2020 Annual Report

Spring Terrace Public School

3093

Introduction

The Annual Report for 2020 is provided to the community of Spring Terrace 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

Spring Terrace Public School strives at all times to be a highly supportive and high achieving school where students are kind and respectful to one another. Every student is known, valued and cared for. Every student, teacher and leader is expected to improve every year. I am extremely proud to be the principal in such a positive and productive school.

The Spring Terrace school community is built on positive relationships. Students form strong friendships as they learn together, play creatively, build cubbies and play big games in the playground. Classroom environments foster respectful relationships between teachers and students where students are encouraged to be creative, open to new learning and to profit from their mistakes. The growth mindset is important in our school environment. Parents are welcome and important participants in our school; they are included in planning, fundraising and in daily classroom activities. Teachers are readily accessible to both students and parents. All of these positive relationships ensure that student learning and wellbeing are the focus of our work every day.

I would like to praise the talented staff at Spring Terrace PS. The talent, experience, generosity and passion of Spring Terrace teachers is evident in all classrooms. They work as a team and manage classroom learning to the highest standard possible so that students are enriched, engaged and happy to learn and improve. Students at Spring Terrace regularly achieve above state norms in standardised testing as a result of their classroom experiences. Just as important is motivating them to be the best version of themselves both in learning and in their personal relationships. I truly feel that Spring Terrace students know themselves well and are confident when they enter the next level of schooling. Thank you teachers for all of the hard work that you do. The support staff is another area of the school where the benchmark is set high. Staff ensure that clear, concise communications, care of students, and the smooth running of the school are performed to the highest standard. The team in the office do an outstanding job and I commend their dedication, generosity and commitment to our school community.

It has been a great pleasure working with the P&C this year. Bec and the team have worked tirelessly to support the school, raise funds and to create events to bring the community together. The students as well as the staff at school greatly appreciate the work that is done and the benefits that come as a result. Relationships in the school community are very positive. Thank you to all who are involved.

The students at Spring Terrace PS are a constant source of inspiration, creativity and fun. They are a community within themselves where they value fairness, kindness and success. It is highly rewarding watching them grow, navigate relationships and learn every day. I very much look forward to a new and exciting year in 2021.

School vision

Spring Terrace Public School develops independent, lifelong learners who are well equipped to meet the challenges of an ever-changing world.

School context

Spring Terrace Public School was established in 1869 in a farming community 12 km south of Orange. It is a two-teacher school situated in an idyllic country setting. The P&C and wider community provide great support to the school and value the academic and extra-curricular opportunities provided to their children. Each child in the school is seen as an individual and the curriculum is planned accordingly to cater for each child's needs. Commitment to learning is valued as is commitment to each other's success. Many opportunities are presented to students during their years at Spring Terrace including the chance to perform, compete and participate in sporting, arts and academic activities. The school promotes excellence and encourages each child to achieve their personal best. This is achieved by providing quality educational programs incorporating a range of resources including technology and the garden and kitchen in a supportive learning environment. Spring Terrace Public School belongs to the Orange Small Schools Association. Students participate in a wide range of curriculum opportunities created by this organisation including swimming and athletics carnivals, team sports, science days and the OSSA Schools Spectacular. Spring Terrace Public School is a small school providing big opportunities.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Future -focused Learning

Purpose

To develop a whole school approach to the delivery of quality, learning experiences and wellbeing for all students.

Improvement Measures

Every student achieves at least one years growth for a year's learning.

Improve levels of student wellbeing.

Overall summary of progress

In 2020, Visible Learning continued to be a focus in creating quality learning experiences for students at Spring Terrace. Teaching staff all participated in training called 'Building and Developing Visible Learners', and the Leadership team took part in an 'Evidence Into Action' workshop where an action plan was created for 2020.

The action plan has an aspiration statement that all students at Spring Terrace Public School show one year's growth (or greater) for one year's learning in the core areas and that they exhibit the characteristics of an assessment-capable visible learner. This means that they can reflect on their own work against the success criteria that is presented to them. They consequently develop an understanding of how they can improve their work and know 'where-to-next'..

Learner dispositions were introduced into classrooms and the growth mindset was reviewed with students. These learner attributes were used in conjunction with learning intentions and success criteria in classrooms to increase resilience in students in regards to their learning.

 Alongside resilience in student learning, the program Bounce Back was introduced throughout the school to increase confidence in making friends. This program gives students language to use at different stages of friendship. The program was well received by students; and both teachers and parents reported the language being used in a range of contexts.

Progress towards achieving improvement measures

Process 1:   Curriculum and Learning- Individual Support

Deliver quality student-centred and self-regulated learning experiences which enable all students to achieve a years growth in a years worth of learning.

