

2020 Annual Report

Dungay Public School



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Introduction

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

Dungay Public School
305 Tomewin Rd
Dungay, 2484
www.dungay-p.schools.nsw.edu.au
dungay-p.school@det.nsw.edu.au
6672 2174

Message from the principal

I am pleased to present the 2020 Annual School Report for Dungay Public School. It has been my privilege to lead this outstanding school community again in 2020.

2020 saw us face many obstacles and new challenges with Covid-19. Teachers and students took on new ways of learning and acquired many new skills. Our school has continued to build and refine explicit instruction, delivering clarity of purpose and continuing to build student engagement and empowerment. We are proud of the learning culture of the school where our children care for and encourage each other to grow and shine. School results indicate our focus on ownership of and purpose for learning is working, however, there is still more work needed to achieve our set goals.

I congratulate our students for their resilience and grit in 2020 and their enthusiastic participation in opportunities provided at our school. I thank our teaching and administrative staff for their tireless efforts to support our students and school community. The staff of this school go above and beyond and I am proud to work alongside such a dedicated and professional staff.

I would also like to acknowledge the ongoing and generous contributions of our parents and caregivers. With Covid-19 restricting physical access, parents and caregivers embraced live streaming of school events and utilised technology as a form of communication.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr J. Stephens

Principal

Message from the school community

2020 has been both an unusual and inspiring time. For the first time as parents, we felt disconnected. The Dungay PS work extremely hard to connect us as best as they could during COVID and we would like to acknowledge their hard work, dedication and effort. All Dungay Staff went beyond and above to ensure all students were looked after and their individual needs were catered for.

More than ever, we as a collective, have come to know that we are not alone. We are all connected and we are social beings, we are villagers, we are each a cog in the machinations of our lives, homes and communities. That really is what P&C is about: each of us contributing in various ways to our school community, and each of us with heartstrings attached to the best possible outcomes for our students. COVID has strengthened who we are at Dungay PS and we will continue to be fluid and reflective during the continuation of COVID-19.

Whilst many things did not happen in 2020, our purpose - the welfare of Dungay Primary School students - has remained our focus. This has enabled us to successfully continue to:

- * Operate the Uniform Shop
- * Introduce streamlined procedures and supporting technologies for our P&C
- * Maintain connections with the school
- * Progress our nature rainforest walk
- * Carry on with limited fundraising
- * Create plans and expectations for the well-being of our students
- * Welcome new members and new volunteers

We now look forward. There are so many opportunities to be made and taken, together, in 2021.

A. Woodgate

P&C President 2021

Message from the students

We would like to thank all of our amazing teachers, staff and Principal who have supported us and helped us grow over the years. This year, during COVID, it has taught us to be resilient and be flexible. We have felt very privileged to be school captains of our wonderful school and will hold very dear memories of Dungay PS. A big thank you to all our families who have always been there to guide, support and love us. Thank you for being wonderful Dungay students. We remember the fun times and the memories we have all made here together. We wish you all the best for the rest of your primary school years. No matter where it takes you, just remember, stay true to yourself and be happy. I wish everyone good luck in the future.

School Captains 2021



School vision

At Dungay Public School we provide a collaborative and harmonious learning community supporting, engaging and challenging all learners to achieve success. Our students learn the skills and confidence to become resilient, self-regulated, critical and reflective lifetime learners. Our students take responsibility for their learning, incorporating problem-solving strategies and a growth mindset whilst embracing diversity and connecting within, and beyond, the community to make learning authentic.

School context

Dungay Public School, works under the banner 'Seek, See and Achieve'. The school is situated 5kms north of Murwillumbah and is nestled between prosperous farmland, rolling green hills and tall, vibrant trees.

Dungay PS offers a safe place of learning for each student. We work hard to build relationships and a family feel with all who attend our school to ensure a happy, positive and creative environment.

Our curriculum offers an engaging blend of purposeful learning activities that are tailored to the needs and passions of each student. All students participate in a diverse learning suite of programs, including specialised art and music programs, an active sporting/health program, and inquiry-based science programs.

The staff at Dungay PS are experienced, enthusiastic and committed to providing quality educational opportunities that meet each student needs and develop the talents of each child.

