Thomas Reddall High School

2019 Annual Report

8589

Introduction

The Annual Report for 2019 is provided to the community of Thomas Reddall High 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

Thomas Reddall High School is committed to fostering a learning community that builds confidence in all students to achieve their personal best within a culture of high expectations and quality teaching practices. Through a safe and stimulating learning environment, students and staff are able to connect, succeed and thrive.

School context

Thomas Reddall High School is a comprehensive secondary school based in the Campbelltown local area. It has an enrolment of 546 students, including 10% from an Aboriginal and/or Torres Strait Islander background and 39% from a language background other than English. The school receives equity funding to support students from low socio–economic communities. A six class Support Unit caters for the needs of students with autism as well as mild intellectual and physical disabilities. Students have access to a broad curriculum, including access to VET (Vocational Education and Training) courses in the senior school. For more information on our school, please visit: http://www.thomasredd–h.schools.nsw.gov.au

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

Excellence in teaching and learning

Purpose

To create a culture of high expectations that focuses on the delivery of quality teaching and learning that develops student confidence, capacity and improved performance in literacy and numeracy.

Improvement Measures

Increase the proportion of students in the top two NAPLAN bands for reading and numeracy in Years 7 and 9.

Increase the number of students achieving at or above National Minimum Standards in Literacy and Numeracy in Years 7 and 9.

Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.

100% of Stage 4 programs have formative assessment embedded as part of the teaching and learning cycle.

Increase the proportion of students demonstrating the skills of collaboration, communication, creativity and critical thinking through engagement in project based learning.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

Implement a teacher professional learning program that centres on developing quality teaching practices in literacy, numeracy and project based learning.

Implement and embed a whole school approach to literacy, numeracy and future focused learning.

Staff share literacy and numeracy strategies that have had a positive impact on student understanding, growth and development.

Evaluation	Funds Expended (Resources)
All staff were developed in the Reading to Learn (R2L) course. R2L reading lessons were implemented in Stage 4 classes, with cross faculty peer observations conducted in some KLAs. More cross curriculum observations will be continued in future planning. R2L writing strategies were considered, but the decision was made to implement PEEL as a whole school strategy. This was deemed a better lead in to ALARM, an established writing strategy used widely with senior students within the school context. Progress has been monitored through the analysis of NAPLAN and HSC data. A 2% increase in student performance in the top two bands of Year 9 NAPLAN in reading and writing, and a 4% increase in grammar and punctuation was seen. A 12% decrease in the number of students in the bottom band for writing is also a strong indicator of success. English performance in HSC courses showed a 3% increase in Band 5 and 6 achievement.	Additional staff member for Literacy cost – socio–economic background ($70,000). Additional staff member for Numeracy cost – socio–economic background ($106,000). Professional learning funds. Quicksmart licence. SLSO support for Quicksmart. 0.4 teacher release for Quicksmart ($42,400).
The leadership group within the Numeracy team attended professional learning on leading secondary numeracy, decimals across the curriculum and the numeracy progressions. This learning formed the basis of whole staff professional learning delivered by the team. Additional training on the Numeracy Skills Framework and the use of NAPLAN data to support numeracy skills acquisition was also delivered to the whole staff. Evidence of success has been seen in the inclusion of numeracy lessons within Stage 4 teaching and learning programs across the curriculum.	
The Quicksmart program was continued for targeted Year 8 students. All students achieved positive growth in number skills fluency and accuracy. CUBES was established as a problem solving strategy for students in the program. This was consolidated through professional development of staff so	

Progress towards achieving improvement measures	
that the strategy could be used as a common platform across the school. Literacy and numeracy student groups for senior students were formed after analysis of student data. The groups were given additional support to improve identified skills. As a result, there was a significant increase in the number of students successfully completing minimum standards testing.	

Process 2:   Project Based Learning

Implement and embed a whole school approach to future focused learning.

Implement and embed innovate teaching practices that focus on developing communication, collaboration, creativity and critical thinking skills.

Evaluation	Funds Expended (Resources)
Project based learning lessons were included in the 2019 timetable for Year 8 students. Students were involved in a number of project designs and investigations. They were positive about the programs in their evaluations. To enhance the progress made in this area, there was a significant degree of investigation into other models of education which support the development of the 4C's, inclusive of school visits and professional learning. This was supported by the employment of an additional Deputy Principal to drive this initiative as part of the role. The models formulated decision making in the 2020 timetable design, with a focus on Year 7 students.	Additional Deputy Principal cost. Professional learning funds cost.

Process 3:   Assessment

Staff analyse data, implement high quality assessment practices, and provide effective feedback that fosters a growth mindset.

Evaluation	Funds Expended (Resources)
Work on formative assessment continued throughout 2019. The continuation of practices based on the work of Dylan Williams continued in partnership with two other High Schools. Staff were positive in their feedback on professional learning in this area. Learning Intentions and Success Criteria was reinforced as a school wide practice, with posters installed in every classroom for daily lesson use. The formative assessment Google Classroom for staff continues to support cross faculty discussion and sharing of practices that work, to enhance the development of formative assessment and visible learning across the school in an ongoing manner. Compliance and monitoring folders were developed and upon completion of staff professional learning, the process implemented for Year 12 teachers as of Term 4, 2019. Analysis of these folders by Senior Executive identified some minor areas for staff development and supports have been put in place. Overall, folders have demonstrated quality assessment and compliance practices across the school. Year 7 to 11 folders have been designed and distributed to staff for 2020 implementation.	Professional learning funds cost. Folders and poster set up costs. Deputy Principal cost.

Strategic Direction 2

Building a positive school culture

Purpose

To create a safe and inclusive environment that fosters positive and supportive relationships where all students and staff are known, valued and cared for.

Improvement Measures

Increase students attendance across all year groups by 5%.

100% of staff developing and achieving the SMART goals outlined in their Performance and Development Plan.

Increase the proportion of students moving through the levels of the merit system.

Increase opportunities for staff and students to be involved in leadership experiences.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school (TTFM).

