

2020 Annual Report

Pacific Palms Public School



1551

Introduction

The Annual Report for 2020 is provided to the community of Pacific Palms 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

Pacific Palms Public School
91 Boomerang Dr
BOOMERANG BEACH, 2428
www.pacificpal-p.schools.nsw.edu.au
pacificpal-p.school@det.nsw.edu.au
6554 0249

Message from the principal

As a school community we have been incredibly resilient and shown great courage in the face of adversity. We are so proud of our students, staff and community for overcoming the challenges of 2020 and continuing to thrive and grow. We learned and implemented new ways to communicate, creating ways to learn from home and online during school closures.

We completed our first External Validation and were thrilled to be validated at 'excelling' in two areas and sustaining and growing in all others.

We are fortunate to have wonderful support with strong community partners. Thank you for making us part of the life of your family and supporting us during COVID-19 and our different phases of learning. We were thrilled to showcase the talent of our students during the musical performance 'Pirates of the Curry Bean', which was performed to a covid safe audience, to rave reviews.

I would like to acknowledge the service of our P&C Association, who worked flexibly this year and met online to continue to support our school. They continued to fundraise in different formats, including creating and selling a cookbook "Flavour of the Palms" which was huge success. We also completed the installation of new playground equipment after receiving a grant, My Community Project.

It is a privilege and a joy to work with our staff. I would like to thank our teaching and support staff for their professionalism and dedication to their roles in the school and their incredible creativity and commitment while adapting to new ways of delivering quality learning experiences to our students and communicating with parents and carers.

We have so much to be grateful for and look forward to a healthy and happy 2021.

Melissa Merchant Principal



School vision

Students are valued, cared for and inspired to be innovative learners. Our passionate educators provide quality, engaging and challenging learning experiences with a future focus. Respectful relationships are nurtured with all stakeholders through collaborative partnerships.

At Pacific Palms we strive for:

Equity - to ensure that all students have a strong foundation in literacy and numeracy;

Excellence - so that every student, every teacher, every leader and the school improves every year;

Engagement - to ensure that every student is known, valued and cared for as an individual who is prepared for the challenges and opportunities of the future.

School context

Our school is a dynamic school located in the Great Lakes area of the NSW Mid North Coast and is only metres away from the beautiful Boomerang Beach. The school draws in students from a wide range of socioeconomic backgrounds and our current population is 320. Our school FOEI is 92.

The school community values respect and promotes wellbeing within a safe and caring environment. Our experienced teaching staff is highly motivated and dedicated to providing a range of innovative and engaging programs to ensure that all of our students receive a quality education promoting improved outcomes. Our teachers are committed to improving reading and numeracy outcomes to support the Bump it Up initiative (2017-2019).

We foster positive relationships and encourage students to care for their learning. Parent and community partnerships are valued and supported by student wellbeing officer and our Parents and Citizens Association (P&C). Our wellbeing officer provides opportunities, advice and mentoring programs for students, inspiring them to care for themselves and for others.

Our curriculum caters for a broad range of interests and needs with a variety of sporting, cultural and creative arts programs. We encourage students to care for the environment and we have a motivated Green Team who promote environmental awareness.

An active Learning Support Team ensures that all of our students have the support needed to reach their full potential.

We have community support through our volunteer tutor program, ensuring that all children are provided with opportunities to achieve success.



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>

Strategic Direction 1

Innovative Learning

Purpose

Create a future focused centre of excellence with teachers engaging students in rich learning experiences where individual capabilities are recognised and developed allowing them to flourish.

Improvement Measures

Increased proportion of students demonstrating active engagement in their learning by 5% as evidenced by the TTFM student survey for interest and motivation to 86% and skills and learning challenge to 61%.

Increase in critical innovation in all teaching and learning. Increased evidence of student critical thinking, collaboration, communication and competence in technology use.

School self evaluation against the School Excellence Framework (SEF V2) validates growth from sustaining and growing to excelling in the Learning domain: Learning Culture theme High Expectations.

Visible Learning school capacity assessments and Evidence in Action Plan indicate significant growth.

Progress towards achieving improvement measures

Process 1: Visible Learning

School leaders and teachers implement evidence based best practice visible learning strategies to create innovation in the learning environment.

