

# 2020 Annual Report

## Bombala Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Bombala 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

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We had an extremely challenging year in 2020, with bush fires, floods and COVID 19 impacting all aspects of our school operation. Despite all of these challenges, our students, staff and community worked together successfully. We were able to secure outside services to support our students, staff and community when dealing with the impact of these events and these services are still available to our community in 2021.

Dealing with the COVID-19 pandemic was extremely challenging. Many of our families did not have devices or reliable internet services. We provided our families with hard copies of work booklets; an online See-Saw program, where the children could work through interactive lessons with their teachers and thumb drives that were uploaded with work that the children could access on devices. We also gave out all of our 75 laptops to families so that they could use these at home. Students that lived across the border, when the lock down came, were catered for with live online services, accessing their classes live throughout the day.

Despite 2020 being a challenging year, we were able to provide quality educational programs to our children. It was difficult for our parents and community members who were unable to come into school and be a part of our ongoing programs and activities. We ensured that all activities and celebrations were photographed for the Newsletter and for our Facebook account. Any information that we were given was also provided to our parents in real time.

We were soundly supported following the fires by numerous services that provided counselling and support to our students and families. These services will continue into 2021.

## School vision

Bombala public School is a dynamic learning community committed to empowering our students to be active learners who are respectful and responsible.

## School context

Bombala Public School is very proud to have been educating children from the local district since 1863. The school is located in rural south eastern NSW and students come from both the township of Bombala and outlying farming areas. The school's motto is 'Come Let Us Reason Together' and the emphasis is on giving every child, every opportunity, every day to support them in reaching their full potential as individuals. The school promotes a student centred and caring environment fostering self worth, responsibility, cooperation, self motivation and equal opportunities for all.

Bombala Public School provides a comprehensive student welfare program including the Positive Behaviour for Learning (PBL) program. The school wide expectations of the PBL process are: to be respectful, to be respectful, responsible learners. These expectations are taught explicitly in all settings and in all classes. The school promotes leadership in education and technological innovation.

All classrooms have new laptops, I-pads and an interactive whiteboard which are used as a teaching tools to enhance quality teaching. The school has excellent programs in literacy and numeracy, including synthetic phonics, Targeting Early Numeracy and the new Mathsburst program. A wide range of sporting options is offered and sporting teams regularly compete at district and regional level.

The school continues to foster a productive partnership between the community, parents, students and staff in a climate characterised by flexibility, commitment and teamwork. Bombala Public School is a proud member of the Delegate and Bombala Schools Learning Community (Djamalang) and the Monaro Education Group (MEG).

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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

Develop quality teaching and learning programs.

### Purpose

To ensure all students have equitable access to quality learning experiences that are personalised, engaging and differentiated to suit individual needs.

To develop highly motivated students capable of using technology, communication, creativity, collaboration and critical thinking skills to become future focused learners.

To evaluate and reflect on current pedagogy and practices.

Students will be equipped with the necessary literacy and numeracy skills to 'become successful learners, confident and creative individuals, and active and informed citizens'. (2008 Melbourne Declaration)

### Improvement Measures

Increase in all staff using formative assessment practices to inform practice and student learning.

All teaching and learning programs will demonstrate evidence of differentiated student learning.

Increased value added trend in literacy and numeracy.

### Progress towards achieving improvement measures

#### Process 1: Empowered learners

Deliver high quality learning experiences which enable students to respond to feedback, demonstrate their learning and set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
Data analysis and staff starting to utilise personal learning goals and learning intentions in classrooms has seen improved data across our school in all key learning areas. Differentiation is now more visible when walking around the classrooms and when observing teachers teach.	

#### Process 2: High Impact Assessment and Reporting

Ensure learning is data driven and based on formative assessment practices to enable differentiation and targeted teaching experiences in which all students are highly engaged.

Evaluation	Funds Expended (Resources)
High impact assessment and data analysis have been a focus for this year. All staff were trained in the utilisation of SCOUT as a data analysis tool and they happily dip in and out of SCOUT to obtain data and to support robust conversations in our meetings. This year has seen a visible shift in staff understanding of their importance as a team - they are now not seeing their classrooms as their own personal 'islands'.	