At Dungay our community is very connected and aims to provide for all our students. Our P&C is committed to ensuring our students are supported and the school is well resourced.

Dungay PS is part of a dynamic learning community of four small schools. While each school retains its character and identity, each is committed to working together to achieve our shared vision and prepare our students for 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. 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Growing Teaching and Learning

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a challenging and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. With this, we are particularly focused on the teaching and learning of Literacy and Numeracy.

Improvement Measures

Increasing individual student expected growth or value added against internal (**PLAN**) and external (**NAPLAN**) measures.

Increase the proportion of students in the top 2 bands in writing, reading and numeracy.

Improved teacher expertise as measured through collaborative practice, observations, lesson studies and teacher feedback.

Progress towards achieving improvement measures

Process 1: Assessment and Reporting

Aligns staff processes and school systems for collecting and analysing student data and reporting student data.

Ensure learning is evidence-informed and based on student engaged-assessment and formative assessment practices.

Evaluation	Funds Expended (Resources)
<p>How have we tracked as a school team to align online assessments to collect and gather data?</p> <p>Staff have implemented a highly effective student engagement and formative assessment schedule using a variety of online and paper tests. Our school researched effective online assessments and implement a suite of online assessments. This was accelerated due to COVID and the push for students to work online. These results help to inform planning and teaching and has allowed better consistency for student report grades.</p> <p>Our school's situational analysis in Term 4 2020, identified a need for improved processes for analysing student data. This will be an area of focus in the 2021-2025 school strategic plan.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$8000.00)• English language proficiency (\$2000.00)

Process 2: Curriculum and Learning

Curriculum programs and teaching practices are targeted to differentiated experiences for all students.

Establish active partnerships to work collaboratively to ensure the innovative delivery of learning for students.

Evaluation	Funds Expended (Resources)
<p>How effective has professional learning and dialogue for curriculum and learning impacted our processes?</p> <p>Data included surveys and reflection of PL, meeting minutes and T/L programs.</p> <p>Teaching staff were each supported with \$1500 per teacher. These monies were used to enable staff to make individual decisions around which</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)• Quality Teaching, Successful Students (QTSS) (\$4589.00)

Progress towards achieving improvement measures

professional learning opportunities they felt might best support their growth and development (PDPs) outside of the school's professional learning agenda. The school also continued to engage Erin Sciscione and connect with other small schools in the Maths Action Research Project (MARP) to further progress the school's professional learning pathway to further consolidate ownership of and purpose for learning.

Strategic Direction 2

Successful, Empowered Learners

Purpose

In order to be successful in their future world, our students need to develop essential growth-mindset learning skills as well as being reflective problem solvers. At Dungay PS students are provided with a wide range of high quality, evidence-based learning opportunities designed to engage, enrich, support & challenge. Explicit instruction, differentiated expectations & intensive intervention underpin the development of foundation literacy & numeracy skills & all learning K-6. Learning must be personalised, engaging and authentic, empowering students to communicate, collaborate, think critically and creatively.

Improvement Measures

High degree of teacher expertise in using student-engaged assessment practices and other deeper instruction evidence to personalise the learning for their students.

High number of students are actively engaged in their learning through growth mindset, collaboration and well developed communication skills.

Progress towards achieving improvement measures

Process 1: Essential Learning Skills

Deliver high quality researched based and student-centred learning experiences which enable students to develop essential learning skills in collaborative, critical and creative thinking, and problem-solving. Developing a child's growth mindset was crucial to this.

Evaluation	Funds Expended (Resources)
<p>How effective was the delivery of Professional Learning given to our staff to improve the essential learning skills for our students?</p> <p>After the successful implementation of the 'student-centred coaching' initiative at our school in 2019. The school continued to train and support staff in the coaching process in 2020. Review and refinement of curriculum program creation and collaboration among staff occurred during Term 1. Unfortunately due to Covid-19, the coaching initiative was unable to take place in 2020. Teachers still reflected on the 'moves' they could make in their teaching practice to improve learner behaviour to more directly reflect the learning target.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$7500.00)

Process 2: Personalised Learning:

Timely, targeted intervention and feedback for all students reflect best practice and students access tailored support, to maximise outcomes.

