

# Sandon Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Sandon 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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### Message from the principal

Education has the power to transform lives. It supports young people to realise their potential by providing skills they need to participate in the economy and society, and contributing to every aspect of their wellbeing.

Learning is a partnership, parents and carers, the first teachers in a child's life have a role to play to support educators to nurture the love of learning needed for success at school and in life.

Our role is to give our students a positive and successful start to school so they have the confidence and motivation they need for continued learning success.

We support them to enhance their communication skills, establish and grow peer relationships, have a growing understanding of their place in the world, develop resilience and adaptability and have strategies to manage themselves in difficult situations.

This is why at Sandon we continue to place the whole child at the centre of our planning, teaching and learning.

Throughout 2019 great teaching and inspired learning was visible in classrooms at Sandon. The school was part of a research partnership with the University of Newcastle focused on Quality Teaching Rounds.

Again Wellbeing to connect, succeed and thrive was been high on our agenda.

We gathered evidence that every student is known, valued and cared for at Sandon, that students know a trusting adult will listen and act if there are concerns.

Two staff members were trained to deliver Seasons for Growth, a program that offers children and young people a safe space to come together and share their experiences of change and loss.

In 2019 we participated in External Validation. We measured ourselves against the School Excellence Framework and gathered evidence and artefacts to support our submission for the validating panel. From this process we have identified areas we want to improve, renew or withdraw in 2020.

Every day at Sandon quality student learning is evident, acknowledged and celebrated. Staff are excited to see progress, however that may look individually. Deep discussions about moving students forward, supporting them and their families happen regularly.

This Annual report highlights just some of the great things that happened at Sandon Public School in 2019.

Denise Smother



## School background

### School vision statement

Sandon Public School is a collaborative learning community committed to developing confident, successful learners and leaders.

Students are creative, innovative, and responsible global citizens who embrace opportunities and are motivated to reach their potential.

The Sandon Community demonstrates our S.H.I.N.E. values of Show Respect, Honesty, Including others, Never giving up and Engaging in learning.

### School context

Sandon Public school has an outstanding reputation for inclusivity, student leadership and quality teaching and learning programs.

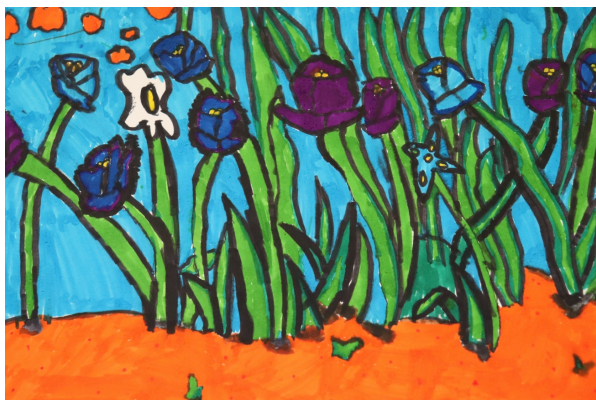
The school has a student population of approximately 250 students from diverse cultural, religious and socio-economic backgrounds.

Approximately twenty seven percent of students are of Aboriginal background. Fourteen percent of students have English as an additional language and ten percent of students have a diagnosed disability. Our teaching and learning and student wellbeing programs are designed to address this complexity.

NAPLAN growth data has been consistent.

Sandon Public School has been a Positive Behaviour for Learning (PBL) school for five years and the school's **S.H.I.N.E.** values (Show respect, Honesty, Include others, Never give up, Engage in learning) and inclusive culture underpin the ethos of the school.

There is an active Parents and Citizen's Association.





## 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	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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

## Strategic Direction 1

### Quality Teaching

#### Purpose

Passionate and skilled teachers inspire lifelong learning. As a collaborative learning community committed to developing confident, successful learners and leaders we will develop and maintain skilled, high performing teachers.

#### Improvement Measures

- At least two Teachers have Highly Accomplished Accreditation.
- All professional learning opportunities are differentiated and mapped to the Australian Professional Standards.
- All teachers are familiar with and implement assessment for, as and of learning to gather evidence and make judgements about student achievement. This will be evidenced through professional learning and supervision practices.

