

2020 Annual Report

Hammondville Public School



2128

Introduction

The Annual Report for 2020 is provided to the community of Hammondville 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.

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Message from the principal

It is with excitement that I present the 2020 Annual School Report for Hammondville Public School as the newly appointed substantive principal.

I am grateful to Mrs Rebekah Murray for her exceptional leadership of our school from March 2019 until my commencement in October of 2020. The impact that she has demonstrated in literacy, numeracy and overall school culture is of a high standard and our school continued to thrive under her leadership after the departure of Mr Ken Smith.

Supported by the school executive, our staff continued to lead the implementation of the 2018-2020 School Plan with determination, integrity and passion. The reflections on the impact of this plan can be found in this report

During my first six months at Hammondville PS, I have been humbled by the care, commitment and dedication that the whole school community demonstrates in their interactions with each other and in their focus on presenting the very best opportunities to our students. While 2020 was a challenging year for us all, it is heartwarming to have seen that the quality of our relationships with each other remain of a high quality.

Together, the Hammondville PS school community celebrated the successes we have seen over the previous 12 months as we constructed our first Situational Analysis and the new Strategic Improvement Plan 2021 - 2024. The new plan, inclusive of feedback and consultation with staff, students and our community has been approved and uploaded onto our school website and lays the path of continual improvement for the next 4 years at Hammondville Public School.

Our upcoming school vision makes very clear the value we place on human connection and relationships in achieving the best for our whole school community. The vision statement was constructed after discussions about our moral purpose and the impact of building an authentic sense of belonging. Reinforced by our school values of Integrity, belonging, respect, perseverance and compassion, we believe that by living this purpose, we will create a school community where we all continue to be challenged and supported.

The work we do for the success of our students is only possible with the dedication and commitment of our outstanding teachers, dedicated P & C and remarkable student body.

It is a privilege to lead Hammondville Public School. I look forward to many years working with our whole school community for the success of our wonderful school.

Jodie Clark

Principal

School vision

At Hammondville Public School, in partnership with all members of our school community, we strive to provide a safe and supportive environment that caters for the development of the 'whole child'. This development occurs through a range of experiences aimed at allowing students to meet their full potential academically, socially, emotionally and physically. We have an emphasis on developing life-long learners through future-focused teaching and learning strategies that provide opportunities for our students to develop skills and capabilities that will meet the demands of an ever changing world.

School context

Hammondville Public School is set on large, leafy grounds 36.4km south-west of Sydney and 4.7 km from Liverpool. Students come from a mix of socio-economic backgrounds with 19% from the lowest quarter, 61% from the middle two quarters and 20% from the top quarter of family incomes. There are currently 458 students attending the school with 12% of students having a language background other than English. Approximately 12% of students come from Defence Force families due to the school's close proximity to the Holsworthy army base.

After a decline in enrolments over a number of years enrolments have started to grow again in the past couple of years. In 2019 enrolments have increased to 458 with our largest Kindergarten cohort for several years of 84 students. Due to the increased enrolments we have been able to form 19 classes. The teaching staff is mostly very experienced with an increasing number of early career teachers being employed in recent years. The school is heavily involved in extra-curricular activities with strong dance, choir, public speaking and sport programs being offered each year. Academic performance on measures such as NAPLAN has been mixed with strong performances in all areas of the testing in some years and the identification of areas requiring development in other years.

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

High Quality Pedagogical Practice

Purpose

To embed a culture of authentic evidence-based teaching practice through quality professional learning and the development of strong collegial partnerships that allow robust professional discourse which leads to improvements in pedagogy and increases student growth.

Improvement Measures

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

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

Increased number of students meeting expected growth targets in reading and numeracy

Progress towards achieving improvement measures

Process 1: Teacher professional learning on embedding formative assessment across the school with an emphasis on student voice to develop authentic feedback practices (AITSL resources).

Evaluation	Funds Expended (Resources)
After the Situational Analysis was completed in preparation for the 2021 - 2024 School Improvement Plan, area of formative assessment has been revealed as a major focus for Hammondville PS. We will be designing the professional learning package for our new SIP accordingly, including a model of instructional leadership classroom support and executive mentoring,	Casual relief days allocated for teams to plan collaboratively and participate in professional learning

Process 2: Ongoing Professional Learning, (Focus on Reading, Learning Progressions, Mathematical Mindsets) is provided to embed high quality teaching and learning practices in literacy and numeracy to improve student's comprehension and understanding of early arithmetic strategies and place-value.