Progress towards achieving improvement measures

Process 1: Connect, Succeed and Thrive

A whole school PBL approach is reviewed and delivered; and is responsive to trends emerging from data to inform future teaching of skills.

Staff and students model, support and implement a whole school approach to wellbeing.

Evaluation	Funds Expended (Resources)
Work to support positive school culture continued throughout 2019. This involved the installation of high visibility signs that reinforce TRED values throughout the school, the continuation of TRED tokens to acknowledge student progress in demonstrating TRED values, values assemblies and reward excursions. Attendance data continues to be monitored and practices to encourage better attendance are a focus for improvement in 2020.	Signage cost ($3,000). Reward excursions cost.

Process 2: Leadership driving improvement

Student leadership development programs are reviewed, researched and developed for TRHS.

Staff use the Australian Professional Standard for Teachers to guide improvement and growth by moving to the next level of knowledge, practice and professional engagement. The focus is on using the Performance and Development Framework, Accreditation and Maintenance, Beginning Teacher Programs, and aligning professional learning to the needs of staff.

Evaluation	Funds Expended (Resources)
The SRC continues to grow in visibility during whole school events, and are becoming more actively involved in decision making, planning and delivery of TRED initiatives. A significant investment in staff leadership development through professional learning continues through staff involvement in 3 Rivers, Gonski leadership, NOII, Project Nest, AVID, Berry Street Education and other leadership development initiatives. Expansion of the impact of these learning opportunities was achieved through internal whole staff development sessions led by the teams attending the events. Executive meetings also	Leadership badges / Captains blazers cost. Professional Learning cost. Deputy Principal cost.

Progress towards achieving improvement measures	
incorporate professional learning in response to DoE directions, and shared findings from external professional learning to assist in evidence based decision making about future directions for the school. An additional Deputy Principal was employed to support early careers teachers to develop their practices in line with the Australian Professional Standards for Teachers and achieve accreditation at the proficient level. This was achieved for a number of early career staff.	

Strategic Direction 3

Fostering collaborative partnerships

Purpose

To promote community awareness of our school's successes and future directions by developing supportive and sustainable community partnerships.

Improvement Measures

Increased proportion of parents and community members or groups participating in school events.
Increase the number of links with community organisations to support learning.
Increase community support and feedback through the use of enhanced communication tools.

Progress towards achieving improvement measures

Process 1:   Community of Schools Project

Draw on solid research to develop and implement high quality transition programs and CoS initiatives.

Evaluation	Funds Expended (Resources)
The Community of Schools project continues to grow in strength. A positive relationship between CoS partners continues and is evident in the success of transition days, sharing of data for incoming Year 7 students and strong participation in the Science Fair. A planning day with CoS leaders, including feeder primary Principals was conducted. From this, plans for 2020 strengthening were collaboratively determined. Information for parents with transitioning students was provided on Orientation day. This was a well attended event. The opportunity to collect information about students from their parents was part of this day. The combined data from partner primary staff, students and parents allowed plans for individuals to be created. The data also drove the design of a Year 7 initiative to reduce the number of teachers for Year 7, integrate subjects in assessment and lesson planning and create class groupings that maximise social success for the new Year 7 in 2020.	Science fair costs. Transition days costs. Year 7 Scholarship costs.

Process 2:   Engaging the Community

Implement a whole school approach to promote TRHS achievements and best practice that raises the profile of the school, builds student wellbeing and develops supportive and sustainable community partnerships.

Evaluation	Funds Expended (Resources)
The development of partnership with Campbelltown Hospital has allowed TRHS students to engage in visits to assist in the planning of the redevelopment of the Hospital. Additionally, senior students were able to experience real industry exposure through visits to the construction site. Hospital redevelopment team leaders attended TRHS parent teacher night to have an opportunity to discuss the redevelopment plans and future opportunities with the community. The number of parents attending events is growing, as seen at parent teacher night, subject selection, orientation day and open nights. Engagement with the school website and Facebook pages continue to grow. A focus on the presentation of materials using a consistent style and palette.	

The professional standard of materials has been acknowledged by agencies working with the school.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading ($42,478) Yarning Circle ($45,000) Mural ($6,000) Anthem sign ($3,595)	Initiatives of the Aboriginal Education team supported the development of personalised learning pathways for the majority of students, this was supported by a whole school commitment. Attendance rates for Aboriginal students has improved and Year 9 Aboriginal students outperformed their peers in NAPLAN reading. Professional learning sessions coordinated by the team assisted staff in understanding the importance of Aboriginal Education strategies for all. As a result, there was an emphasis on delivery of lessons with an Aboriginal focus throughout the year, particularly during key calendar events. The school has adopted the practice of playing or performing the National Anthem in both the Dharawal and the English language and installed a large scale sign in the assembly area showing the lyrics of the Anthem in both languages. Reconciliation and NAIDOC weeks were recognised. The school was supported by community Elder with a traditional smoking ceremony on TRED day. The construction of the Yarning Circle was a key event commenced in 2019. The design was created in collaboration with community Elder, Uncle Ivan Wellington and the Aboriginal students of the school. Construction commenced in the January holidays. Additionally, a large mural was created with the support of local artist Danielle Mate Sullivan. The design was based on student input garnered from a design workshop facilitated by the Artist.
English language proficiency	ELP funding for additional teacher ($59,228). Supplementary funding from socio–economic background (Approx $45,000). EAL/D teacher cost ($104,000).	English Language Proficiency was supported by an EAL/D teacher, and the employment of an additional temporary teacher to run daily withdrawal groups for targeted students. The analysis of baseline data identified areas of focus, and the program devised to deliver approaches to assist improvement in these areas. Final data was used to design the 2020 action plan to strengthen the assistance provided to students in this area.
Low level adjustment for disability	Low level adjustment for disability funding source ($98,510). SLSO personnel cost ($122,000).	Funding was used to support the employment of SLSOs to support student learning for targeted students. In class support was established to assist students to meet personal goals and achieve success with learning. Evaluation of the success of SLSO intervention drives 2020 planning.
Socio–economic background	Socio–economic background funding source ($389,000). Additional staff hired – SLSO, SAO, classroom teachers and Head Teacher	Socio–economic funding was utilised to hire additional staff as outlined in the strategic direction evaluations. In addition, funding was used to hire contractors to refurbish classroom and outdoor facilities, including garden maintenance and repainting of classrooms. The completion of this work was