Evaluation	Funds Expended (Resources)
<p>Questions: Can students clearly articulate their learning goals and engage in self and peer assessment to direct the next steps in learning.</p> <p>Do Students have a shared language of learning and a growth mindset is evident across the school community.</p> <p>Data: Video, Survey results, summary and analysis</p> <p>Our existing plan showed a 3 year commitment to Visible Learning (SD1). In the new plan these principles will be incorporated into teachers' daily practice but will not be a focus in this plan. We will continue to embed Visible Learning strategies for continuous improvement in teaching and learning, further develop and consolidate staff professional development to maintain Visible Learning as a whole school pedagogy and utilise teacher and student feedback as a driver for improved student outcomes.</p> <p>Our improvement measures for SD 1 were:</p> <ul style="list-style-type: none">• Increased proportion of students demonstrating active engagement in their learning by 5% as evidenced by the TTFM student survey for interest and motivation to 86% and skills and learning challenge to 61%. Our results were 78% for interest and motivation and 57% for skills and learning challenge.• School self evaluation against the School Excellence Framework (SEF V2) validates growth from sustaining and growing to excelling in the Learning domain: Learning Culture theme High Expectations. We remained at sustaining and growing.• Visible Learning school capacity assessments and Evidence in Action Plan indicate significant growth. Survey results in Term 3 compared to Term 2 showed a growth in teachers gathering student voice to provide feedback about their teaching/leading and they talked more with colleagues about learning rather than teaching.	<p>Visible Learning - Staff Professional Learning - Corwin \$5218</p> <p>Support of student digital citizenship - Technology resources \$30530</p> <p>Technology Technical support staff \$15002</p>

Process 2: Futures focused learning

Progress towards achieving improvement measures

Process 2: Preparing students across all curriculum areas and stages with the skills and capabilities to thrive in a rapidly changing and interconnected world.

Develop students' growth mindset and prepared them for the challenges and opportunities of the future.

Evaluation	Funds Expended (Resources)
<p>The strategic direction around Innovative Learning focused on Visible Learning with little time spent on Future Focused Learning. Future focused learning was to focus on critical and creative thinking and technology but as our professional learning focused more on other aspects of our plan we only explicitly reflected on future focused learning as a whole staff a few times. Moving into our new plan we will embed the practices of critical and creative thinking across all of the key learning areas without the need for a specific focus. Technology will continue to be a tool that is used in all classrooms to support our teaching and learning.</p>	



Strategic Direction 2

Inspirational Educators

Purpose

Enhance the capacity of teachers to identify, understand and implement explicit teaching strategies to embed high quality teaching and learning practices which maximise growth for every student in literacy and numeracy.

Improvement Measures

Triangulated school and national data using formative and summative measures indicates improvement in reading and numeracy across the school.

School self evaluation against the School Excellence Framework (SEF V2) validates growth from sustaining and growing to excelling in the Leading domain: Educational Leadership theme Instructional Leadership.

School self evaluation against the School Excellence Framework (SEF V2) validates growth from sustaining and growing to excelling in the Teaching domain: Effective Classroom Practice theme Explicit Teaching.

Progress towards achieving improvement measures

Process 1: Improving Literacy and Numeracy (Bump It Up Strategy)

The provision of targeted teacher professional learning and strengthened school practices that enhance Literacy and Numeracy outcomes for all students.

Evaluation	Funds Expended (Resources)
<p>Targeted teacher professional learning was compromised due to COVID-19. School practices were discussed and reflected on however professional learning opportunities were limited. Many staff participated in their own PL supporting them in transitioning to remote learning.</p> <p>Leading to our new school plan our focus will shift to an explicit whole school focus on improving writing results across the school and embedding best practice and a consistent approach in the delivery of lessons.</p> <p>Questions: Is the plan completed? What more needs to be done? Has stakeholder consultation been adequate? Has consideration of research informed the plan? Have we considered budgeting and resourcing? Does the plan meet the professional learning needs of all staff?</p> <p>Data sources: SIP, EFTP, SBAR, surveys, focus groups, PDP goals and staff input.</p> <p>Analysis:</p> <p>Writing has not been a targeted focus at our school for a number of years. Our NAPLAN results indicate that our students are not receiving high scores in many of the elements of the marking criteria compared with the state. This is particularly evident with audience, ideas, sentence structure, spelling, text structure and paragraphing for Year 3 students. This year we started to unpack some of the resources available for writing and asked staff to share what they were currently doing to teach writing in their classrooms. Staff is very committed to furthering developing their skill set in supporting students to become competent and engaged writers.</p> <p>Implications:</p> <p>Our school's commitment to collaboration, research driven practice and professional learning continues to be rigorous. Professional learning linked to writing and numeracy will be our focus for the next 4 years based on our evaluation of external and internal school data. We will also continue to</p>	<p>Instructional Leader (off class) \$82868</p> <p>Professional Learning Circles (PLC) \$ 21000</p> <p>Executive PLC (EV) \$10009</p> <p>Beginning Teachers Funds \$3157</p> <p>SLSO K-2 Reading Support \$46581</p>