#### Process 3: Strong Learning Culture

Implement a whole school integrated approach promoting high learning expectations and student wellbeing in which students can connect, succeed and thrive at each stage of their schooling

Evaluation	Funds Expended (Resources)
Despite the fires and COVID 19, we have really worked hard and flexibly to provide our children with a strong learning culture throughout the year. We	

## Progress towards achieving improvement measures

have readily pivoted to support children in their learning, changing from face to face learning to online learning. Having some students across the border, during border lock downs also presented us with challenges. We successfully worked through this issue as well, providing all of our students with quality programming. Staff have learned numerous new skills, often communicating with colleagues from other schools to receive new learning. Plans have been dashed at times and staff have rallied to make new plans very quickly. The flexibility and resilience of staff this year has been incredible. They have supported traumatised students through fires, flood and the COVID 19 crisis, while expending an enormous amount of energy to work as a team and provide the best possible education to our students as was possible. Staff have really taken on board the importance of data analysis to inform their work. We plan to work further on the utilisation of learning intentions, personal learning goals and the triangulation of data, to ensure that we are giving our students the best possible opportunities for learning in the future. Huge amounts of research has been done by our staff this year. Many readings have been given to staff, alongside a professional library of new books with the latest research that has been provided. This library has been well used by our staff..

## Strategic Direction 2

Develop staff capacity including high performance standards, innovative practice and collaboration.

### Purpose

To ensure all learning continues to be underpinned by high quality, innovative evidence based teaching and leadership.

To improve the learning outcomes of students.

To build and support a collaborative workplace.

To evaluate and reflect on current pedagogy and practices.

To affirm, share and celebrate our successes.

To identify our learning goals where and how we can improve individually and collaboratively.

### Improvement Measures

Increase the number of students in the top 2 bands for reading, writing, spelling and numeracy.

Increased use of student data to inform teaching in Literacy and Numeracy.

Increased number of students showing growth between the middle and the top bands.

### Progress towards achieving improvement measures

#### Process 1: Collaborative Practice

Develop mentoring structures to build teacher capacity and implement collaborative processes (eg. regular meetings, observations and feedback) to establish consistency in programming, assessing and reporting.

Evaluation	Funds Expended (Resources)
Staff have peer reviewed each others' reports and this has been a valuable process. There was much discussion following these peer reviews, as staff were reviewing student results and having conversations about the individuals in other people's classes.	

#### Process 2: Data Rich, Targeted Teaching

Broaden teachers capacity to develop and apply a range of assessment strategies to determine teaching priorities, monitor and assess students progress, reflect on teaching effectiveness and collaboratively develop individual learning goals for all students.

Evaluation	Funds Expended (Resources)
This year, we have shared staff capacity really well through need. Older staff have learned a great deal from younger staff with regards to information technology, due to the COVID crisis. This has been a terrific boon for out staff, as many of these older teachers have vastly improved their capacity. This has enormously supported our younger teachers in leadership capacity.	

#### Process 3: Evidence Informed Pedagogy

Implement a whole school approach to improving pedagogical practice through professional learning and the development of high quality teaching and learning programs reflecting evidence-based teaching strategies.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Check in tests have been enlightening this Term. Some of our students are achieving above State average. The Year 3 results are high in Literacy and Numeracy and the Year 5 results are nowhere near as robust. These results were analysed in a staff meeting and we worked as a team to view and record areas of deficit across our school. We also celebrated success of students who achieved excellent results.</p>	<p>Planning teams to be released to review data.</p>



### Strategic Direction 3

Strengthen student wellbeing and community engagement.

#### Purpose

To collaborate with partners to enhance learning opportunities and outcomes for students, staff and community.

To prepare our students to be world-class active and informed citizens.

To build a school culture where all members work towards achieving the school vision and goals, and the pursuit of equity and excellence.

To increase teacher capacity and engage students in meaningful learning opportunities while improving student social and emotional wellbeing.

#### Improvement Measures

Increased parental involvement in school practices, programs and initiatives.

Student engagement data will reflect a positive increase.

Increase in the number of students enrolling in Kindergarten and transitioning to Year 7 with our partner High School.

#### Progress towards achieving improvement measures

##### Process 1: Social and emotional wellbeing

Implement strategies  
to build upon the social and emotional wellbeing of students, to foster  
resilience, perseverance and a growth mindset.