Socio–economic background	(higher duties cost). Literacy and numeracy teacher cost ($104,000). Employment cost for contractors ($50,000). Professional learning and consultation release time costs.	to maintain facilities and to improve the professional appearance of the school.
Support for beginning teachers	Cost of third Deputy Principal ($163,254). Cost of SWIVEL device ($900).	The employment of a third Deputy Principal to drive this process was completed early in 2019. The establishment of this role allowed for the development of a solid induction program for Early Career Teachers (ECT), with induction meetings held fortnightly. Pre–service teachers were included in this program to assist in their professional development and support success in their practicum placements. Lesson observations were conducted to allow the Deputy Principal to mentor teachers through feedback in verbal and written form. ECT communicate and support each other through a Google classroom, setting mini goals and celebrating achievement in their groups. As a result a number of staff were able to finalise their accreditation and were deemed proficient teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	271	266	272	269
Girls	272	276	239	211

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	88.6	91.4	88.3	87.5
8	87.4	86.6	83.1	84.6
9	82.8	84.8	80.1	85
10	82.2	77.3	79	74.9
11	75.4	77.9	72.9	81.1
12	84.4	86.3	85	84.2
All Years	83.3	83.8	81.1	82.4
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	1	9
Employment	2	N/A	23
TAFE entry	N/A	N/A	13
University Entry	N/A	N/A	25
Other	3	N/A	6
Unknown	7	4	24

Year 12 students undertaking vocational or trade training

31.43% of Year 12 students at Thomas Reddall High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

90.7% of all Year 12 students at Thomas Reddall High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	34.1
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.18
Other Positions	1

*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	916,350
Revenue	8,570,309
Appropriation	8,365,475
Sale of Goods and Services	118,448
Grants and contributions	81,321
Investment income	4,805
Other revenue	259
Expenses	-8,874,280
Employee related	-7,971,845
Operating expenses	-902,435
Surplus / deficit for the year	-303,971

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	1,435,807
Equity Total	1,097,214
Equity - Aboriginal	42,478
Equity - Socio-economic	683,566
Equity - Language	59,228
Equity - Disability	311,942
Base Total	5,147,940
Base - Per Capita	129,943
Base - Location	0
Base - Other	5,017,998
Other Total	332,653
Grand Total	8,013,615

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.
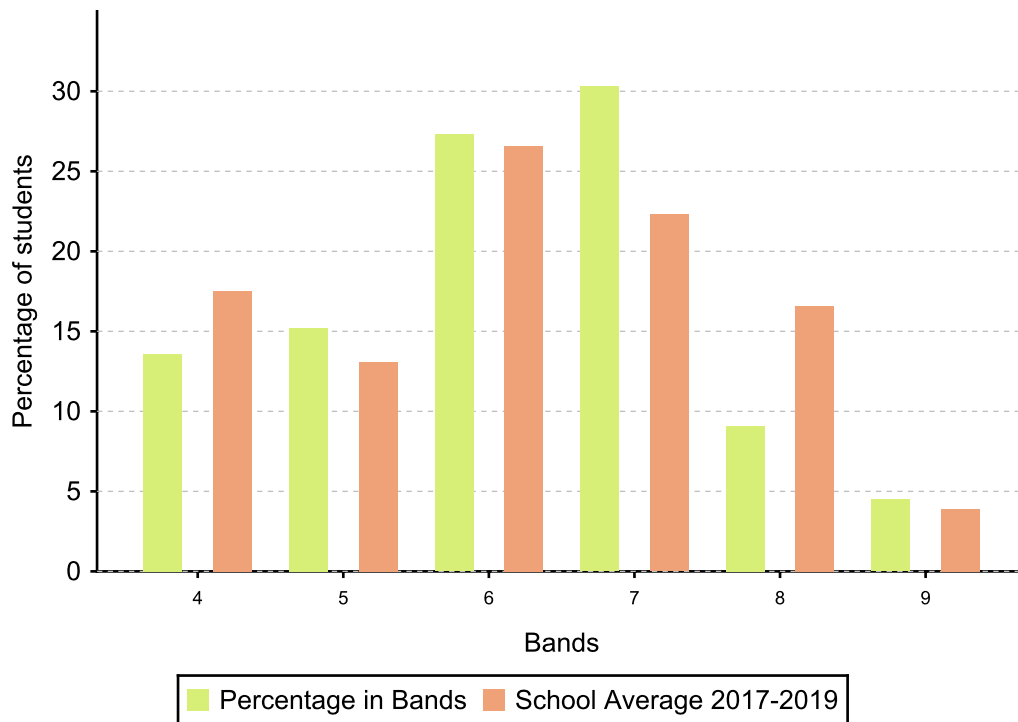
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
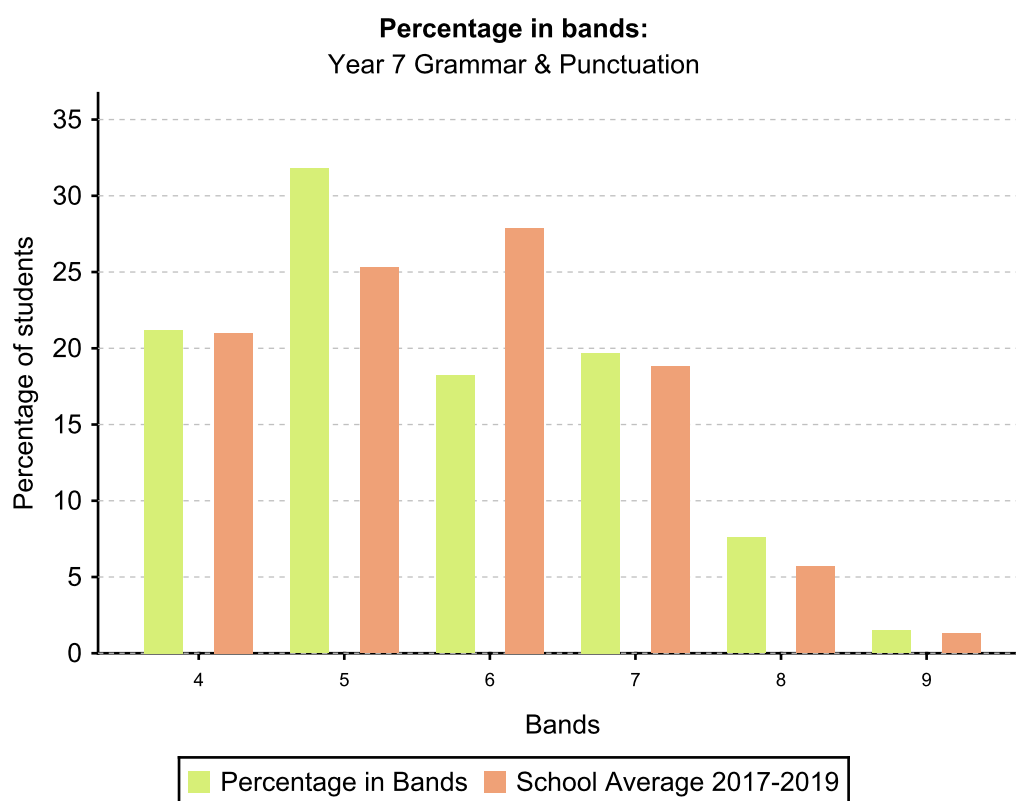
Band	4	5	6	7	8	9
Percentage of students	21.2	31.8	18.2	19.7	7.6	1.5
School avg 2017-2019	21	25.3	27.9	18.8	5.7	1.3