Progress towards achieving improvement measures

develop practices to cater for our high potential students across the school. We will continue to refine our programming expectations and examine the impact of teaching sprints as a tool to improve teaching practices. During the **'Prepare'** phase, teams will engage in rich dialogue about their practice and consider relevant research to identify a precise focus for improvement work. We will then move into the **'Sprint'** phase, where we will test out our new learning through short, manageable cycles of teaching in the classroom. We will then **'Review'**, the analysis of impact evidence and consider how to transfer new pedagogical knowledge and skills into future practice. This model will be more collaborative and reflective than the previous quality teaching/instructional rounds that have been previously implemented across the school.



Strategic Direction 3

Inclusive Environments

Purpose

Strengthen our school culture to support wellbeing and enable every student and teacher to succeed, connect, thrive and learn.

Improvement Measures

Improvement in respectful relationships between students as reflected in Sentral wellbeing records.

School self evaluation against the School Excellence Framework (SEF V2) validates growth from delivering to sustaining and growing in the Learning domain: Wellbeing theme A planned approach to wellbeing.

Increase the percentage of students by 5 points in the TTFM student survey for positive learning climate to 8.3.

Progress towards achieving improvement measures

Process 1: Developing a consistent school wide approach to student wellbeing and behaviour expectations that ensures optimum conditions for student learning.

Wellbeing Framework and supporting programs are embedded across the school to create inclusive environments.

Evaluation	Funds Expended (Resources)
<p>Questions: Do students know and understand playground expectations, do teachers know, understand and consistently reinforce playground and classroom expectations?</p> <p>Data: PBL SET, Sentral data, teacher survey, TTFM, student focus groups</p> <p>Results:</p>	<p>Student Wellbeing officer \$32000</p> <p>PBL Resources/prizes \$6500</p> <p>Yalawa ATSI Coordinator \$10938</p> <p>Aboriginal Reading 1:1 tutoring \$4920</p> <p>Sentral cloud-based school management system \$7878</p> <p>Aboriginal Cultural Cruise - staff training \$1000</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading \$26088 Stephen Brereton	<p>Staff indicated a deeper understanding of local Aboriginal culture after attending a cultural cruise facilitated by Stephen Brereton.</p> <p>Increased community engagement in the collaboration of the development of students' personalised learning plans (PLPs). Classroom teachers were given time to collaborate with students and contact parents to discuss further learning goals for individual students. Each student reached their targeted goal by the end 2020.</p> <p>Participation in the Yalawa Wakulda program with other schools in our local area to organise local Aboriginal resources.</p> <p>Whole school cultural lessons taught by Stephen Brereton that focused on teaching the local Aboriginal language of Gathang to students.</p>
English language proficiency	English language proficiency allocation \$1406	Students felt supported and are more engaged in schooling.
Low level adjustment for disability	* Low level adjustment for disability \$ 112,731 FTE Staffing allocation 0.7	Reading results and targeted support ensured that student outcomes were supported and results improved.
Quality Teaching, Successful Students (QTSS)	* Quality Teaching, Successful Students allocation \$ 55458	<p>Whole school support to staff was successfully provided around school directions.</p> <p>Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.</p>
Socio-economic background	* Socio-economic background \$ 78,580	<p>The wellbeing officer and staff work together to ensure that the needs of students are addressed quickly and with a positive outcome.</p> <p>Individual needs being catered for in a range of areas. PLP's and IEP's created for students in collaboration with staff and parents/carers.</p>
Support for beginning teachers	Beginning Teacher Support Funds BTSF \$4400	<p>Beginning teacher felt supported and had questions and concerns addressed.</p> <p>Mentoring was aligned with Australian Teaching Standards, Performance and Development Policy and SEF.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	188	183	181	161
Girls	140	130	127	126

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.9	94.6	93.9	91.6
1	89.6	91.6	91	94.8
2	92.6	92	90.7	94.7
3	90.8	92.8	92.9	94
4	89.8	91.4	90.8	93
5	91.7	90.6	89.9	92.5
6	90.3	89.9	89.9	88.8
All Years	90.8	91.7	91.3	92.7
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.