Evaluation	Funds Expended (Resources)
Our PBL program has been highly successful this year, with our whole school collectively changing culture, so that all students are following the positive guides that we have set for outside. Our students have really enjoyed participating in the rewards days and being a part of a team.	\$500 for materials

##### Process 2: Strong Learning Culture

Implement school wide systems to monitor and follow up  
attendance and promote high learning expectations.

Evaluation	Funds Expended (Resources)
We have really made great gains in attendance this year. Students and parents seem to be cognisant of the importance of ongoing attendance. Our statistics have really risen. Very few children in our school will not get an attendance award for over 90% attendance this Term.	Staff meetings

##### Process 3: Engagement with the community

Opportunities will be  
provided for the school to engage with the community in order to promote  
positive and respectful partnerships that improve student outcomes.

Evaluation	Funds Expended (Resources)
Programs that have been developed throughout the year between our school our AECG, P&C, and community of schools will be comprehensively evaluated to ensure that our school has experienced a value add to all	

## Progress towards achieving improvement measures

programs and that community members feel that they are comfortable in being a part of our school.

Our P&C will be meeting in Week 8 for the first time since February. We will be meeting to discuss plans for the coming year.

Our plans for the development of an AECG are finally coming to fruition. We will be meeting to form an AECG in week 8 also. Only one of our families is unable to attend, due to a prior commitment.

Parents and community, have, despite the lock downs and prevention of people onsite, commented that they have felt informed throughout the year. This is due to our school having a greater presence online. We have worked hard to ensure that all online communication is considered and of a high quality.

### Process 4: Transition

Strengthen systematic ways of transitioning students at key points including Preschool to School, between years and stages, Year 6 to 7, Transition timetable, processes for handover, inclusive of Learning and support team procedures.

Evaluation	Funds Expended (Resources)
<p>We have visited both of the early childhood facilities twice this Term and have almost completed our transition program. Originally, we were planning to have 14 students enrolling from these centers, however, parents who had planned to send their children to the private school have changed their minds.</p> <p>The Secondary school transition has been successful. Meetings between the Year advisor and the Year 6 teacher have been most productive. We gave the High School all of our NAPLAN results and analysis from last year as well as all of our current assessments, so that they are able to plan for our children.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>NAIDOC week was held this Term and we had a wonderful week. We learned about all of the bush food that grows already on our school site; we made damper on the fire; we read Aboriginal creation stories; we learned about the local people and where they walked when they were going to meetings in Delegate; we painted paintings; we learned about language; we played Indigenous games and we had an assembly with Uncle Alfie in attendance. Uncle Alfie spoke to all of us in language and we shared a lunch together.</p> <p>Our first AECG meeting is set up for week 8 this Term. All of our parents will be in attendance at this meeting apart from one, who has a previous engagement.</p>
English language proficiency		<p>Student results indicate that students are improving their inferential understanding of information within texts. This has been a highly successful program with data substantiating the funding spent to support these students.</p>
Low level adjustment for disability		<p>This year has seen an enormous 'push' to up-skill SLSOs and to give them more tools in their tool box. Staff are cognisant of the need to improve school data and to raise the levels of learning of all students. Teachers and SLSOs have worked together to find specific programs that instill individual learning in each child that is on this case load. The success of these programs is evident in our PLAN2 data.</p>
Quality Teaching, Successful Students (QTSS)		<p>This year has been significantly different to anything that we, as a school, originally planned. Only three staff members have been off site this year for professional learning. This was during the fires at the start of the year. Staff trained in Positive Behaviours for Learning and Project Based Learning. Both of these programs were brought back to school. During the lock down, all staff created a Project Based Learning style program for the children to follow at home - this followed PL that was conducted by staff when they returned from training in Melbourne. Positive Behaviours for Learning has been utilised right across our school right throughout the year.</p> <p>At the end of last year, all of our teachers were shown SPARO for the first time and they assisted in the evaluation of the School Plan at the time. Teachers now are fully cognisant of the School Planning process and are aware that they are needed to evaluate parts of the school plan as we go through the year. They have now connected these targets to data that is collated and displayed in SCOUT. Staff were all trained by the Principal in the use of SCOUT early in the year. This training</p>

