

2020 Annual Report

Hurstville South Public School



**Hurstville
South**
Public School

2198

Introduction

The Annual Report for 2020 is provided to the community of Hurstville South 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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School vision

To promote equity and excellence, develop successful, confident and creative learners who demonstrate the knowledge skills and values to become active and informed global citizens.

School context

Hurstville South Public School has provided the local community with high quality education for over 100 years.

Hurstville South Public School has an enrolment of over 500 students with 91% from Non-English speaking backgrounds. There are over 30 language backgrounds represented in our student body with 53% of these students from a Chinese background.

Our languages program includes Languages other than English (LOTE) for non-native Chinese speakers and Community Languages other than English (CLOTE) for native Chinese speakers.

Our dedicated staff are committed to using evidence based practices to maximise student outcomes in all learning areas. This is demonstrated by the high growth scores our students achieve in literacy and numeracy assessments.

Students who need additional support in literacy and / or numeracy benefit from an established learning support program which includes Learning Support Teachers and English as an Additional Language or Dialect teachers (EaLD).

Students can access a wide range of activities including band, choir, dance, sport and public speaking.

Hurstville South Public School has inclusive wellbeing programs which include Harmony Hub and student leadership programs which enhance our school culture.

Our supportive school community enthusiastically participate in student led conferences and attend school events.

The Hurstville South Public School Parents and Citizens Association (P&C) are a dedicated group of parents who support our school effectively.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Strong Foundations

Purpose

To continue high quality professional learning in literacy and numeracy and increase the use of data, high quality feedback and student voice to develop confident literate and numerate students.

Improvement Measures

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

Increased percentage of teachers using learning progressions to monitor student progress and plan the next step in student learning.

Increased evidence of Working Mathematically skills embedded into differentiated mathematics teaching and learning across the school.

Progress towards achieving improvement measures

Process 1: Strong Foundations in Literacy and Numeracy

- Use evidence based research to develop and implement high quality professional learning to ensure students have strong foundations in literacy and numeracy.
- Implement Assessment and Reporting profiling tools to improve and track knowledge and understanding of individual student's abilities, strengths and weaknesses.
- Stage teams collaborate to develop effective techniques for eliciting student feedback used to inform teaching practice.
- Design, deliver and promote workshops for parents and community members to assist in parents understanding of current teaching strategies in literacy and numeracy and to enhance school support programs.

Evaluation	Funds Expended (Resources)
Assessment Kindergarten students completed the Best Start Assessment. Year 1 students completed the Phonics Screener as part of the Department of Education trial implementation of this assessment. Using the phonics screener results, our Instructional Leader and classroom teachers engaged in data conversations to reflect on the Phonics Screener data and program phonics responsively. This led to responsive sequence of phonics instruction across the stage. K-2 completed reading monitoring sheets on a five weekly basis to differentiate reading instruction and reading groups within classes. Due to COVID-19 NAPLAN did not occur, however students in Year 3 and 5 completed the Check-in Assessment. School performance results were analysed for numeracy and reading. Year 3 reading results exceeded both similar schools and state results whilst in mathematics, Hurstville South Public School significantly exceeded both similar school and state results. Year 5 reading results were comparable with similar schools, and exceeded state scaled scores. In mathematics, the Year 5 cohort performed higher than both similar schools and state scores.	Literacy Resources: \$6,633.00 Numeracy Resources: \$6,331.00 Professional Learning: \$6,743.00
Instructional Leadership Staff continued to engage in whole school and targeted professional learning to interact with the Literacy Progressions, in particular the sub-element Creating Texts. As a result, staff capacity increased in terms of providing differentiated teaching and learning experiences for writing. Teachers reported a significant movement of student progress through the 'traffic light'	

Progress towards achieving improvement measures

monitoring system.

Through the Instructional Leadership initiative, teachers engaged in moderating sessions for writing. This has become an established practice at Hurstville South Public School to monitor and drive student progress and ensure greater consistent teacher judgment.

Staff and executive were trained in Planning for Literacy and Numeracy 2 (PLAN2) this year and entered PLAN2 data for the selected sub-elements. This will further support teachers use and understanding of the Literacy and Numeracy Progressions and will inform teaching practice.

Resources

Maths resources distributed across whole school K-6.

On-line access provided to students for Reading Eggs and Mathletics on an ongoing basis.

