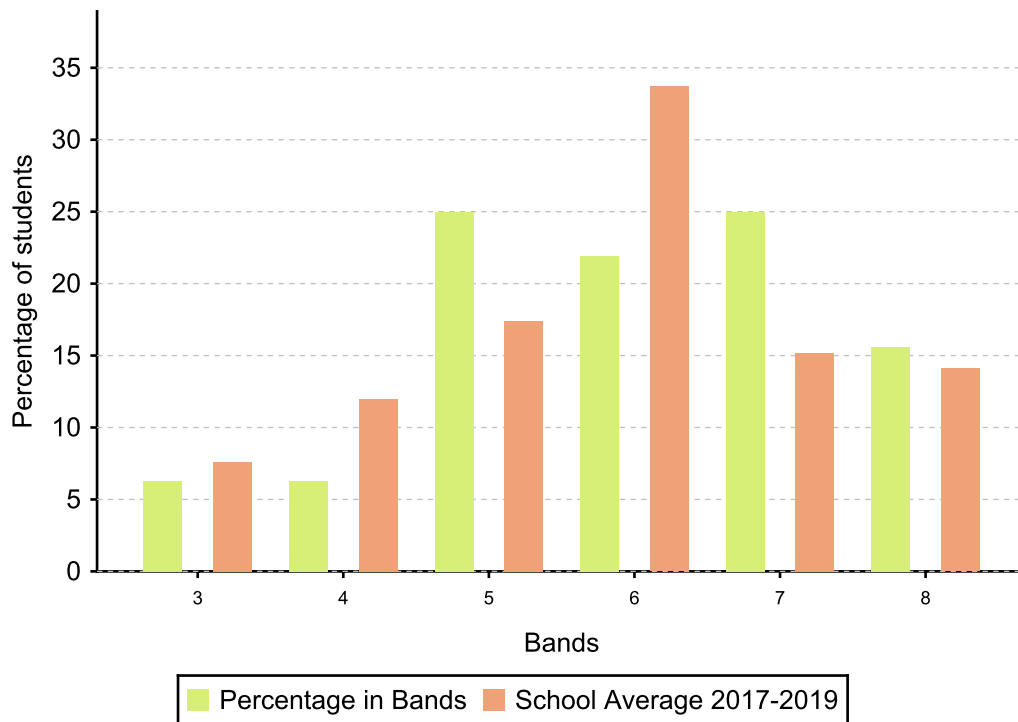
Band	3	4	5	6	7	8
Percentage of students	6.3	6.3	25.0	21.9	25.0	15.6
School avg 2017-2019	7.6	12	17.4	33.7	15.2	14.1

Percentage in bands:
Year 5 Reading
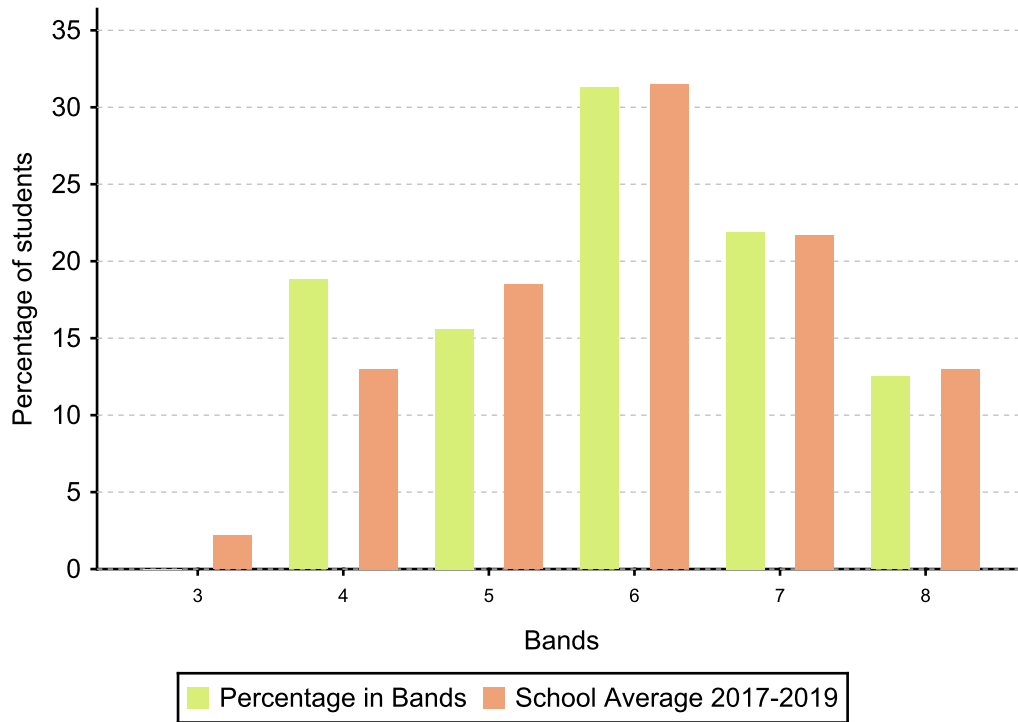
Band	3	4	5	6	7	8
Percentage of students	0.0	18.8	15.6	31.3	21.9	12.5
School avg 2017-2019	2.2	13	18.5	31.5	21.7	13