#### Progress towards achieving improvement measures

**Process 1:** Excellence in Pedagogy.

Quality Professional Learning on

- Project based learning
- Critical and Creative thinking
- Assessing Creativity, Critical reflection, Communication and Collaboration
- Growth Mindset.

Implement structures to support teachers to achieve Highly Accomplished and or Lead status using the *Australian Professional Standards for Teaching*.

Evaluation	Funds Expended (Resources)
<p>Evidence gathered will reflect teachers are developing authentic project based learning and assessment tasks utilising a range of strategies that assess students critical and creative thinking, communication and collaboration.</p> <p>External validation highlighted the need to revisit, refine the work streams sitting under milestones. Whilst project based learning was identified in 2018 as a priority it has not been adopted across the whole school. Further refinement in 2020 will occur to determine a way forward.</p> <p>One staff member explored the NSW DE project the Mastery of Teaching which supports staff to achieve Highly Accomplished, unfortunately due to prior leave arrangements they were unable to proceed with the application.</p>	

## Strategic Direction 2

### Quality Learning

#### Purpose

Quality learning builds the capabilities for every student so they are creative, innovative, and responsible global citizens who embrace opportunities and are motivated to reach their potential.

#### Improvement Measures

- Progress and achievement of equity groups within the school is equivalent to the progress and achievement for all students.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

#### Progress towards achieving improvement measures

**Process 1:** Collaboration is embedded to implement and sustain some or all of:

- Learning Walks
- Instructional rounds
- Classroom Walk Throughs
- Lesson Study.

The NSW Quality Teaching Model is by teachers to improve teaching practice and hence student learning outcomes.

Evaluation	Funds Expended (Resources)
Quality teaching rounds will continue in Stage 2 in 2020 as part of University of Newcastle research project. Initial feedback from the project shows deep understanding of and use of the Quality Teaching Framework by the staff involved in the project. The majority of students across the classes involved in the project made significant gains in the PAT, Progressive Achievement Test, delivered at the beginning of the year and again towards the end of the year.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Grant from Newcastle University (\$10000.00)</li></ul>

**Process 2:** Professional Learning is targeted to suit individual needs so every student, every teacher can improve every year.

The Literacy and Numeracy Learning Progressions are used by staff in order to know their students and plan for explicit differentiated teaching and learning.

Evaluation	Funds Expended (Resources)
Data collected from Early Stage 1 and Stage 1 identified each individual students learning. This data was used to celebrate teaching with the staff and to identify where to in 2020.  Overall data for Early Stage 1 and Stage 1. <ul style="list-style-type: none"><li>• 46% of Stage 1 students achieved Reading Benchmark.</li><li>• 54% of Kindergarten students achieved Reading Benchmark.</li><li>• The Average Growth for Year 1 was 8.9 levels.</li><li>• The Average growth for Year 2 was 6 levels.</li><li>• 60% of Stage 1 students could write 40+ words.</li><li>• 24% of Kindergarten students can write 40+ words.</li></ul>	Instructional leader  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• School funds (\$139825.00)</li></ul>

### Strategic Direction 3

Wellbeing to Connect, Succeed, Thrive.

#### Purpose

Sandon Public School community values of Show Respect, Honesty, Include others, Never give up and Engaging in learning are the foundations for Wellbeing so our students can:

**Connect:** Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging.

**Succeed:** They will be respected, valued, encouraged, supported and empowered to succeed.

**Thrive:** Our students will grow and flourish, do well and prosper.

#### Improvement Measures

- Attendance rates are above state average.
- Increase the number of students who self report themselves as confident, resilient, have positive self-esteem and take risks with their learning.
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#### Progress towards achieving improvement measures

**Process 1:** Positive, respectful relationships are evident and widespread among students and staff.

Evaluation	Funds Expended (Resources)
Staff provided verbal feedback in front of their peers about the value of the process and the respect, wisdom and knowledge contained within the group.	

**Process 2:** The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assist to help students fulfil their potential.

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Evaluation	Funds Expended (Resources)
Not every student across the school was formally interviewed this year (either electronically or in person), the introduction of <i>Peaceful Kids</i> allowed 60 number of students identified as requiring additional emotional or social wellbeing to complete an eight week intensive small group program.	