Due to COVID-19, additional online literacy and numeracy resources were made available to students for remote learning.

School Practice

EALD modified survey completed by EALD specialist staff for 2020.

Next Steps

* Instructional Leadership will continue in 2021 to support the improvement of literacy and numeracy learning for staff and students at Hurstville South Public School.

* Identified key focus areas will be on differentiation and assessment. Student data will be collated and analysed on an ongoing basis to inform responsive teaching and learning experiences.

* Whole school professional learning will focus on Collective Efficacy Groups as a means of improving literacy and numeracy strategies. Reflective practice and quality learning are identified as areas of staff development.

* In 2021, staff will interact with the Numeracy Progressions and develop an understanding of two sub-elements: Quantifying Numbers and Additive Strategies. Hurstville South Public School will begin to develop a targeted and consistent approach to assessing numeracy.

Strategic Direction 2

Future Focused

Purpose

To create a community of learners who reflect critically and creatively while working collaboratively with others using effective communication skills.

Improvement Measures

Teachers indicate improved understanding and implementation of future focused pedagogy in teaching and learning as measured on staff survey.

Increased percentage of students who self report as operating with high level skills and high challenge on the Tell Them From Me survey.

Increased proportion of teaching and learning programs showing evidence of effective communication, collaboration, creativity and critical reflection.

Progress towards achieving improvement measures

Process 1: Future Focused Teaching and Learning

- Targeted professional learning in using communication, collaboration, creativity and critical reflection to develop high quality Teaching and Learning programs that engage students.
- Teachers are supported to trial innovative or evidence based, future focused practices in their classrooms and they are encouraged to share these with their colleagues.
- Community of Practice established between Hurstville South, Hurstville, Carlton and Mortdale Public Schools to enhance professional learning opportunities for all staff and to allow opportunities for sharing expertise across school sites.
- Coordinate engaging parent workshops to support parents in understanding the need for Future Focused learning at our school and strengthen parent understanding of Future Focused learning by providing opportunities for students to demonstrate their improved skills.

Evaluation	Funds Expended (Resources)
<p>Due to remote learning/working and restrictions on inter school activities as a result of COVID-19, scheduled Community Of Practice (COP) professional learning did not take place as anticipated. Limited virtual meetings and professional learning were conducted, however the focus of transdisciplinary learning shifted to being a school based initiative. This was facilitated through stage based collaborative planning days and professional learning sessions.</p> <p>Practice Leaders from the Transforming Schools team mentored executive members virtually and face-to-face to support the implementation of more confident and positive communication and collaboration during scheduled stage based planning days. These sessions helped executive members develop a shared sense of purpose and an agreed set of priorities for their team. Through this collaboration and learning the Hurstville South Public School executive team demonstrated a commitment to practices that create deeper learning opportunities and grow agency for all teachers and learners.</p> <p>Optional professional learning around the Coherence Maker - Creativity Cascade was provided to all HSPS staff to provide an opportunity to deepen their understanding of the purpose and use of embedding these practices within classroom teaching and learning programs.</p>	Professional Learning: \$13,794.00

Next Steps

- Partnership with Transforming Schools to continue as identified in the the new Hurstville South Public School Strategic Improvement Plan 2021-2024.
- Practice leaders from the Transforming Schools team to continue to work with members of the executive team to support collaborative planning.

- Partnership with the Community Of Practice schools to continue where Hurstville South Public School will have an opportunity to attend and lead Community Of Practice groups such as, New Teacher Community of Practice, English as an Additional Language or Dialect and Community Languages.
- Participation of selected staff members in the Learning Dispositions E-scale Assessment Community Of Practice group.

Strategic Direction 3

Positive Wellbeing

Purpose

To enhance our supportive, positive culture so that all students are nurtured by the school community in building the values and practices of our students as emerging global citizens

Improvement Measures

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

Decrease in negative incidents of student behaviour tracked and monitored through the school behaviour management system.

Increase the proportion of community involvement within the school setting and parent attendance at workshops.

Progress towards achieving improvement measures

Process 1: Promoting Student, Staff and Community Wellbeing

- Deliver professional learning to develop teaching practice and establish a holistic school approach that creates and maintains a supportive and safe learning environment.
- Build capacity for student leadership where students share in decision making and the implementation of action as active members of the school community.
- Provide opportunities for the school community to engage in workshops that inform parents of current educational practice and develop an understanding of ways to support individual development and student learning.
- Develop wider community partnerships and involvement in supporting the needs of students.