<b>Quality Teaching, Successful Students (QTSS)</b>		and development has seen staff striving to 'raise the bar' so that our results are better in SCOUT and we are able to report these improved results in our School Plan.
<b>Socio-economic background</b>		<p>COVID changed the way that our parents viewed home learning. For some, this was the first time that they have worked with their child at home. Many parents found that this was a difficult task and they ended up sending their children back to school. Additional SLSO time in our classrooms this year has been so wonderful. Staff have worked so hard to pivot every time that things changed and they have had the support of the SLSOs in the classrooms. Students that have difficulty with change have also had the benefit of the consistency of their teacher and their SLSO. This has sustained our children through fire, floods and COVID this year. This utilisation of these funds for HR have been beneficial for student well-being as well as supremely beneficial for student results as has been evaluated across the other key initiatives.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	48	59	67	65
Girls	60	72	69	60

Attendance at our school remains steady, however, we anticipate a drop in enrollments in the coming four years due to the loss of a great deal of our pine forests through fires. This situation will impact on work in our community and will have a flow on affect in our school.

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	92.7	89.6	96
1	92.3	90.2	93.3	92.1
2	93.4	92.4	90.6	94
3	93.5	95.6	89.9	91.1
4	90.8	91.9	95.6	93
5	89.5	91.1	92.6	91.8
6	90.1	90.8	92.7	93
All Years	91.6	91.9	91.9	93.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Student attendance was significantly affected by the COVID-19 pandemic in 2020.

### 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)	1
Classroom Teacher(s)	5.88
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.92

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	508,215
<b>Revenue</b>	1,720,210
Appropriation	1,687,098
Sale of Goods and Services	5,551
Grants and contributions	26,751
Investment income	811
<b>Expenses</b>	-1,679,328
Employee related	-1,444,307
Operating expenses	-235,021
<b>Surplus / deficit for the year</b>	40,882
<b>Closing Balance</b>	549,097

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	67,805
<b>Equity Total</b>	193,437
Equity - Aboriginal	8,046
Equity - Socio-economic	103,188
Equity - Language	1,610
Equity - Disability	80,592
<b>Base Total</b>	1,307,858
Base - Per Capita	32,709
Base - Location	70,837
Base - Other	1,204,312
<b>Other Total</b>	65,443
<b>Grand Total</b>	1,634,542

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Ongoing surveys were conducted in 2020 to ascertain the well-being of our whole school community. Following the fires and during COVID-19, our entire school community indicated that they were feeling 'out of sorts'. We had no counselling service at the start of the year, hence, students relied heavily on their teachers for support. We finally secured a counselor who came from Victoria. She supported us for a short time and finally had to return to Melbourne, only to be placed into lockdown. This counselor then supported our students by video conference on a one to one basis. Towards the end of the year, we secured another counselor, however, numerous others filled in for us in the meantime. During this time, we ran Stormbirds, Seasons for Growth and we purchased twenty eight tamba drums, to run the drumbeat program. Parents were unable to come into the school during the year, following the inception of the lockdown.

Staff surveys indicated that the enormous strain that our community had felt during the fires and during the pandemic had affected our staff. We provided counselling for our staff throughout the year and expect that ongoing well being programs for staff will be carried out into 2021.

At home learning was a difficult time for many of our parents, as they experienced great difficulty with connecting to the programs that we were providing online. As a result of this, we are planning to buy more laptops this year (we only have 75 devices on site and we provided all of these to families). The provision of these laptops to families was still not enough. Many parents and carers also found it impossible to access the internet, or they did not have the funds to provide internet for their children. Alongside the laptops, we provided thumb drives for the children to access their work on the computers. We also provided work books for every child in our school. Parents were grateful for all that school provided for the home schooling period. Numerous parents thanked our staff for the enormous effort that they put into the home learning materials. Children of essential workers attended school for the entire period of the lock down. Students that lived across the border were provided with DoE supplied laptops and dongles to connect to the internet. Parents and carers indicated that they were thankful for all of the support that the staff provided during the year with regards to student welfare and student learning.

Ongoing parent, staff, student and community counselling will be offered into 2021. These programs will be run from our 'Community Well being Hub'.

# Policy requirements

## Aboriginal Education Policy

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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 2021, we plan to start an Aboriginal Education Consultative Group in Bombala, which will service our students in town and the students of Delegate as well. This group will offer advice and support to our school while implementing quality First Nations programs to our children.

## Anti-Racism Policy

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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

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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.

## Other School Programs (optional)

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We have re-booted our Positive Behaviours for Learning program this year and our children are really responding to this optimistically. We will be purchasing professional signage for our school in the coming year, to support this program.