**Process 3:** Professional learning on Growth Mindsets is provided to staff and implemented with students.

Evaluation	Funds Expended (Resources)
Evidence of the use of <i>not yet</i> language is widespread across the school. Both students and staff relate growth mindset to our PBL value of Never giving up. Lessons on never giving up and resilience were provided during peer support (K– 6) and during PDHPE lessons.	Readings

**Process 4:** Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

Evaluation	Funds Expended (Resources)
All staff were asked to feedback on the Specialist PDHPE position to determine whether to continue in 2020, all staff were supportive.	\$120 000  Funding Sources:

## Progress towards achieving improvement measures

Plotting students on the Physical Literacy Continuum will be carried out by the PDHPE teacher Term 1 2020.

The *Peaceful Kids* program supported 60 targeted students throughout the year. Very positive feedback was received from parents/carers of students who completed the program. One parent reported the program had been life changing for her son and their family.

*Seasons for Growth* delivered to 12 students in term 4, feedback from the students involved indicated they felt better able to understand their feelings and how to use coping strategies.

- School resources (\$7500.00)



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$123 779.00)</li> </ul>	Feedback from students, staff and families spoke of the impact having Aunty Leslie working at school., eg: Promoting of culture, of difference, knowing the families and the extended families., who to contact for support., providing time to yarn and reflect when needed.
<b>English language proficiency</b>	<p>Teacher one day per week across the year.</p> <p>A School Learning Support Officer equivalent to one day per week to support program delivery.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$14 921.00)</li> </ul>	All identified students improved their language skills.
<b>Low level adjustment for disability</b>	<p>Teacher and School Learning Support Officer.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$160 865.00)</li> </ul>	All students in Rainbow class had data collected at five weekly intervals. The baseline data was used to identify what students could do and to plan for moving students along the Literacy progressions. The data was used by teachers to plan learning sprints and to focus on where to next. End of year data obtained from the standardised assessments indicated the majority of students achieved the required benchmarks.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$48 983.00)</li> </ul>	<p>The number of Access requests completed and submitted within a shortened timeframe. Professional Learning, Targeting Early Numeracy Learning (TEN) delivered, co-taught. and implemented within classrooms.</p> <p>Students across Kinder to Year 2 have TEN activities incorporated into every Maths lesson.</p> <p>Assistant Principals were released from face to face teaching one day per week. During this time the three Assistant Principals carried out the following roles and responsibilities across the year. Relieving Principal, co-teaching, co-planning teaching and learning programs, parent/carers meetings, administration related to Access Requests for students with disability, teacher observations, meetings with Allied Health professionals, professional learning.</p> <p>All these activities, roles supported students, teacher colleagues, parents/.carers.</p>
<b>Socio-economic background</b>	<p>School Learning Support Officers</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$103 189.00)</li> </ul>	Staff and students were kept safe in the support classes. Very few incidents of work place injuries were notified.
<b>Targeted student support for refugees and new arrivals</b>	A teacher four days per week to support students and class room teachers.	Some individual students make significant progress on their understanding and engagement in learning using English.

<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>A School Learning Support Officer to support students in the classroom and individual targeted students in the playground.</p> <p>A School Learning Support Officer (interpreter) one day per week.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$129 590.00)</li> </ul>	<p>Some individual students make significant progress on their understanding and engagement in learning using English.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	111	117	126	134
Girls	123	114	121	117

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.5	91.9	87.8	87.3
1	91.8	90.9	91.8	86.6
2	93.3	92.7	90.3	92
3	92.5	92	92.2	91.1
4	91.7	90.9	92	94.2
5	91.8	93.4	85.2	93
6	94.3	91.2	88.7	88.5
All Years	92.1	91.9	90	90.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

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

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



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.41
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	4.52

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	393,930
<b>Revenue</b>	3,061,837
Appropriation	3,008,543
Sale of Goods and Services	4,658
Grants and contributions	41,570
Investment income	2,492
Other revenue	4,573
<b>Expenses</b>	-3,193,880
Employee related	-2,839,935
Operating expenses	-353,945
<b>Surplus / deficit for the year</b>	-132,043

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	453,531
<b>Equity Total</b>	402,754
Equity - Aboriginal	123,779
Equity - Socio-economic	103,189
Equity - Language	14,921
Equity - Disability	160,865
<b>Base Total</b>	1,774,825
Base - Per Capita	60,781
Base - Location	2,122
Base - Other	1,711,922
<b>Other Total</b>	180,456
<b>Grand Total</b>	2,811,565

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.