Evaluation	Funds Expended (Resources)
<p>Student Representative Council (SRC) meetings were not conducted on a weekly basis with representatives across the Years 1-6 due to COVID-19. The SRC executive met via Zoom meetings throughout the year and have met onsite on a regular basis in Term 4.</p> <p>The SRC executive delivered whole school assemblies through a digital platform to maintain the dissemination of information to students, presentation of the school award system and acknowledgement of Positive Behaviour for Learning (PBL) rewards. Students were not able to lead a range of school related activities as part of their leadership role due to the restrictions on student interactions and use of equipment.</p> <p>PBL lessons were delivered by all teachers following the school scope and sequence. PBL expectations for non-classroom settings are scheduled for review and signage for settings is identified for promotion across the school site. The draft of the PBL matrix to include classroom expectations is delayed and will be re-visited in 2021. The PBL mascot design has been finalised and a name has been decided through consultation with the school community. Negative incidents in non-classroom settings are reported and documented in Sentral, a digital management system, which has provided the ability for data to be reviewed and analysed.</p> <p>The Tell Them from Me for students survey indicates a sense of belonging of 70% and positive relationships of 77% which have remained constant but are still below the state norm.</p> <p>Community involvement in the school setting was limited due to COVID-19 with restrictions of onsite providers and personnel. The English as an Additional Language or Dialect (EALD) and Languages teams delivered parent workshops via Zoom to parents at home.</p>	<p>Professional Learning: \$8,840.00</p> <p>Positive Behaviour for Learning Signage: \$500.00</p>

Next Steps

- Review Hurstville School Public School behaviour procedures to ensure they are consistent with new Department of Education Behaviour Policy and Behaviour Support resources.
- Expand Positive for Learning expectations from non-classroom settings to classroom setting.
- Review and update school expectation lessons for non-classroom and classroom lessons.
- Launch Positive for Learning Mascot and finalise school signage.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher Days (PLP's): \$2,000.00 Targeted Support: \$6,947.00	Personalised Learning Plan's have been monitored and reviewed each semester. Accessing Aboriginal Education activities was limited in 2020 due to COVID-19 restrictions.
English language proficiency	FTE: 2.8 in salary: \$306,275.00 Resource Materials: \$5,888.00 Additional EALD staff: \$39,998.00 Professional Learning: \$1,180.00	Students were identified within each class and the timetable reflected student support across the school based on student needs. Student data is accurate and current with new students assessed by the English as an Additional Language or Dialect (EALD) team when required. Applications for New Arrival funding are completed in a timely manner to ensure the school is able to provide required student support. EALD teachers worked alongside classroom teachers, co-planning and co-teaching the writing cycle and providing targeted support to EALD students. An online parent workshop covered a range of topics relevant to EALD families. The EALD Community of Practice (CoP) was unable to meet in 2020 due to COVID-19 restrictions.
Low level adjustment for disability	FTE: 0.8 in salary: \$87,507.00 Additional LaST staffing: \$22,255.00 External Services: \$2,082.00 Teaching Staffing for Planning (IEP's): \$16,000.00 SLSO Staffing: \$3,831.00	The Learning and Support Team (LST) identified student needs through data and communicated information to class teachers. Class teachers developed and reviewed individual learning plans for students with additional needs. Funding was utilised to increase students support within the classroom setting for students with higher levels of need. External services provided language assessments for identified students and supported students with access to speech therapy sessions.
Quality Teaching, Successful Students (QTSS)	FTE: 0.894: \$97,461.00	Executive teachers were able to increase time spent with staff discussing Performance and Development Plan goals and working with staff to discuss the evidence provided. Increased Professional Learning was able to take place in contemporary learning, literacy and numeracy.
Socio-economic background	SLSO Staffing: \$22,985.00 Student Assistance: \$5,000.00	Students have been supported through direct learning support and access to activities and resources. Class teachers have developed individual learning plans, behaviour support plans and adjusted learning plans in consultation with parents/carers. School Learning Support Officer (SLSO) support provides additional time for in-classroom and playground support. Financial support has been accessed by families so that students are able to access school based activities.
Support for beginning teachers	Release for two teachers: \$12,481.00 Course costs: \$2,000.00	The Beginning Teacher funding provided flexible time which was utilised by one teacher to make observations of teaching practice, plan curriculum, attend professional learning, engage in professional discussion to assess student progress and achieve personal professional development goals.