Evaluation	Funds Expended (Resources)
Whole school PL on mathematical mindsets postponed. Reflection on What Works Best (2020) as a professional learning opportunity implemented Kindergarten team implementing progressions as an assessment tool as a trial and exploring use of assessment and data gathering as a way to plan future learning As TEN is no longer supported by the Dept Education, the integration of it in professional learning has been put on hold. Staff will examine the new Mathematics Strategy as a focus for the 2021-2024 school plan to ensure we are implementing best practice in mathematics education.	\$0

Process 3: Embed the use of data informed practice into teacher practice through tailored Professional Learning to increase professional dialogue on assessment practices. This includes professional learning and collegial meeting time to moderate student work samples and identify students for additional support.

Evaluation	Funds Expended (Resources)
Stages starting to experiment with Learning Progressions to inform data walls in literacy and numeracy. As TEN is an intervention program and no longer supported by the NSW Dept Education, teachers are using classroom assessment data from instructional program to measure impact against progressions. This is still very much in its infancy and led by APs	Casual relief to cover planning days for each stage, allowing teams to engage in professional learning in a collaborative environment

Next Steps

A focus on instructional leadership across the school throughout 2021 - 2024 will assist with the smooth transition into the forthcoming NESA syllabus documents. A sustained focus on formative assessment and differentiated teaching and learning will assist in the attainment of targets with a focus on reading instruction and mathematics.

Strategic Direction 2

Leading Learning

Purpose

To create a culture where students, teachers and leaders all take a lead role in understanding and communicating their learning and are willing to contribute to the collective growth and wellbeing of our learning community. Knowledge and practice is shared and future-focused skills such as collaboration are utilised to build each others capacity.

Improvement Measures

Increase in the number of students indicating they use and respond to feedback in their learning. (TTFM Baseline in 2018)

Increased number of students indicate a positive classroom environment exists (TTFM)

Decrease in the number of negative playground behaviour incidents during each year of the 3 year cycle (PBL data recorded in ebs Central)

Increased school mean relating to learning culture in TTFM teacher survey.

Increase in the number of teaching staff who demonstrate leadership skills and capabilities against the AITSL Professional Standards for Teachers

Progress towards achieving improvement measures

Process 1: Teachers are provided with professional learning on improving the quality of peer observations and how to work in professional learning communities where robust, respectful, professional dialogue takes place about innovative classroom practices while building the quality of collegial relationships.

Evaluation	Funds Expended (Resources)
Quality teaching rounds was seen as a valuable professional learning tool to encourage robust conversations and feedback around effective classroom practice. Due to the massive cost involved with this PL, alternative opportunities will be sought in the new planning cycle to allow teachers to access regular peer observation and feedback on practice.	N/A

Process 2: Teachers participate in further Professional Learning on Formative Assessment including models of effective feedback to provide students with the knowledge and skills to effectively assess and direct their own learning.

Evaluation	Funds Expended (Resources)
The 2021-2024 situational analysis shows evidence of further work needed across the school to ensure effective formative assessment practices are embedded across the school. Within the 2021-2024 school plan it will be important to develop formative assessment practices into all teaching and learning cycles to drive differentiated planning, teaching and assessment K-6.	Embedded in SD1 resources

Process 3: Positive Behaviour for Learning (PBL) continues to be implemented and refined to develop a safe, orderly environment that is conducive to the collective wellbeing of our community. PBL will be further enhanced through professional learning and implementation of restorative practices.

Evaluation	Funds Expended (Resources)
Further developments within the PBL team and in establishing PBL across the school will be reflective of the new behaviour strategy that is being released, this will be informed by the 2021-2024 school plan priorities.. Further structures and supports will be established moving forward to ensure the successful implementation of Tier 2 and Tier 3 supports for students at	\$3000

Progress towards achieving improvement measures

Hammondville.	
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Next Steps

As we move forward into our 2021 - 2024 Strategic Improvement plan, teachers and leaders will be supported in their learning and application of pedagogical content knowledge. The school appointed Instructional Leader will drive high quality professional learning across the school in a collaborative learning model, supporting teachers to see the link between educational research and classroom application. School executive will have the opportunity to be released from face to face teaching to model, observe and team teach with their stages, further enhancing the model of support presented to teachers.