Evaluation	Funds Expended (Resources)
Activities The professional engagement in Visible Learning led staff to implement learning intentions and success criteria in their daily planning. This in turn allowed students to reflect on their learning by checking against specific criteria to evaluate and improve it. **Impact** There is evidence in all classes of students making improvements based on criteria in rubrics. When students identify how they need to improve, they have been able to adjust and make progress. The inclusion of growth mindset and learner dispositions have led to students learning from their mistakes and feeling positive about it. **Future Directions** After looking at Naplan results and school based assessments, teachers identified a need to use more explicit language for teaching writing. Teachers will work on embedding progressions in their planning for teaching writing. This language will be built into learning intentions and success criteria.	Staff meetings Teaching Staff Release, 6 day

Process 2:   Reporting

Review and refine the student reporting system so that it responds directly to teaching and learning

Progress towards achieving improvement measures

Process 2: programs, is customisable each semester and provides relevant information to parents.

Evaluation	Funds Expended (Resources)
Activities Teachers reviewed student reports in both semesters to ensure that they reported in line with classroom programs. They used formative assessments as well as classroom observations to make judgements about student learning. **Impact** Parents were asked in a survey about being informed of student progress in academic reports where they indicated that they were well informed about their children's learning and progress **Future Directions** The teachers as well as the leadership team will continue to adjust the way they report to parents so that they remain well-informed.	Release time for teaching staff to survey parents and evaluate reports

Process 3: **Student Wellbeing**

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Activity Teachers evaluated the Bounce Back program and decided that it did not meet our requirements as a wellbeing program. Others were investigated and it was agreed that the URStrong program better suited our students' needs. It is a friendship program that guides students through starting a friendship, having conversations, surviving 'friendship fires' and having language ready for situations where there is an imbalance of power. It was written into our K-6 PDHPE Scope and Sequence to be implemented into classroom programs. Teachers delivered information about the program to parents at a P&C meeting as well as through the newsletter. Students were surveyed prior to the program beginning. **Impact** Parents and teachers both reported that the language in the program was being used in the playground as well as at home. It was also used effectively in dealing with conflict between students. **Future Direction** Teachers will continue to deliver the program in classrooms according to the scope and sequence, as well as in any opportunities that might benefit from the concepts in the program. The language will continue to be used school-wide in dealing with conflicts. Teachers will continue to promote the program and its language to parents. Students will be surveyed to follow up on the initial data that we collected at the beginning of the program.	Purchased staff training and in Bounce Back social skills program. $850

Process 4: **Curriculum and Learning- Visible Learning**

Deliver quality student-centred and self-regulated learning experiences which enable all students to achieve a years growth in a years worth of learning.

Evaluation	Funds Expended (Resources)
Activities Staff implemented Visible Learning strategies that enabled students to work towards self direct, individualised learning goals. **Impact** As a result students confidence and ability to understand individual success and self regulate learning grew. **Future Directions** In 2020 we will continue to embed the language of Visible Learning, learning intentions and success criteria across the school.	Staff training 4 days. Staff meetings

Next Steps

Learning Intentions, Success Criteria, Growth Mindset and the use of Learner Dispositions will continue to be a focus on classroom learning.The language of progressions will be worked into classroom planning for 'writing'.Student reporting will continue to be adapted to classroom programs using valid and reliable assessments to inform parents in the best way possible.The Bounce Back program will continue to be implemented with students. The language will be used school-wide and teachers will provide parents with more information so that the concepts are known and used at home and school congruently.

Strategic Direction 2

Evidence Informed Teaching

Purpose

To provide a stimulating and engaging environment for educators where evidence based practices are embedded into teaching and learning programs.

Improvement Measures

Staff use evidence informed teaching strategies.

Staff regularly use and analyse internal and external data to inform teaching and learning.

Overall summary of progress

In 2020, all teachers participated in Module 2 of Visible Learning with other OSSA schools. Teachers are more familiar with the evidence-based teaching methods and are using them to increase their impact in the classroom.Teachers have continued to use internal and external data to inform their practice. Best Start, SENA testing, L3 information and Bench marking data guided K-2 teachers in their planning. Naplan, PAT and TORCH testing were used in Years 3-6 to monitor progress and guide teaching. The Learning Support team assessed targeted students and put appropriate programs in place.

Progress towards achieving improvement measures

Process 1:   Explicit Teaching

Implement evidence-based teaching that optimise learning progress for all students across a full range of abilities.