Percentage in bands:
Year 7 Reading
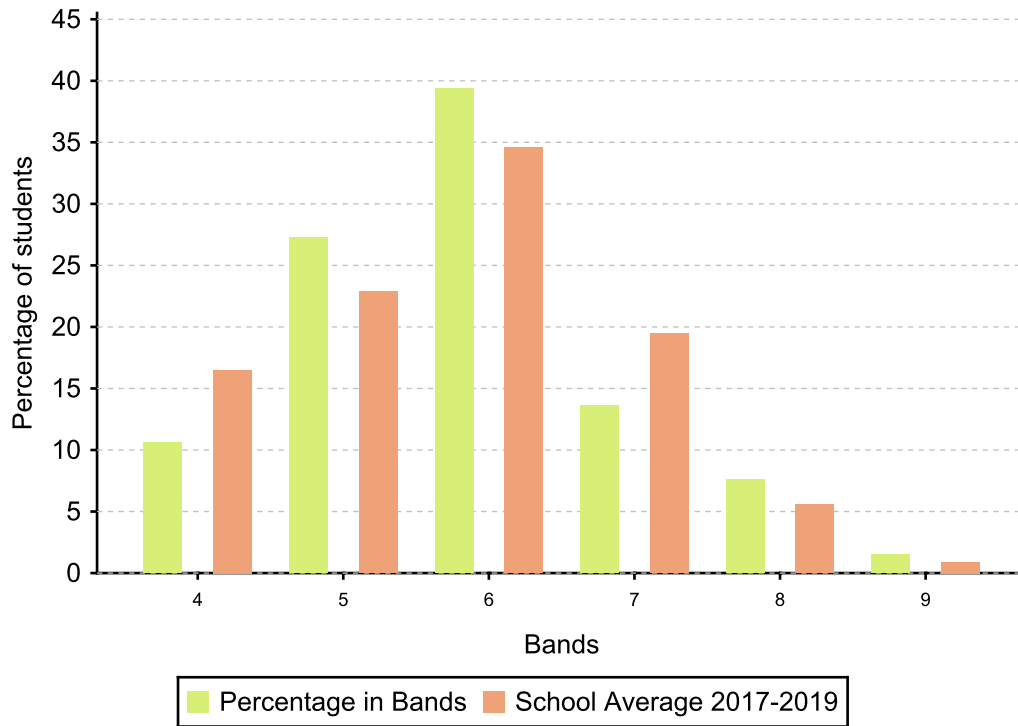
Band	4	5	6	7	8	9
Percentage of students	10.6	27.3	39.4	13.6	7.6	1.5
School avg 2017-2019	16.5	22.9	34.6	19.5	5.6	0.9

Percentage in bands:
Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	13.6	15.2	27.3	30.3	9.1	4.5
School avg 2017-2019	17.5	13.1	26.6	22.3	16.6	3.9

Percentage in bands:
Year 7 Writing
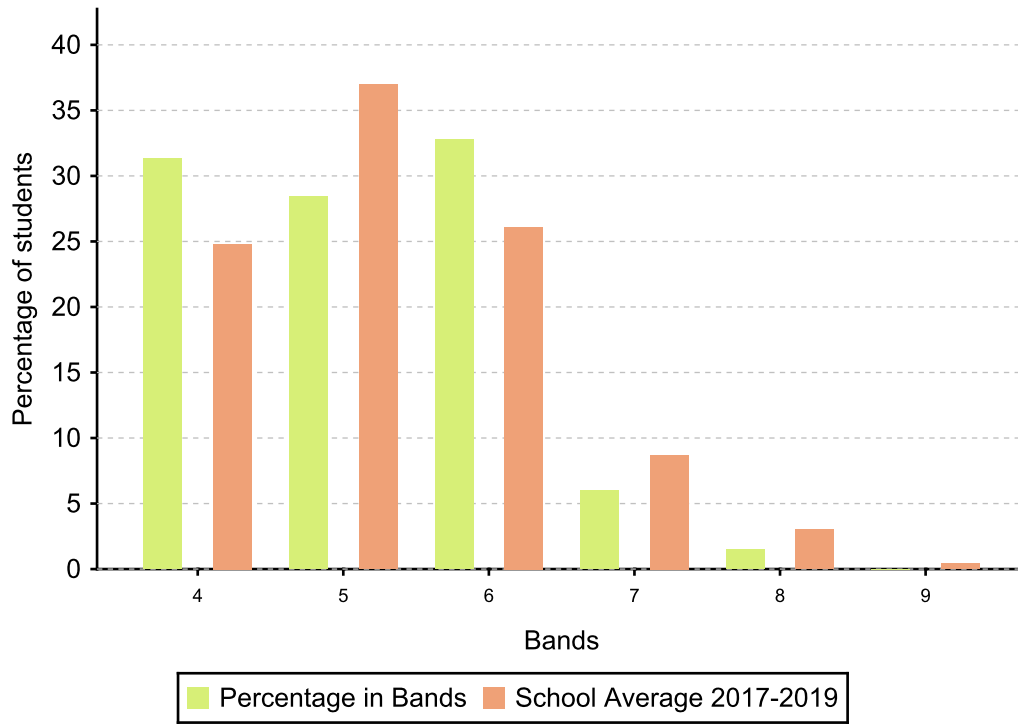
Band	4	5	6	7	8	9
Percentage of students	31.3	28.4	32.8	6.0	1.5	0.0
School avg 2017-2019	24.8	37	26.1	8.7	3	0.4