Percentage in bands:
Year 5 Spelling
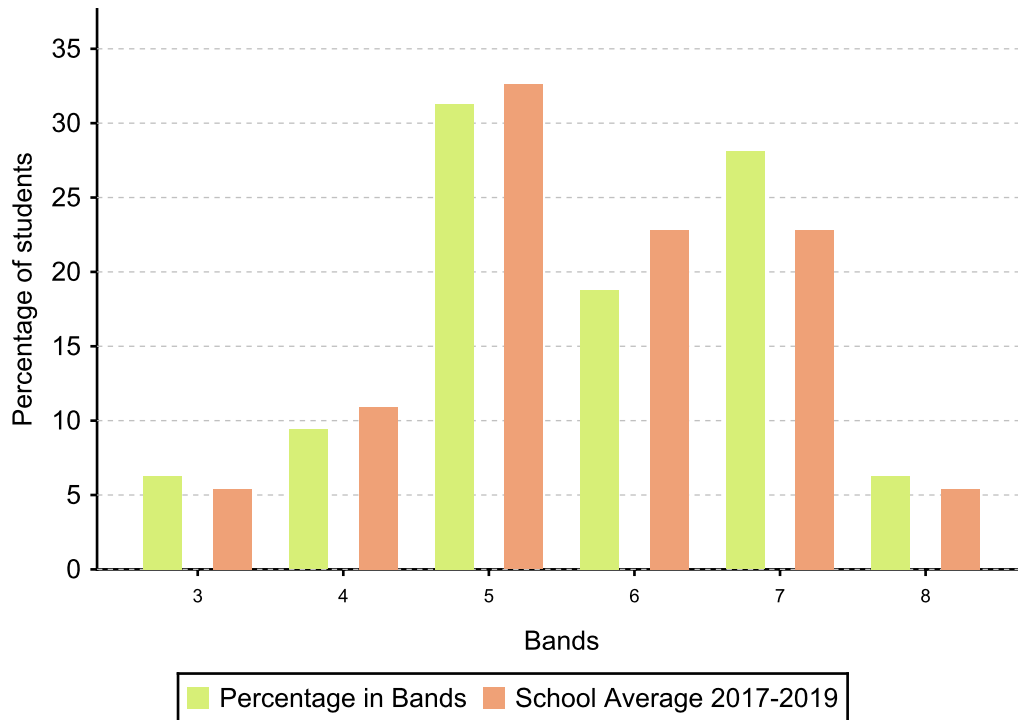
Band	3	4	5	6	7	8
Percentage of students	6.3	9.4	31.3	18.8	28.1	6.3
School avg 2017-2019	5.4	10.9	32.6	22.8	22.8	5.4