Further to this, aspiring leaders will be presented the opportunity to be involved in quality leadership learning, with a focus on embodying moral purpose and a commitment to leading with emotional intelligence.

Strategic Direction 3

Effective Community Partnerships

Purpose

To actively cultivate a well-informed, respectful and supportive school community where the resources available to the school community are utilised to build the capacity of all stakeholders and support students and families.

Improvement Measures

Increase in the satisfaction ratings shown by parents and carers regarding school communication.

Increase in school engagement data against state norms from Tell Them From Me Surveys.

Increased engagement with partner schools and outside agencies.

Progress towards achieving improvement measures

Process 1: School leaders and the Learning Support Team actively seek partnerships with outside agencies and partner schools to build capacity of staff and utilise expert knowledge to more effectively meet the additional needs of students and families.

Evaluation	Funds Expended (Resources)
Throughout 2020, Hammondville Public School worked in collaboration with a variety of external services to support our students and families and build capacity within our staff. We engaged in the Parent Pays Occupational Therapy, Speech Therapy and Psychology program in which students were able to access intervention and therapy support from a range of services on site. This enabled open communication between the school, agencies and families to ensure a consistent support approach was provided for students with additional needs. The Learning and Support Staff partnered with the Riverwood Education Learning Support Network to engage in professional learning and virtually network with colleagues. This partnership developed staff skills, understandings and practices to effectively meet the needs of our school and community.	N/A - ongoing

Process 2: Staff participate in ongoing professional learning on effective communication with the school community and how to utilise the various platforms the school uses to distribute information, engaging in collecting of their views and thoughts about the school.

Evaluation	Funds Expended (Resources)
Our Parent and Community Engagement Survey was sent out midway through term 4 to collect information about how the community engages with the school, how the school engages with the community, where the school can further improve in its communication and how we can strengthen community involvement. The response from our community was overwhelmingly positive, thoughtful and reflective. Our community shared ideas about minimising the repetitious nature of our newsletter, the clarity in purpose of our use of Facebook and SkoolBag and some further options to further enhance partnerships. As a result of this feedback, a social media team will be created from 2021 to moderate and streamline our communication with the community. We look forward to reflecting on and implementing purposeful change to enhance our communication.	N/A - Conducted digitally on our school's social media platforms including via school newsletter and school app

Process 3: The school regularly reviews its assessment and reporting procedures and provides teachers with professional learning on moderation and data analysis so parents/carers are provided with timely and accurate, easy to understand information about student progress.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

After deep and extensive consultation with staff, students and community, our new reporting structure was used for school reports for the first time. Feedback will be sought early in term 1, 2021 through P & C

N/A

Meetings held in P & C meetings and whole staff meetings. New reporting structures are integrated into our existing whole school third party platform (Sentral).

Next Steps

A focus on developing a strong sense of belonging, self identity and trust is evident in the assessment of student wellbeing, and as a result, will become a focus of our school for the new Strategic Improvement Plan. In addition to this, processes and systems in place for students wellbeing will be further enhanced, along with a deliberate focus on creating and sustaining high quality, authentic partnerships with our whole school community, ensuring that we create the best conditions for our students to succeed and thrive as learners and as citizens.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$18 810	<p>Data indicates Aboriginal students are meeting expected growth goals for NAPLAN and local measures.</p> <p>Aboriginal background funding was utilised to assist with the development of personalised learning plans and to provide additional literacy and numeracy support as well as cultural immersion activities that included small group activities and the NAIDOC Day celebration.</p> <p>We have also secured employment of additional staff (SLSO) 1 day per week to coordinate our Aboriginal Cultural group. All Aboriginal students have a Personalised Learning Plan (PLP) that was developed during parent/student/teacher meetings in Term 1 and Term 3. All Aboriginal students received in-class support and participated in cultural groups during Semester 2.</p>
English language proficiency	\$47 015	English Language Proficiency funding was used to employ a teacher who provided in-class support and small group withdrawal to children for which English is an Additional Language or Dialect.
Low level adjustment for disability	<p>Total - \$203 829</p> <p>Staffing - \$138 731 (1.3 FTE)</p> <p>Flexible - \$65 098</p>	Funding received for low level adjustment for disability in this area was used to provide in-class and social support in the playground by School Learning Support Officers (SLSOs) for students identified by the Learning Support Team as requiring additional support. The support provided had a positive impact on both learning in the classroom and the interaction of targeted students with peers in the playground. The funding was also used to support teachers to develop Personalised Learning and Support Plans (PLaSPs) on a new format to ensure consistency from year to year, as they move throughout the school.
Quality Teaching, Successful Students (QTSS)	Teacher release for observations, team teaching and peer lesson reflection with supervisors	<p>QTSS funds were allocated to the provision of opportunities for shoulder-to-shoulder teacher support in classrooms to explicitly link educational research and classroom practice. This initiative saw growth of student learning outcomes in literacy, with a focus on phonics and spelling in particular.</p> <p>The funds were also used to release executive from class in order to provide time to:</p> <ul style="list-style-type: none"> • support performance and development plans, • provide high quality, individual professional learning • building of teacher capacity and for advice and • support with the learning of students in their stage.
Socio-economic background	\$93,509	Literacy and numeracy pedagogy and interventions continue to be a major focus in

