

Introduction

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

Our learning community at Harcourt Public School is committed to fostering personal excellence. Together we inspire curious, adaptable learners who actively engage in a complex and dynamic world. We value integrity, inclusivity and mutual respect.

School context

Harcourt Public School is a collaborative learning community committed to developing confident, successful learners and leaders, who embrace opportunities and are motivated to achieve personal excellence. We are situated in a south-western suburb of Sydney and are made up of approximately 540 students from diverse cultural and linguistic backgrounds. Community Language programs in Chinese and Korean are part of the curriculum offered, along with extracurricular programs designed to extend and challenge students of all backgrounds.

Harcourt Public School has established a culture of providing quality teaching and learning programs for all students, through an innovative, differentiated and challenging curriculum. There is a strong focus on student achievement with an emphasis on enhancing student wellbeing and community involvement.



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>

Strategic Direction 1

Pedagogical Impact

Purpose

To ensure student outcomes are met and exceeded through the embedded use of authentic data collection, analysis and reflection of teaching practices.

Improvement Measures

Increasing % of students achieve equal to or greater than stage appropriate expectations when measured against literacy and numeracy outcomes.

Increasing evidence of visible learning inaction and assessment practices in literacy and numeracy.

Increasing evidence of teachers using internal and external data to inform their teaching practice in literacy and numeracy.

Increasing consistency in teaching staff contributing to and utilising a consistent data collection and recording system.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach of visible learning (explicit instruction, feedback & differentiation) and assessment practices (as/for/of) in writing and numeracy.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>During 2019, writing was the focus for a whole school integrated approach of visible learning and assessment practices..</p> <p>In Stage 2 & 3, 100% of randomly surveyed students were able to articulate where the Learning Intention & Success Criteria (LISC) were located in their classrooms. This was a 49% increase from Semester 1 survey data.</p> <p>Further, 64% of Stage 2 & 3 students were able to explain the current writing goals they had been working towards in the classroom. This was a 10% increase from the Semester 1 survey data.</p> <p>All writing programs across the school were determined to include relevant LISC.</p> | <p>\$2000: provision of consistent resources across the school, staff release for discussions and resource preparation.</p> |

Process 2: Consistent data collection and analysis, where teachers analyse, interpret and extrapolate data, collaboratively use this to inform planning, identify interventions and modify teaching practice. Consistency of teacher judgement is evident along with effective reporting to community members.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>All staff contributed to the collection of internal data in writing, numeracy and reading, providing the basis for strong conversations around whole school growth patterns and areas of need. Weekly opportunities were provided for staff teams to collaboratively evaluate writing programs and the evidenced results, driving ongoing effective teaching and learning programs.</p> <p>Staff attended professional learning opportunities based on the collection and analysis of data, with 92% of staff able to articulate one or more ways their knowledge of data and evidence has developed throughout the year.</p> <p>Strengthened systems were evident around the use of data to drive programs, identify required interventions and to modify teaching practice. Examples include clear SMART goals in personalised learning plans based on student data, numeracy support groupings, Multilit and EAL/D parallel writing groups.</p> | <p>The QTSS staffing allocation was utilised to provide opportunities for regular collaborative discussions and learning opportunities.</p> <p>\$10 000 staff release for student assessment in Mathematics.</p> |



Strategic Direction 2

Collaborative Communities

Purpose

To create and embed a culture of evidence based collaborative practice, so that a stimulating, engaging environment, focussed on professional growth and student achievement, is experienced by all learning community members.

Improvement Measures

Increasing % of staff are evaluating their practice and providing evidence of impact as measured against their performance and development goals.

Increasing evidence of impact related to collaborative learning practice across the HPS learning community.

Increasing evidence of impact of mentoring and coaching practices.