Support for beginning teachers	Release for two teachers: \$12,481.00 Course costs: \$2,000.00	This teacher worked with a mentor as part of the first year of available funding.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	259	283	295	280
Girls	247	245	251	250

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	95.2	94.1	87.2
1	93.1	95.3	93.6	90.7
2	93.8	94.8	93.6	92.6
3	94.5	94.7	93.6	92.3
4	96.1	94.7	94.1	91.8
5	95.7	94.6	93.5	90.4
6	92.9	94	95.6	89
All Years	94.3	94.8	94	90.7
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.

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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.67
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	2.8
School Administration and Support Staff	3.96
Other Positions	2

*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	474,666
Revenue	5,295,675
Appropriation	5,095,254
Sale of Goods and Services	17,139
Grants and contributions	180,891
Investment income	1,758
Other revenue	634
Expenses	-5,339,090
Employee related	-4,668,671
Operating expenses	-670,419
Surplus / deficit for the year	-43,415
Closing Balance	431,251

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	28,133
Equity Total	533,871
Equity - Aboriginal	8,947
Equity - Socio-economic	30,091
Equity - Language	357,163
Equity - Disability	137,670
Base Total	3,823,247
Base - Per Capita	131,315
Base - Location	0
Base - Other	3,691,931
Other Total	480,386
Grand Total	4,865,636

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

One hundred and ninety one students in Years 4, 5 and 6 completed the Tell Them From Me survey in October. The student survey asked questions about student engagement across the areas of socialisation, school setting and intellect. The survey results provided the following information:

- 77% of students reported that they had positive relationships with their peers, indicating they have friends at school they can trust and who encourage them to make positive choices.
- The percentage of students (88%) that value schooling outcomes is slightly lower than the NSW Govt Norm, however 93% indicated that they demonstrated positive behaviour at school and 86% indicate they try hard to succeed in their learning.
- A majority of students demonstrated a positive growth orientation to school with 84% indicating they agree or strongly agree with the statement "I try improve" and 73% indicating they like challenging learning goals.
- In the area of intellectual engagement, students rated effort most highly (86%) and quality instruction (82%) as the key factor of their learning.
- The school-level factors (out of 10) that students rated most highly were the positive learning climate (7.0) and expectations for success (8.4) at Hurstville South Public School.

Parent Satisfaction Survey

Parents completed the Tell Them From Me survey and the survey results provided the following information:

- Parents rated school safety, feeling welcome at the school, the school being an inclusive educational environmental and being kept informed as school strengths. These were rated at a similar level to the average rating of other parents in NSW Government schools.
- Parents rated the school support of positive behaviour lower than other NSW Government schools. This is an area we will continue to focus on in 2021 through the continued roll out of Positive Behaviour for Learning (PBL) in classroom settings and the development of the 2021-2024 Strategic Improvement Plan.
- Compared to 2019, more parents indicated they felt informed about their child's social and emotional development however, reporting of student progress was still at lower levels when compared to other parents in NSW. In line with the 2021-2024 Strategic Improvement Plan, increased focus will be applied to developing interconnected communities where the school aims to build a connected and supportive learning culture by developing positive relationships through effective collaboration across the community.

Teacher Satisfaction Survey

Teachers completed the Tell Them From Me survey and the survey results provided the following information:

- 77% of teachers either agree or strongly agree that school leaders are leading improvement and change within the school.
- Teacher collaboration and planned learning opportunities rated similar to the NSW Government school norms for teachers working together in developing cross-curricular or common learning opportunities for student learning. An area of focus in 2021 will be for teachers to share learning goals for students with each other through Collective Efficacy Groups. This will help foster an environment where teachers see themselves as part of a team working for their students in a trusted evidence-based learning team.
- There was a noticeable increase from 2019 of staff indicating school leaders help teachers to establish challenging and visible learning goals for students (2019: 6.2, 2020: 7.3) and school leaders create new learning opportunities for students (2019: 6.3, 2020: 7.4). However, a continued area of focus through Instructional Leadership will be to provide teachers with useful feedback as it has rated slightly lower than the NSW Government school norms. This is embedded into the 2021-2024 Strategic Improvement Plan.

Thank you to everyone who completed a survey and added valuable data to our school review process.

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.