Percentage in bands:
Year 9 Grammar & Punctuation
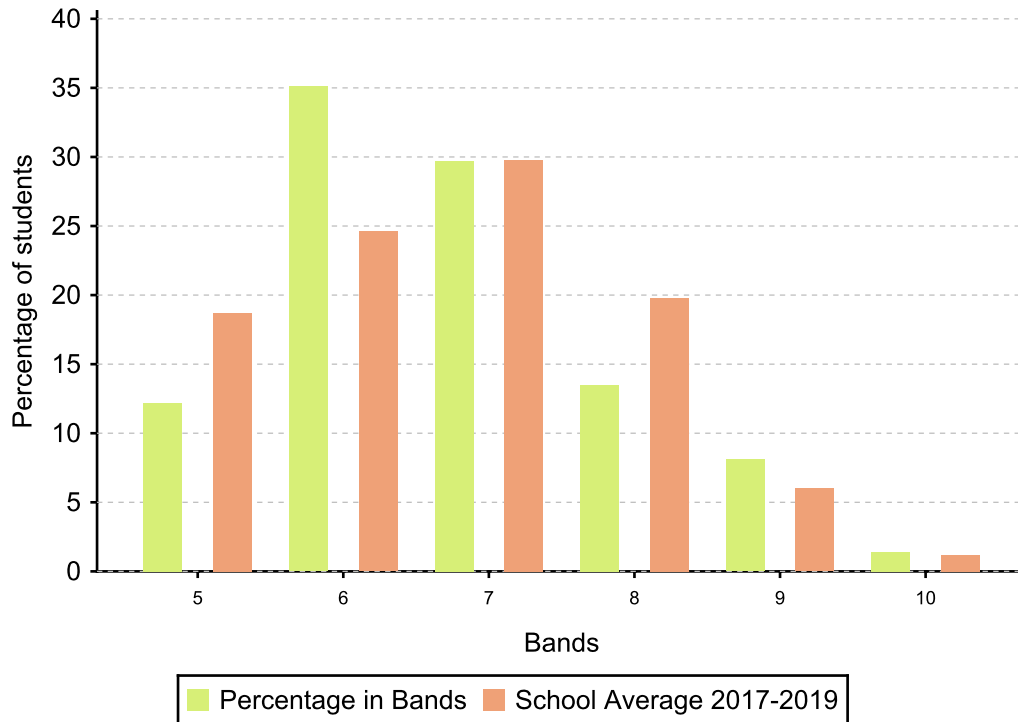
Band	5	6	7	8	9	10
Percentage of students	12.2	35.1	29.7	13.5	8.1	1.4
School avg 2017-2019	18.7	24.6	29.8	19.8	6	1.2

Percentage in bands:
Year 9 Reading
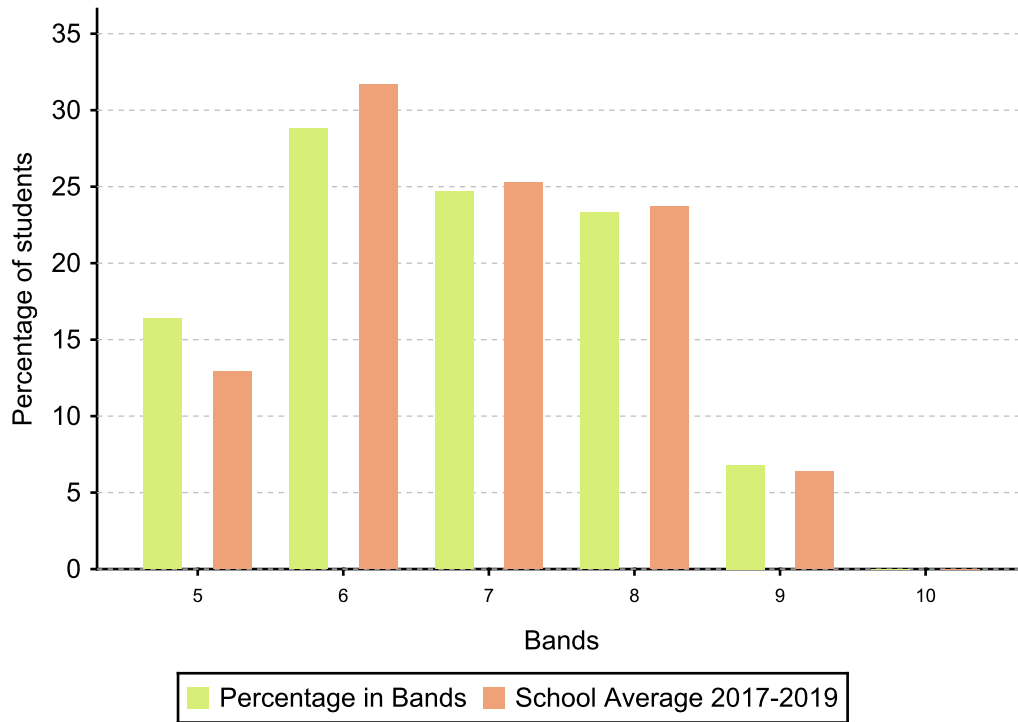
Band	5	6	7	8	9	10
Percentage of students	16.4	28.8	24.7	23.3	6.8	0.0
School avg 2017-2019	12.9	31.7	25.3	23.7	6.4	0