Progress towards achieving improvement measures

Process 1: Draw on research to develop and implement high quality collaborative learning structures and practices across all aspects of the learning community.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>The agreed school norms, known as STARS, has supported discussions to reinforce our goal to be student driven, trustworthy, active learners, respectful and solution focused in every interaction and activity at Harcourt.</p> <p>STARS has underpinned our collaboration activities across the school and has been evident in Professional Learning Community (PLC) sessions, Stage activities, Committee activities, event planning and the team teaching sessions of the Embedding Technology Project.</p> <p>Our teaching teams have been able to identify and evaluate how STARS has supported collaboration and positively impacted student wellbeing and academic achievement. This has been evidenced at each 'STARS in Action' professional learning session at the end of every term. Multiple examples have been provided at each of these term's sessions throughout the year. Some examples given for 'STARS in action' has included our endeavour to improve our visible learning strategies by refining our LISC to be written in student friendly language and be more consistently applied across the school and accessible in every classroom.</p> <p>Another prominent example has been our assessment, planning, programming and evaluation discussions in PLC and Stage meeting sessions which has improved student writing outcomes. STARS has also been evident in our team's working together to assess and report on EAL/D learning progressions to produce a new student report and increase our teaching teams' understanding of the EALD learning progressions which has enabled them to report on student results and include strategies into learning programs.</p> <p>In addition, our team teaching and ICT integration planning activities has resulted in 82% of staff stating that the team teaching sessions have improved their students' achievement of curriculum outcomes across various key learning areas this year. In addition, 92% of students surveyed stated that they had learnt a new ICT skill this year from attending the scheduled team teaching sessions.</p> <p>The executive team have also noted that STARS has underpinned and supported discussions with team members and their teams to focus on the broader goals and manner in which we can achieve these at Harcourt. This has supported all of our collaborative efforts within and across the teams.</p> | <p>QTSS funding allocation to support collaborative opportunities.</p> <p>\$110 000 embedding technology collaborative project, staff release for team teaching opportunities.</p> |

Progress towards achieving improvement measures

Process 2: Implement a whole school integrated approach to mentoring and coaching in which staff can connect, build capacity and celebrate professional growth and student achievement.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>In 2019, various opportunities were provided to all staff, supporting them to build capacity and further support professional growth. Support systems were established based on staff feedback, with 60 % of staff accessing more than one type of support method. By the end of the year, mentoring, coaching and peer learning opportunities were evident across all stage teams. From feedback sources it was determined that 90% of staff experienced a higher level of professional growth in 2019 compared to their professional growth in 2018, with 63% of staff considering continuing their current support system the following year. As a result of effective systems and continuing to develop a whole school approach, it was evident that connections within teams were established and staff were supported in improving and celebrating their own professional growth.</p> | <p>Beginning Teacher funding allocation.</p> <p>\$15 000 staff release for professional observations, discussions and mentoring opportunities.</p> |



Strategic Direction 3

Authentic Partnerships – Belonging

Purpose

To provide an inclusive learning community that ensures students become successful, confident and engaged learners. This is achieved through ongoing active partnerships that foster collegiality, communication and a shared sense of pride.

Improvement Measures

Increasing % of addressing all aspects of the Wellbeing Framework.

Improving communication and reciprocal relationships with the HPS and local community.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to a positive culture in which all members can connect, succeed and thrive.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Staff evaluated school programs in relation to the Wellbeing Framework. We identified areas of focus within the themes Connect, Succeed and Thrive.</p> <p>We introduced two social and emotional intelligence programs across K–2. In Kindergarten we introduced the Behaviours Matters program and in Years 1 and 2 we introduced the Worry Woos program. The outcome was a greater number of students had the social and emotional skills to develop and maintain positive relationships and engage in pro social behaviour.</p> <p>Positive behaviour for learning is a focus area at Harcourt. The development and installation of related signage contributed to the positive culture of the school, culminating in a successful launch day, promoting the school expectations and acknowledgement systems. Students and community commented on the how the relatability of the concepts, mascots and promotion of positive behaviour contribute to an inviting, inclusive and engaging school environment.</p> <p>We introduced the EAL/D Learning Progressions to staff in order to improve our understanding of students' acquisition of the English language. Staff understanding of the document increased through the professional learning sessions done throughout the year. Staff have used the progression to identify the English language learning needs of each EAL/D student. This underpins the school's high expectation for every student and that all students will succeed in their learning.</p> | <p>\$1 000 for resources supporting emotional intelligence programs.</p> <p>\$35 000 PBL signage and promotion of Launch Day.</p> |