Socio-economic background	\$93,509	2020. Funds were allocated to provide extra teaching staff in areas of need as well as supplement resources and professional learning in engagement across literacy and numeracy
Support for beginning teachers	\$4680	The school had one beginning teacher identified in 2020. This teacher was supported through a model of support and challenge, ensuring that individual growth and achievement was of a high quality,. This teacher was successful in gaining accreditation at Proficient in early 2021, and remains an active and successful member of our teaching team at Hammondville in 2021.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	230	237	238	229
Girls	228	227	220	212

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	93.4	94.7	95.4
1	94.8	93	92.3	93.8
2	94	94.2	93.6	94
3	95.3	93.8	93.3	94.5
4	94.2	94.2	93.6	92.6
5	93.9	92.9	94.1	93.8
6	94.9	91.5	92	93.8
All Years	94.7	93.2	93.4	94
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
Assistant Principal(s)	4
Classroom Teacher(s)	17.37
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.38

*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	535,768
Revenue	4,528,709
Appropriation	4,342,667
Sale of Goods and Services	12,981
Grants and contributions	171,564
Investment income	1,197
Other revenue	300
Expenses	-4,478,609
Employee related	-3,916,661
Operating expenses	-561,948
Surplus / deficit for the year	50,100
Closing Balance	585,868

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	229,478
Equity Total	354,823
Equity - Aboriginal	20,347
Equity - Socio-economic	93,509
Equity - Language	36,019
Equity - Disability	204,949
Base Total	3,293,223
Base - Per Capita	110,151
Base - Location	0
Base - Other	3,183,072
Other Total	327,131
Grand Total	4,204,656

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

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

Staff, students, parents and the broader school community are welcomed and engaged in the development of the vision, values and priorities of the school.

Hammondville PS has an active and dedicated P & C who work as partners in our school. We are grateful for their ongoing support and for their commitment to our school. 2020 saw the appointment of a new P & C president in Stephanie Philpott. Stephanie has had a long relationship with Hammondville PS and we look forward to many years working closely with her, the P & C executive and our participating parents as we continue to grow and strengthen our school.

Our parent and community engagement survey was distributed to families this year as COVID restrictions made face-to-face meetings challenging. The feedback gained from families was thoughtful, reflective and offered feedback and future directions for how our school communicates and engages with the community. The survey was completed by 45 families and the results were shared at the December P & C meeting, along with the wider situational analysis and draft strategic directions.

Most parents have indicated that they are happy with the way the school communicates with them and how the use of multiple platforms (SkoolBag, Facebook, Website, Class Dojo) allow them to access information in different ways. However, many parents indicated that they found an inconsistency in the use of Class Dojo across the school and that they would appreciate more notice of school events in order to get themselves organised for their children's participation. As a school, we will form a Social Media team in 2021 and will have clear expectations about how each platform is used and expectations for engagement with social media across the school. This will be communicated to parents upon enrolment, at Kinder Orientation and to all families at the beginning of the school year.

60.5% of families surveyed indicated that they are extremely confident contacting the school to get information that they require, however 34.5% indicated that they are aware of who best to contact. This will result in clearer communication at the beginning of the school year explaining to families the organisational structure of the school.

53.5% of families who engaged with our survey requested more information about how to get involved in our school. Hammondville PS started a 'Parent Tutor Program' early in 2020 which was received exceptionally well, however it was disrupted with COVID. We look forward to reintroducing this and expanding on it from 2021.

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.