Percentage in bands:
Year 9 Spelling
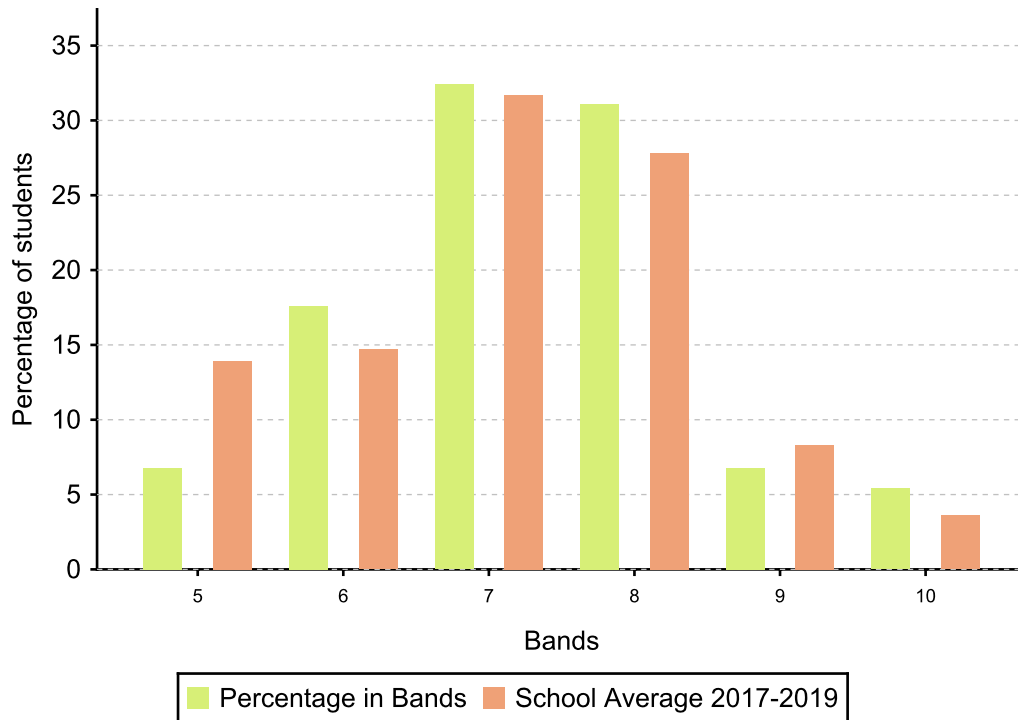
Band	5	6	7	8	9	10
Percentage of students	6.8	17.6	32.4	31.1	6.8	5.4
School avg 2017-2019	13.9	14.7	31.7	27.8	8.3	3.6

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Percentage in bands:
Year 9 Writing
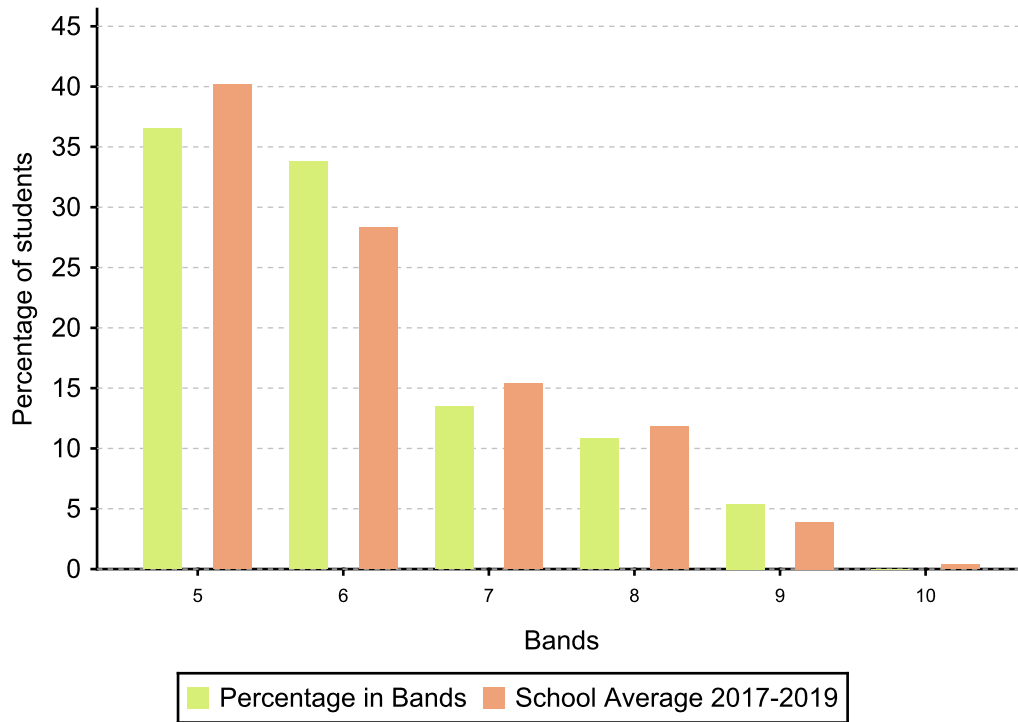
Band	5	6	7	8	9	10
Percentage of students	36.5	33.8	13.5	10.8	5.4	0.0
School avg 2017-2019	40.2	28.3	15.4	11.8	3.9	0.4