Process 2: Draw on collaborative practices to develop and nurture reciprocal partnerships with the HPS learning community and surrounding local area with a focus on successive processes and professional learning.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>In 2019 systems and processes were put in place to connect and build relationships with our community. These included processes for parent volunteer induction and training in supporting literacy with our students. There was an increase in the number of parents volunteering in student support programs at HPS from 2018 to 2019. We also held parent workshops in literacy and numeracy, focusing on how to help your child at home, in response to parent feedback. 100% of parents surveyed responded that they found the workshops useful and that they intended on trying some of the suggested ideas at home.</p> <p>The Tell Them from Me survey was used to collect data about community</p> | <p>\$15 000 for staff release and resources supporting parent workshops and training.</p> |

Progress towards achieving improvement measures

engagement in the school. The survey demonstrated growth in parent engagement from 2018 to 2019. Examples of areas that the community identified that had improved were; being informed about school activities and feeling welcomed when they visit the school.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Quality Teaching, Successful Students (QTSS) | \$94 000 Teacher release | <p>Allocation of resources systematically built capacity related to student outcomes in writing, data collection and analysis. Staff were able to meet regularly to identify the learning needs of students, collaborate on effective strategies, undertake professional learning and consolidate on consistent teacher judgement.</p> <p>As a result, staff have reported they have an improved understanding of the curriculum, writing progressions, increased variety of strategies for differing learning needs and strengthened collaborative practices further supporting sustained professional growth.</p> |
| Socio-economic background | \$40 000 Instructional Leader | <p>These funds were used to support school strategic directions, maximising opportunities to explore innovative practices that support continuous improvement in student achievement.</p> <p>An Instructional Leader was engaged to provide this structured support ensuring high quality ongoing professional learning that further developed teaching capacity at the individual and whole school level.</p> |
| Support for beginning teachers | \$35 000 | <p>During 2019 two funded staff members were identified. Each teacher was provided with a further two hours of release from face to face per week and one hour to collaborate with a mentor each week. Staff utilised this time to observe other teachers, complete individual assessment tasks, collaborate with team members on teaching methods and refine their programming systems.</p> <p>Both teachers also worked towards their collection of evidence and successfully gained their proficient qualification during this time.</p> |
| Targeted student support for refugees and new arrivals | \$32 000 Additional teaching and SLSO staff | <p>A specialised New Arrivals Program was delivered to 12 students during 2019. They were provided with a specialised intensive EALD program targeting beginning English skills.</p> |
| Aboriginal background loading | \$3 060 | <p>School Learning Support Officer (SLSO) support in literacy and numeracy for individual students was provided during the year. All students have personalised learning plans in place and meetings with our Aboriginal parents and families took place as a way to strengthen our partnerships. Students were supported to attend excursions and access technological learning programs.</p> |
| English language proficiency | \$32 000 | <p>Forty-nine students identified as requiring specialised support and were targeted through our EALD programs. These programs supported oracy, reading and writing growth, through both withdrawal groups and in-class team teaching.</p> |

| | | |
|---|-----------------|--|
| <p>English language proficiency</p> | <p>\$32 000</p> | <p>The EAL/D team were provided release from teaching to develop familiarity of the EAL/D progressions and to prepare and deliver professional learning for the whole staff on this knowledge. The team also researched and developed a reporting format to be included in the 2020 school reports, providing families with greater information on the learning progression of their children.</p> |
| <p>Low level adjustment for disability</p> | <p>\$58 000</p> | <p>In 2019, 10 students received targeted assistance for medical, social and academic needs. Student Learning Support Officers (SLSO) were employed through the use of Flexible School funding and were guided through the expertise of the Learning and Support Teacher. This targeted support ensured there was a focus on each student to achieve their individual learning goals outlined in Personalised Learning and Support Plans.</p> <p>A number of other students also received targeted support through Literacy and Numeracy Support programs including MultiLit. School based structures were developed to facilitate sustained and timely support for students with disability and additional learning and support needs. This was through teacher release, professional development on personalised learning and support plans, additional SLSO support in classrooms and playground as well as the training and involvement of community members in regular reading opportunities.</p> |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 292 | 288 | 274 | 272 |
| Girls | 271 | 262 | 241 | 232 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 93.8 | 94.7 | 94.5 | 93.6 |
| 1 | 93.7 | 91.4 | 93.3 | 93.1 |
| 2 | 95.1 | 94.3 | 94.4 | 92.6 |
| 3 | 94 | 95.3 | 94 | 92.9 |
| 4 | 95.8 | 94.6 | 92.9 | 94.1 |
| 5 | 95.5 | 95 | 94.5 | 94.3 |
| 6 | 93.6 | 91.7 | 94.5 | 93.1 |
| All Years | 94.5 | 93.9 | 94 | 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 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 17.52 |
| Teacher of Reading Recovery | 0.74 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 1 |
| Teacher ESL | 3.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 3.96 |
| Other Positions | 3 |