Evaluation	Funds Expended (Resources)
<p>How effective has teacher feedback been to support students to understand what is to be done and how to improve their performance?</p> <p>Prior to Covid-19 (March 2020) students were supported by teachers to plan and prepare for Student-Led Conferences. This involved goal setting, feedback and selecting work samples to support achievement. Students continued to develop skills in the co-creation of rubrics and critique for quality work through viewing models of excellence. Staff continued to implement Student Engaged Assessment and aspects of Project Based Learning. Staff, students and parents continued to see the impact on student engagement and learning through Student Engaged Assessment Practices. In Term Three students undertook a literacy project, they exhibited great pride in their work and enjoyed the meaningful and purposeful connections to real-world issues.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)• Socio-economic background (\$2500.00)• Low level adjustment for disability (\$1500.00)

Progress towards achieving improvement measures

Students continued to articulate learning goals and initiate thinking around seeking feedback.	
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO employment (\$8877) Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$2 000.00) • Aboriginal background loading (\$6 877.00) • English language proficiency (\$1 000.00) 	How best did we use allocated resources to meet the needs of Aboriginal students? <ul style="list-style-type: none"> • The employment of an SLSO to work with Aboriginal students to improve literacy and numeracy results. • (100%) of indigenous students have PLPs completed. • Continued successful transition to secondary school for indigenous students. • (92%) of targeted ATSI cohort reached an appropriate reading level for Kindergarten. • Continued access to local indigenous community members and local culture.
Low level adjustment for disability	\$22424 - 0.4 FTE for SLSO allocation Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$22 424.00) 	How best did we use allocated resources for low-level adjustment for disability? <ul style="list-style-type: none"> • Our school employed a learning and support teacher to work with individual students and in a case management role within the classroom to build teacher capacity to meet the need of all learners. • All students requiring adjustments and learning support successfully catered for within-class programs.
Quality Teaching, Successful Students (QTSS)	\$11136 - Employment of instructional leader \$2000 - Professional Learning Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$15 136.00) 	How best did we use allocated resources to ensure high-quality teaching and learning? Our school engaged an instructional leader to strengthen quality teaching practices through lesson observations, modelling, feedback, co-planning, co-reflection, mentoring and use of student data as evidence of improvement.
Socio-economic background	Computer hardware - \$10000 SLSO Employment - \$35011 Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$45 011.00) 	<ul style="list-style-type: none"> • Resources were purchased to support students, especially during COVID. Laptops were purchased and used throughout the school allowing students to utilise online resources and assessments. Other resources were purchased to support quality teaching. New classroom furniture ensured teachers had different spaces to support student learning. • Employment of an SLSO to support targeted students to reach literacy and numeracy goals.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	38	38	45	43
Girls	23	35	43	39

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.3	96	93.8	91.2
1	92.1	89.2	93.9	93
2	93.1	93.7	93.7	93.7
3	92.1	87.9	93.6	95.9
4	96.6	92.8	93.6	93
5	95.1	93.7	94.7	91.1
6	96.9	92.7	94.7	93.9
All Years	94.1	92.9	94.1	93.2
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.

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
Classroom Teacher(s)	3.58
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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	74,997
Revenue	1,139,335
Appropriation	1,124,976
Sale of Goods and Services	2,843
Grants and contributions	11,350
Investment income	166
Expenses	-1,143,439
Employee related	-1,010,409
Operating expenses	-133,030
Surplus / deficit for the year	-4,104
Closing Balance	70,893

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	176,532
Equity Total	84,142
Equity - Aboriginal	6,573
Equity - Socio-economic	46,097
Equity - Language	644
Equity - Disability	30,829
Base Total	806,788
Base - Per Capita	21,164
Base - Location	1,616
Base - Other	784,008
Other Total	38,371
Grand Total	1,105,834

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.

Parent/caregiver, student, teacher satisfaction

At Dungay PS we provide parents with access to relevant information about student achievement, in-class learning and extra-curricular activities. We also provide opportunities for the school community to provide feedback on school practices and procedures. Feedback received in 2020 was overwhelmingly positive.