Percentage in bands:
Year 7 Numeracy
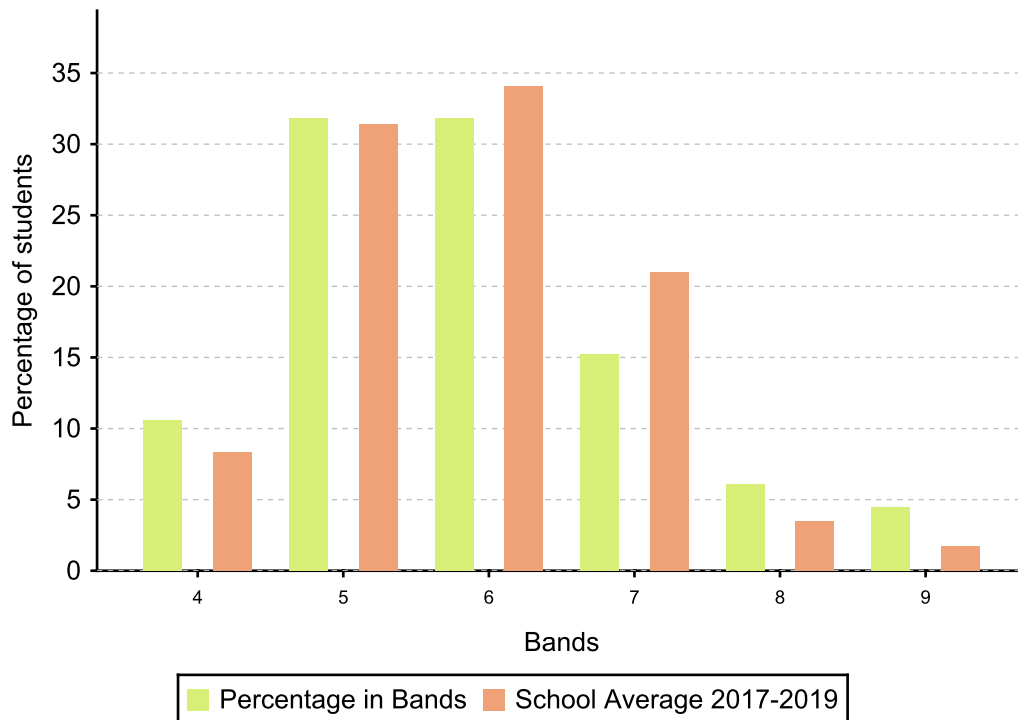
Band	4	5	6	7	8	9
Percentage of students	10.6	31.8	31.8	15.2	6.1	4.5
School avg 2017-2019	8.3	31.4	34.1	21	3.5	1.7

Percentage in bands:
Year 9 Numeracy
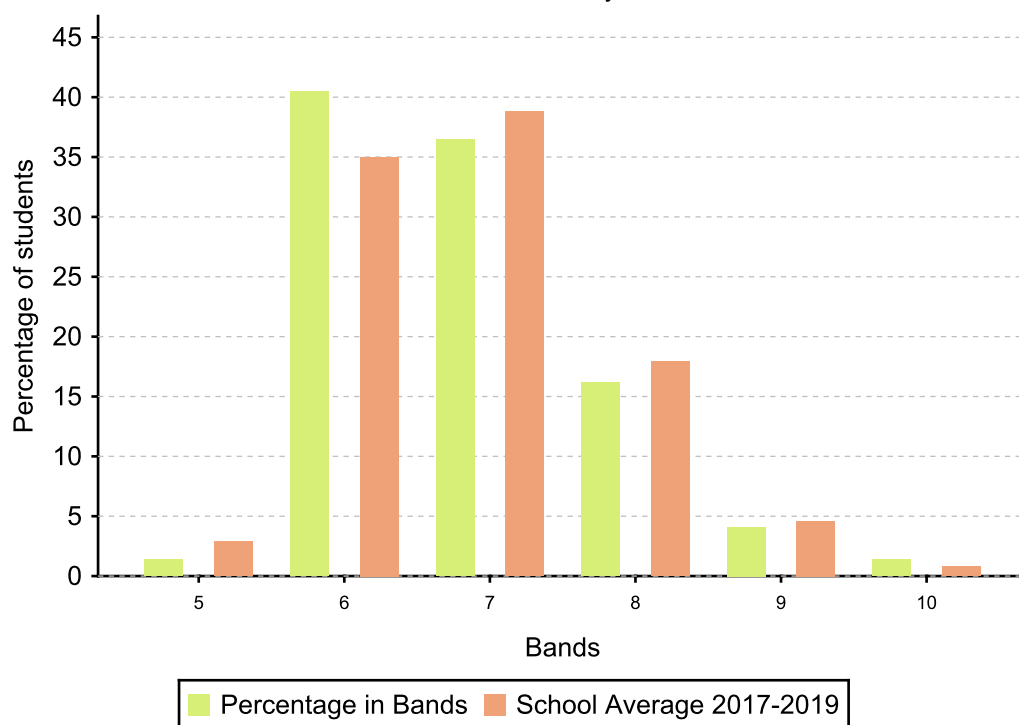
Band	5	6	7	8	9	10
Percentage of students	1.4	40.5	36.5	16.2	4.1	1.4
School avg 2017-2019	2.9	35	38.8	17.9	4.6	0.8