*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 | 1,331,793 |
| Revenue | 5,299,410 |
| Appropriation | 5,089,246 |
| Sale of Goods and Services | 20,401 |
| Grants and contributions | 179,073 |
| Investment income | 6,714 |
| Other revenue | 3,975 |
| Expenses | -5,387,296 |
| Employee related | -4,902,372 |
| Operating expenses | -484,924 |
| Surplus / deficit for the year | -87,885 |

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 | 81,808 |
| Equity Total | 597,793 |
| Equity - Aboriginal | 3,570 |
| Equity - Socio-economic | 43,860 |
| Equity - Language | 374,326 |
| Equity - Disability | 176,036 |
| Base Total | 3,463,312 |
| Base - Per Capita | 120,839 |
| Base - Location | 0 |
| Base - Other | 3,342,473 |
| Other Total | 747,126 |
| Grand Total | 4,890,038 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year our school used Tell Them From Me, which is a web based evaluation system to survey our students, staff and parent community to ascertain greater detail regarding areas of strength and improvement measures.

At Harcourt Public School it was reported that:

- 81% of students enjoy positive relationships at school (an increase of 6% of 2018 outcomes).
- 91% of students value schooling outcomes.
- 88% of students identified as exhibiting positive behaviour at school, above the NSW Government norm of 83%.
- 100% of Aboriginal and Torres Strait Islander students felt positive about their culture when at school.

Intellectual engagement entails a series of emotional and cognitive investments in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and students. At Harcourt Public School it was reported that:

- 71% of our students are interested and motivated in their learning
- 86% of students felt they worked hard to succeed in their learning.
- 81% of students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

At Harcourt Public School students were asked if they expected to go to university after high school. 45% strongly agreed, 25% agreed with 19% unsure and 11% disagreeing with that expectation.

Parents and Teachers

Each year schools are required to seek the opinions of parents and teachers about the school. A summary of their responses are presented below. Parents identified positive qualities at Harcourt Public School.

Parents express:

- Strong support of the school's administrative staff when answering questions and providing relevant information.
- They (parents) are able to easily speak with their child's teacher.
- Their child is clear about rules for student behaviour.
- Their child feels safe attending, as well as going to and from school.
- Teachers help students develop positive friendships.
- They (parents) are strong advocates for the importance of learning at home.
- That communication from the school is regular and timely.

97% of parents expect their child to complete schooling through until Year 12 with 84% of parents also expecting their child to attend university.

Teachers reflected positively on the following areas of school management and classroom practice:

- 93% of teachers surveyed stated leaders in the school are leading improvement and change.
- School leaders create a safe and orderly school environment.
- 100% of teaching staff agree that a positive sense of wellbeing is essential in improving student outcomes.
- School leaders observe teaching practice and support staff during stressful times.
- Teachers speak and share with other teachers about strategies that increase student engagement.
- Teachers have and communicate clear learning goals to students.
- Teachers are engaged in meaningful and regular training to develop their skills and understanding of curriculum.
- Teachers have high expectations for student learning.
- Teachers establish clear expectations for classroom behaviour

Areas for improvement include:

- Parents would like more information about school learning programs and student progress in social and emotional development.
- Parents understand the importance of the role technology plays in their child's learning, though wish to see further teacher feedback to support student learning outcomes.
- Teachers would like more involvement from parents and other community members in creating learning opportunities, further development in attaining skills to provide greater instruction around technology and more opportunities for school leaders to observe teaching and provide feedback.
- Most students are confident of their skills but some feel that they are not challenged enough during mathematics

lessons.



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.