Parent TTFM (Tell Them From Me Survey 2020)

-Focus: School Supports Learning

- My child is encouraged to do his or her best work - 90% of parents agreed
- Teachers take account of my child's needs, abilities, and interests. - 95% of parents agreed

-Focus: School Supports positive behaviour

- My child is clear about the rules for school behaviour - 94% of parents agreed

-Focus: School Supports Child's behaviour

- Behaviour issues are dealt with in a timely manner 95% of parents agreed
- My child feels safe at school 100% of parents agreed
- My child feels safe going to and from school 95% of parents agreed
- The school helps prevent bullying 97% of parents agreed

A sample of Parent COVID Responses 2020

- Parent response

To the wonderful teachers of Dungay PS, The effort and countless hours you have all put into ensuring continuity to student learning has definitely not gone unnoticed. Despite teaching during what feels like a year-long term, you have managed to brighten up the days of your students with your warm hearts, bringing smiles to their faces and a sense of "normality" to this otherwise strange time. We thank you and have immense gratitude for all that you do. Our love for Dungay PS has only been strengthened, if that was even possible! Through change comes the greatest lessons so let's bring on a tremendous end to the year.

- Parent response

To our beloved Dungay Principal, Teachers and SASS staff.. words cannot express how much gratitude and love we have for you all and for the important role you all play in teaching and shaping our children's lives. We have so much respect and admiration for every one of you and your efforts have not gone unnoticed. Thank you for making Dungay a learning place where our children can be themselves. We recognise the amount of work behind the scenes that was required through Covid but also every day! Your positivity, enthusiasm, passion, sacrifice, moral guidance and wisdom are making a huge difference to our children lives every single day. Thank you for being inspiring and for caring and believing in our children! Best team ever!

- Parent response

What a year! A HUGE thank you to all the amazing teachers and support staff atDungay for providing a sense of calm, focus and stability during these strange and unsettling times. We appreciate everything you have done for our kids, our family and the wider school community over the past few months. Your professionalism and positivity -even during the darkest and most uncertain of times - has been so appreciated.

Student TTFM (Tell Them From Me Survey 2020)

- Focus: Students with a positive self-belonging

- 89% of Year 4 to 6 students do not get in trouble at school for disruptive or inappropriate behaviour. **This is 7% higher than the NSW Govt Norm.** The gender difference showed that girls percentage was 93% and boys were 87% - 6% below girls in this area.

- Focus: Students who are interested and motivated

- 72% of Year 4 to 6 students indicated they were interested and motivated in their learning. **This was 4% below the NSW Govt Norm.**

- Focus: Advocacy at school

- 89% of Year 4 to 6 students felt they had someone at school who consistently provides encouragement and can turn to for advice. **This is 12% higher than the NSW Govt Norm.**

- Focus: Effective Learning time

86% of Year 4 to 6 students said they felt important concepts at Dungay PS are taught well, class time is used effectively and efficiently and homework and evaluations support class objectives. **This data showed we are 4% higher than NSW Govt Norms.**

- Focus: Expectations for success

- 94% of Year 4 to 6 students said they felt that school staff emphasise academic skills and hold high expectations for all students to succeed. **This is 7% higher than the NSW Govt Norm.**

- Focus: School Pride

- 100% of students agreed or strongly agreed that they feel proud of Dungay PS.

Staff TTFM (Tell Them From Me Survey 2020)

- Focus: Leadership

- 100% of staff said that school leaders have supported me during stressful times. **This is 29% above state norms.**
- 95% of staff said school leaders have helped me create new learning opportunities for students. **This is 15% above state norms.**
- 100% of staff said school leaders have helped me establish challenging and visible learning goals for students. **This is 11% above state norms.**

- Focus: Collaboration

- 90% of staff said they work with other teachers in developing cross-curricular or common learning opportunities. **This 11% above state norms.**

- Focus: Learning Culture

- 100% of **teachers** said they set high expectations for student learning. **This is 18% above state norms.**

- Focus: Teaching Strategies

- 100% of teachers said they help students set challenging learning goals. This was well above state norms.

Independent Survey 2020

-Focus Staff Culture

- 100% of staff strongly agreed that in relation to school decision making I believe my voice is heard and respected at Dungay PS.
- 100% of staff strongly agreed that the Principal provides them with professional learning opportunities to grow and be successful.
- 100% of staff strongly agree that Dungay PS has a strong collective vision.







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.