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
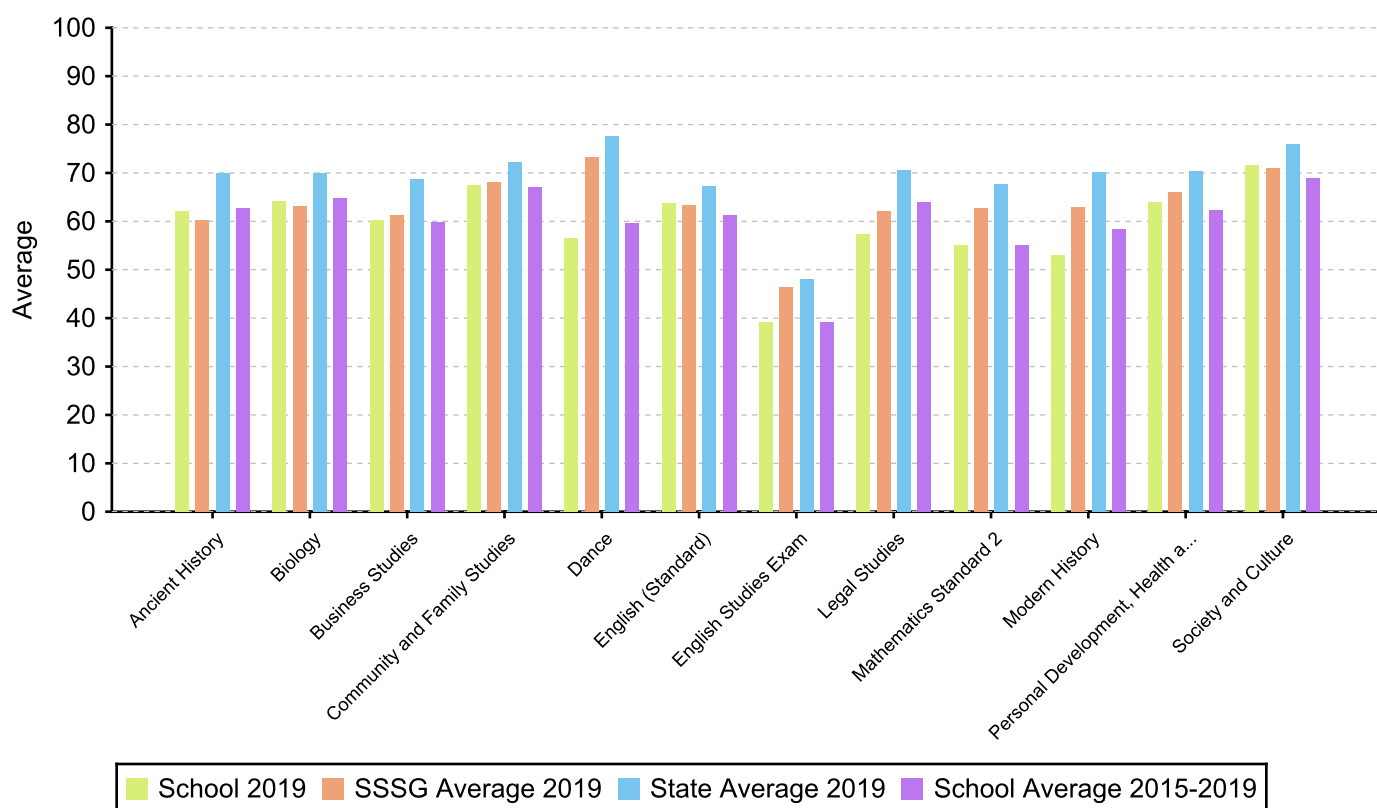

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	62.0	60.2	69.9	62.7
Biology	64.1	63.1	69.9	64.8
Business Studies	60.3	61.3	68.6	59.8
Community and Family Studies	67.4	68.2	72.2	67.1
Dance	56.6	73.3	77.6	59.7
English (Standard)	63.7	63.3	67.3	61.3
English Studies Exam	39.2	46.4	48.1	39.2
Legal Studies	57.3	62.1	70.6	63.9
Mathematics Standard 2	55.1	62.8	67.7	55.1
Modern History	53.1	63.0	70.2	58.5
Personal Development, Health and Physical Education	63.9	66.0	70.5	62.2
Society and Culture	71.6	70.9	75.9	69.0

Parent/caregiver, student, teacher satisfaction

Tell them from me survey data demonstrates that students' sense of belonging, advocacy and expectations is at or above statistically similar schools. This was particularity evident in Year 7 and 12 students, where the percentage of students who were represented in the highest quadrant was well above expectations.

Parent attendance to school events such as parent teacher, open and subject selection evenings continue to grow, as does engagement with social media posts. Feedback is very positive at all events. We look to engage more often with parents in 2020 events and during planning and decision making.
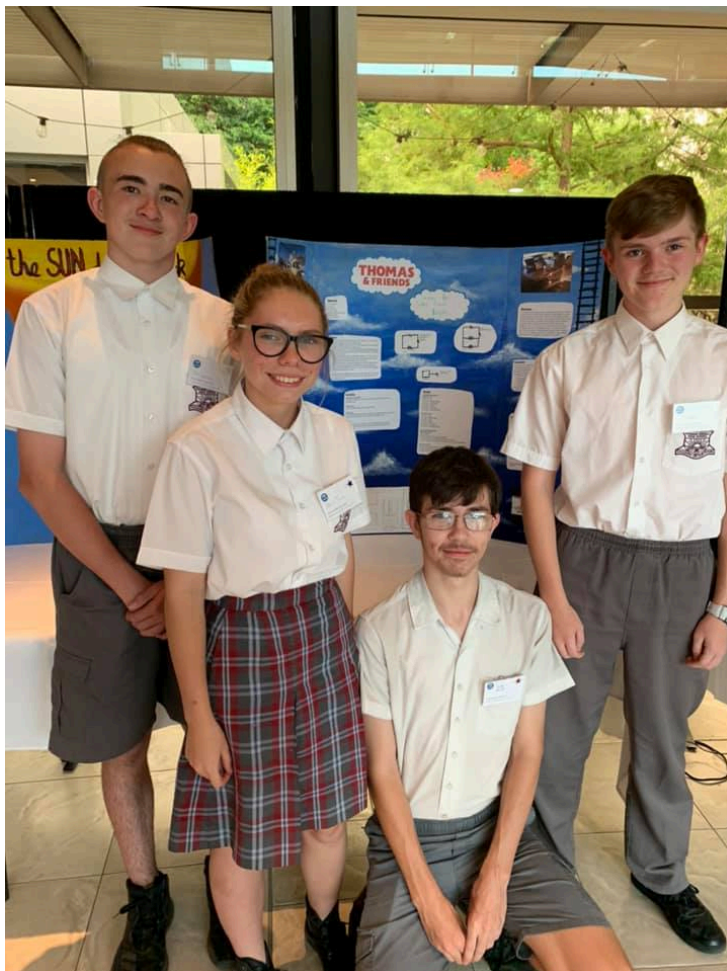
Policy requirements

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.