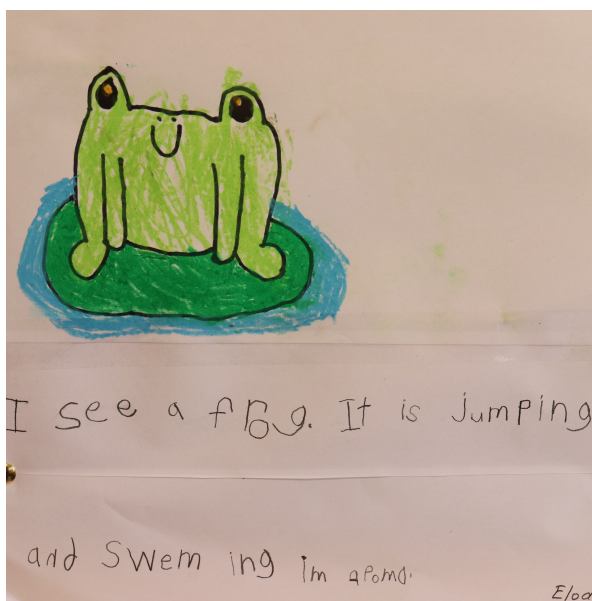
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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](https://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.

### Literacy

The school employed an Instructional Leader during 2019 to support teacher professional development and students learning in Kindergarten to Year 2. Using the NSW Literacy Continuum individual students were identified to receive additional targeted support for two hours per day, four days per week for three terms. This group of students were co-taught by the Instructional Leader and the Learning and Support teacher. This strategy was to identify early students not reaching required benchmarks and target teaching to address this.



## Parent/caregiver, student, teacher satisfaction

During 2019 we collected information from parents, staff and students in the following formats;

- an online survey for students Year 3 – 6
- a written survey for parents/caregivers
- anecdotal feedback from parents/caregivers gathered during school functions
- social media feedback
- staff discussions.

104 responses from students.

- Lowest rating was 3.87 out of 5 to "My teacher knows me pretty well."
- 4.35 average rating out of 5 to "My teacher is passionate about teaching my class"
- 4.31 rating out of 5 to "My teachers try to make lessons interesting"
- 4.25 average rating out of 5 to "I feel I am learning and making progress"
- 4.38 average rating out of 5 to "I feel safe in class".
- 4.33 average rating out of 5 to "My teacher treats everyone with respect".
- 4.33 average rating out of 5 to "My teacher explains things clearly".
- 4.31 average rating out of 5 to "My teacher helps me when I need it."
- 4.38 average rating out of 5 to "My teacher tells me what we are learning and why".
- 4.20 average rating out of 5 to "My teacher checks to make sure I understand what we are learning".
- 4.21 average rating out of 5 to "in class we learn a lot almost every lesson".

49 responses from parent/carers.

- 98% 5 star rating to "My child/children likes school".
- 76% gave a five star rating to "My child/ children feel safe at school". The remaining 24% gave this question a 4 star rating out of 5.
- 98% gave a four star rating out of 5 to "My child is known, valued and care for at Sandon".
- 100% gave a four or five star rating to "My child/children understands the S.H.I.N.E. values and the expected behaviours to demonstrate these values".
- 93% rated three stars and above for "My child is making progress in their learning".
- 91% rated five stars to "I/We feel welcome at Sandon".