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.

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.

Management of non-attendance

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.47
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	0.5
School Administration and Support Staff	2.62

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	128,319
Revenue	2,821,949
Appropriation	2,671,329
Sale of Goods and Services	7,581
Grants and contributions	142,607
Investment income	432
Expenses	-2,751,167
Employee related	-2,443,844
Operating expenses	-307,323
Surplus / deficit for the year	70,782
Closing Balance	199,101

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.

	2020 Approved SBA (\$)
Targeted Total	85,002
Equity Total	218,805
Equity - Aboriginal	26,088
Equity - Socio-economic	78,580
Equity - Language	1,406
Equity - Disability	112,731
Base Total	2,090,591
Base - Per Capita	74,075
Base - Location	10,826
Base - Other	2,005,691
Other Total	208,779
Grand Total	2,603,178

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 to access the school data.

2020 NAPLAN

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.

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Parent/caregiver, student, teacher satisfaction

Parent Survey

Each year we seek feedback from our parent community using the Tell Them From Me survey. Tell Them From Me parent survey results in 2020 indicated that (school/state):

- Parents feel welcome 8.1/7.4
- Parents are informed 7.0/6.6
- School supports learning 7.2/7.3
- School supports positive behaviour 7.8/7.7
- Inclusive school 7.2/6.7

Parent question on Tell Them From me survey-As we prepare for our new 4 year school plan, please tell us some areas that we could focus on eg academic, social and/or wellbeing?

Responses included:

1. Academic. The children's writing and sentence structure is falling away. **Writing to be a focus for 2021.**
2. Social, wellbeing, more attention to the student progresses. **SD1 for 2021 with a focus on growth and attainment.**
3. The teachers are very warm kind and open minded in all areas.
4. Social/well being and making sure every student gets a chance for a "special" opportunity. **Berry Street program to be a focus for 2021.**
5. More HAS focus groups. **Classroom focus/differentiation and more enrichment opportunities in 2021.**
6. Bullying. This is a problem due to classes being made up of two grades. It lends itself more to older children being exposed daily to younger children. **Bullying performance for Years 1-6 and continue with PBL in 2021.**
7. Music, language, drama and academics over sport **Balanced curriculum looking at all KLAs.**
8. Writing and reading. **Focus for 2021.**
- 9 Focus on explanation and feedback to students that is meaningful and helpful to increasing outcomes not just a tick box or feedback that's generalised given weeks after a task. **Visible learning continued to be embedded across the school in 2021.**

Student Survey

As part of our ongoing collection of data we receive feedback from students via Year 6 exit surveys, Tell Them From Me surveys and student forums.

In 2020, 75% of students (Years 4-6) reported a positive sense of belonging in the Tell Them From Me (TTFM). This remained unchanged from the year before. Advocacy is 82% in 2020 (compared to state of 77%). In 2019 it was 78%. For expectations it is 86 % (state 87%) and in 2019 it was 83%.

Tell Them From Me survey results from this year indicated that; 23% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%. In the majority of other questions our student responses were equal to or above the state.

Key data taken from the TTFM survey:

- Students are interested and motivated in their learning-78% and 69% (2019)
- Students try hard to succeed in their learning-91%
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice-82% and 78% (2019)
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach-86% and 81% (2019)
- School staff emphasis academic skills and hold high expectations for all students to succeed-86% and 83% (2019)
- Students set challenging goals for themselves in their schoolwork and aim to do their best-29% (like challenging goals)

Teacher Survey

Staff completed an end of year survey providing feedback on current strategic directions and future directions. Results

indicated that:

- use of success criteria and learning intentions has made lessons more meaningful, explicit and provided an opportunity for student feedback
- visible learning helped support a shared language
- more time for CTJ to allow shared understanding of data
- continue to create stage based assessments to support triangulation of data
- PBL well organised
- PBL allowed for consistent language across the school and an accessible approach to whole school wellbeing



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.