Percentage in bands:
Year 5 Writing
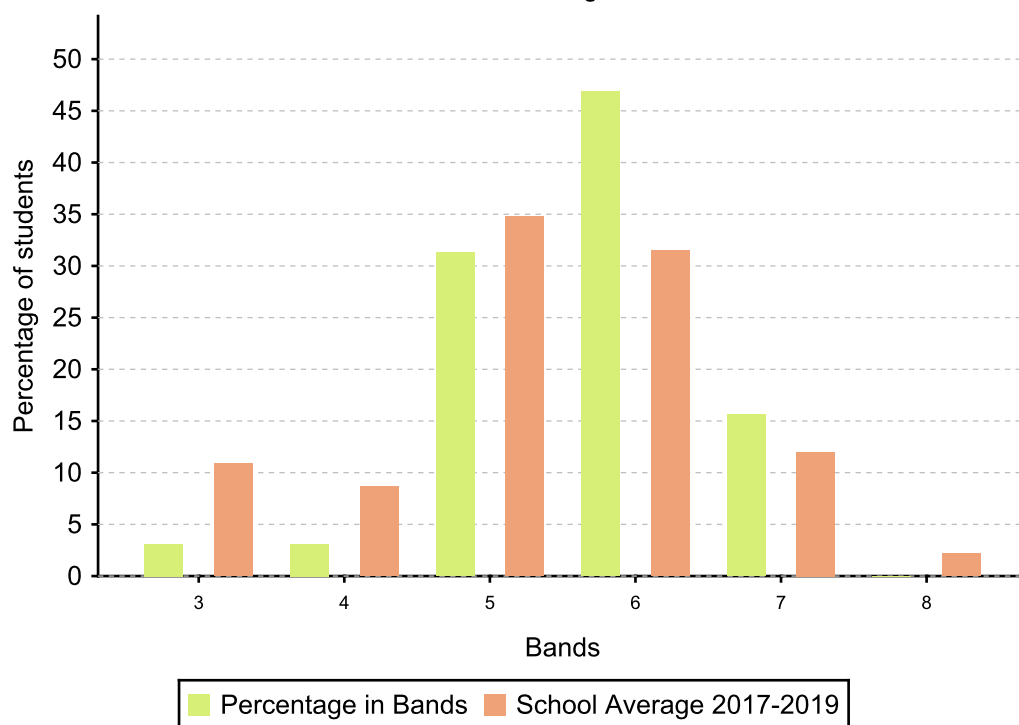
Band	3	4	5	6	7	8
Percentage of students	3.1	3.1	31.3	46.9	15.6	0.0
School avg 2017-2019	10.9	8.7	34.8	31.5	12	2.2

Percentage in bands:
Year 3 Numeracy
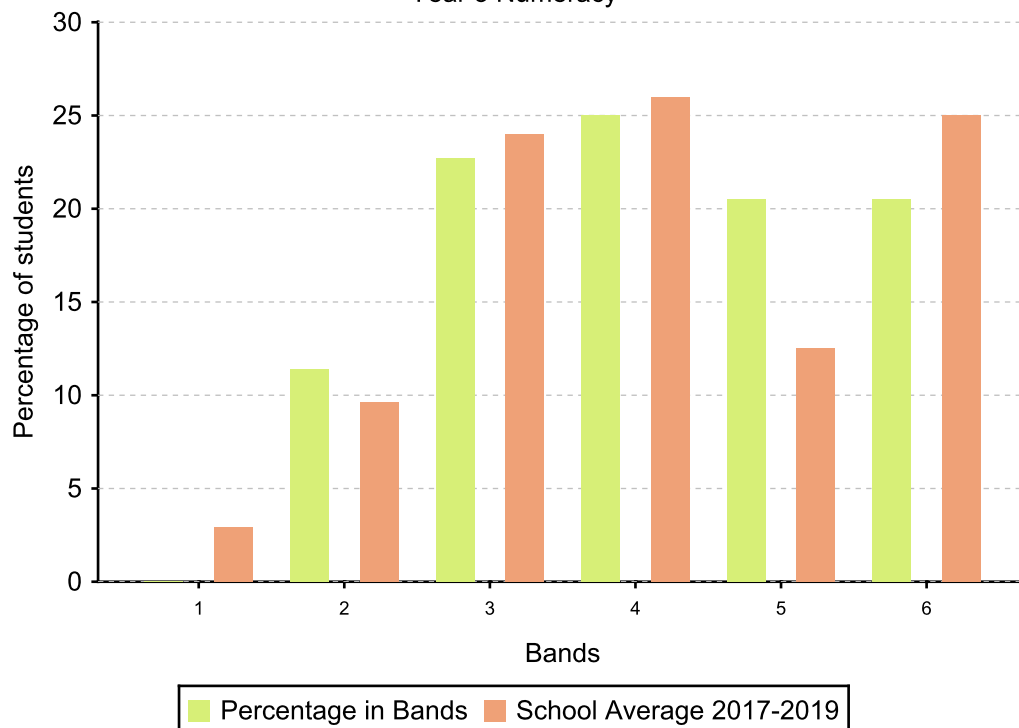
Band	1	2	3	4	5	6
Percentage of students	0.0	11.4	22.7	25.0	20.5	20.5
School avg 2017-2019	2.9	9.6	24	26	12.5	25

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Percentage in bands:

Year 5 Numeracy
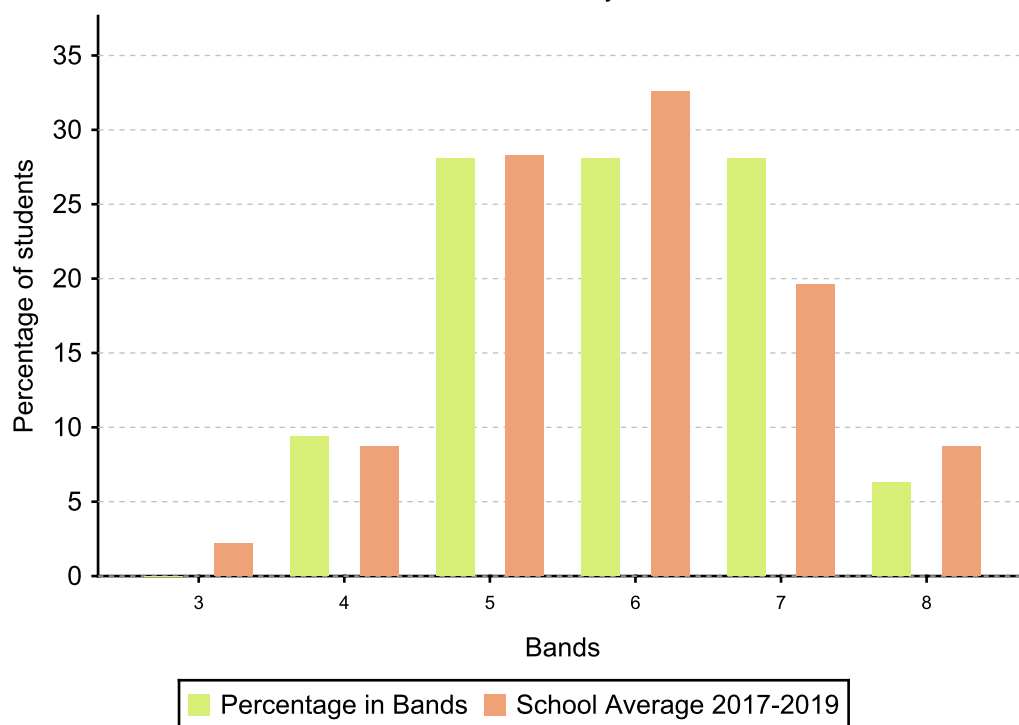
Band	3	4	5	6	7	8
Percentage of students	0.0	9.4	28.1	28.1	28.1	6.3
School avg 2017-2019	2.2	8.7	28.3	32.6	19.6	8.7

Parent/caregiver, student, teacher satisfaction

In 2019, the school undertook various surveys including parents, staff and students participating in the twice yearly Tell Them From Me survey. We sought the opinions of parents, staff and students in regards to school satisfaction. Their responses are below.

Parents

95% of parents stated the school had a warm and welcoming atmosphere.

89% of parents stated that teachers have high expectations in learning for the students to achieve with 95% saying that teachers expect students to work hard and do their best.

92% of parents felt they could easily communicate with their child's teacher.

95% said they were well informed about school activities. Parents stated that the Skoolbag App and Facebook were their primary information sources for school information and accessed the school newsletter through the Skoolbag App.

96% stated that their children had a clear understanding of the school rules and behaviour expectations.

Staff

100% staff valued the school culture of learning and celebration.

100% of all teachers felt that all teachers were dedicated to improving their practice and strongly agreed had they set high expectations for learning.

100% of teachers stated they used visible teaching strategies to help students learn.

95% of teachers felt their practice was engaging and motivating for students.

90% of staff were happy with the professional learning provided in 2019 and stated that the professional learning improved classroom practice.

Students

85% of students in years 4,5 & 6 felt they had a strong sense of belonging at school.

88% of students stated that teachers tried hard to make their learning engaging and motivating.

95% of students stated that teachers and the leadership team provide engaging extra curricular activities but would like the opportunities to experience different sport at the school.

We will continue to survey our parents, staff and students to provide feedback allowing for the improvement of our school practices.

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.

Widemere Public school is committed to Aboriginal Education and aims to promote the educational achievements of all Indigenous families. All staff continue to provide programs that support the individual learning needs of Indigenous students. Aboriginal history, culture and perspectives are integrated into programs. In line with policy personalised learning plans were developed and implemented for all Indigenous students.

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.

Widemere Public School maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.