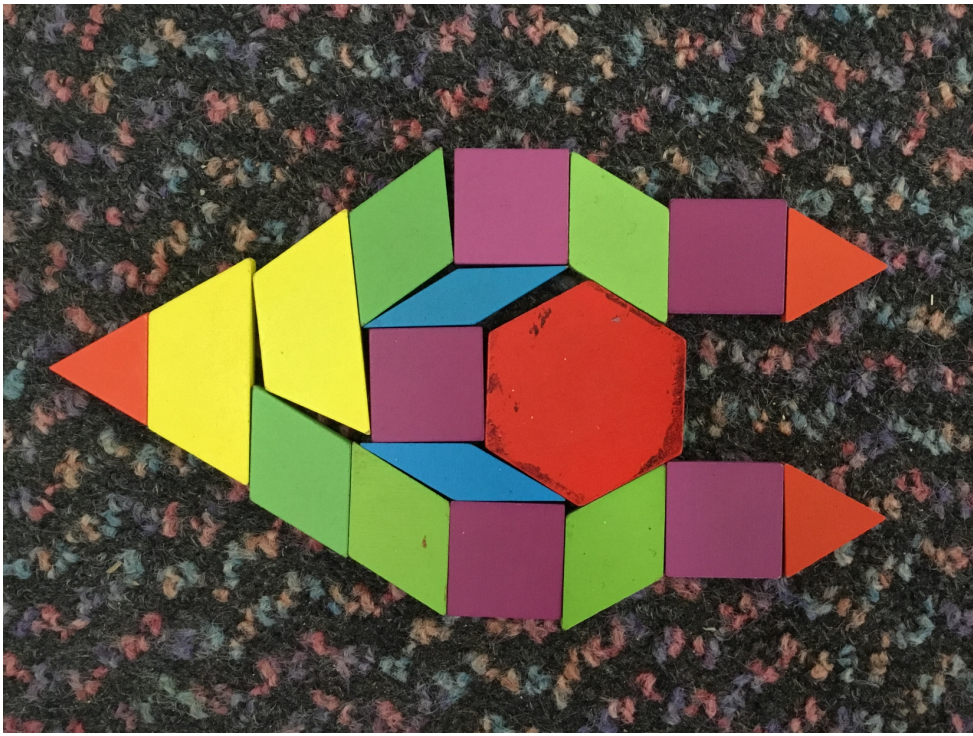
Written responses received included:

*"Thank you for having our visit in Grandparents week".*

*"This is a fabulous school, great job on the whole organisation " (Grandparents Day).*

*"I loved the children dancing, and the chance to visit the classrooms."*

*"Great morning tea, thanks".*





# 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.

In 2019 Sandon Public School had 80 students enrolled who identified as Aboriginal. These students were enrolled in classes from Kindergarten to Year 6, and in the support classes.

In 2019 Sandon Public School held a Yarning Breakfast during Term 1 to make stronger connections with our Aboriginal families. The breakfast was well attended and the school received positive feedback.

All Aboriginal students were involved in the process to develop their individual Personalised Learning Plan (PLP).

Year 5 and Year 6 Aboriginal girls were involved in a cultural awareness program that ran for six weeks.

During NAIDOC week all students were involved in a number of activities that celebrated Aboriginal culture.

- A smoking ceremony.
- Assembly. Students from Armidale Secondary College Aboriginal Dance group performed at the Assembly as did a number of our own Aboriginal students.

In 2019 Sandon Public School received Equity funding for Aboriginal students. This funding was used to employ School Learning Support Officers to provide support with in class learning in Early Stage 1 and the support classes and an Aboriginal School Learning Support Officer two days per week with a focus on Stage 3 students.

The Principal became an active member of the local Aboriginal Education Consultative Group (AECG) group. The design of a new school shirt featuring Aboriginal artwork was developed by Year 6 Aboriginal students and supported by the local AECG. The shirt is worn by students, both Aboriginal and non-Aboriginal, staff members, community members, parents and carers.

## 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.

The school received several anonymous racist notes, that were left in the car park, the bus bay and on a staff members car. The school has been unable to identify the writer, however we continue to promote inclusion and equity and teach students and staff to identify, respond and act on racism and discrimination.

## 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.

Sandon Public School student population comprised 20 % of students from a background other than English. Across the year we enrolled a number of Ezidi students, who come to Australia as refugees.

The school employed two teachers across the year to provide in class support, individual one– to one support and small group assistance to students from backgrounds other than English.

The school held Harmony Day celebrations that provided opportunities for a number of cultures to be recognised. The school held a games afternoon, where games from around the world were played and students were in mixed groups to participate.