Evaluation	Funds Expended (Resources)
Activities Teachers implemented Learning Intentions and Success Criteria, Growth Mindset and Learner Dispositions in their classrooms. Student survey was followed up about 'what a good learner looks like'. **Impact** Between our initial snapshot in 2018 and the end of 2020 we saw a definite shift in the mindset of our student's perception of what a good learner is. In 2018, 85% of our students thought the most important quality in a good learner was 'someone who is quiet and listens to the teacher'. After our visible learning pedagogies were introduced throughout the school, the students were again asked what qualities good learners show. This time the most common answer was 'someone who keeps trying even when things are hard'. This was a pleasing result, however we still have further improvements to make as many of the students did not identify many other qualities of what good learners do. **Future Directions.** Continue with the learner dispositions as part of general classroom management to further build learner qualities.	Staff Meetings PL Literacy Consultant Release

Process 2:   Data Use In Teaching

Strengthen staffs ability to use student data to inform the teaching and learning cycle.

Evaluation	Funds Expended (Resources)
Activities Teachers referred to assessment schedules as well as their daily practice to inform them of student progress and to adjust future planning. School leaders compared data from both NAPLAN and PAT testing to evaluate school performance, finding areas of strength and improvement. L3	Staff meetings

Progress towards achieving improvement measures	
and benchmarking data informed K-2 planning. Maths Pathway, classroom assessments using success criteria and TORCH testing were also analysed. Students are becoming more confident with self-assessment. **Impact** Teachers and school leaders are aware of strengths and areas for improvement. Writing, place value and division have been identified as areas for improvement in stages 2 and 3. **Future Directions** Whole school planning for teaching writing based on current stage 2 planning. Professional learning in numeracy around place value and operations.	

Process 3: **Collaborative Process and Feedback**

Staff participate in professional dialogue, classroom observation, the modelling of effective practice and the provision of feedback through.

Evaluation	Funds Expended (Resources)
Activities Teachers were released from class to develop quality teaching units, to observe peers in the classroom and to analyse data to inform their teaching. Teachers and leaders had collaborative discussions to develop their PDPs for both personal improvement as well as being in line with school initiatives. Leaders were released for lesson observations, leadership meetings to discuss future direction, data analysis and PDP discussions. **Impact** Teachers feel well-supported in their teaching practice through professional dialogue, collaboration, classroom observation and effective programming. Classroom teachers regularly reflect on their practice and there is high quality teaching and learning as a result **Future Directions** Continued support for collaborative practices in the school	Collaboration Feedback

Next Steps

Continue with the Learner Dispositions as part of general classroom management to further build learner qualities. To examine numeracy professional learning for stages 2 and 3 and provide support to enhance new teaching methods. Continue to support students and teachers in Visible Learning.Continued support for collaborative practices in the school.

Strategic Direction 3

Community Engagement

Purpose

To provide leadership that supports a culture of high expectations and community engagement for sustained and measurable whole-school improvement.

Improvement Measures

Increased parent and community participation in the school.

Overall summary of progress

School leaders take responsibility for guiding the quality instructional leadership at Spring Terrace PS. Leadership meetings centre around all areas of school improvement. All leaders, teachers and students are expected to improve each year.There is a strong culture of reflection, support, appreciation for the work of others and general collaboration that impacts student learning every day.

Teachers welcome lesson observations; they are prepared to lead others in areas of expertise and are keen to attend professional learning outside the school..Leaders have organised and hosted external professional learning for the OSSA community of schools around Visible Learning and are responsible for implementing the action plan at Spring Terrace. Leaders organised information sessions for parents around Visible Leaders and Bounce Back.

The school leaders evaluated all aspects of the school against the School Excellence Framework in the External Validation process.Leaders have worked with teachers on their Professional Development Plans to ensure personal improvement throughout the year.Parents were involved in many aspects of school planning, classroom learning and fundraising. There is a very positive relationship between school and the community.

Progress towards achieving improvement measures

Process 1:   Community Engagement

Strengthen school community relationships to enable meaningful participation within the school.

Evaluation	Funds Expended (Resources)
Activities Teachers included parents in classroom learning. School leaders organised parent learning sessions around Visible Learning and URStrong. Communication with the community was further enhanced by investing in Schoolstream and maintaining the school website with calendar events and newsletters. Teachers communicated regularly with parents during the term. **Impact** The 'Tell them From Me' survey indicated that parents feel very welcome in the school (above state average response). **Future Direction** School leaders will continue to organise information sessions for the school community about programs in the school. The school will look into using facebook more often as a method of communication.	Staff meetings Release of administration staff

Next Steps

Refine instructional leadership practices further; initiate systems to continue to build on instructional leadership work in the key learning areas of writing and numeracy. Calendar timeframes to be further formalised for other instructional leadership activities such as lesson observations. School leaders will continue to organise information sessions for the school community about programs in the school. The school will look into using facebook more often as a method of communication.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$768	Funds received for Aboriginal background loading were spent on; * professional learning (Ideas at Work) * School Learning Support Officer (SLSO) to support targeted Aboriginal children in the playground and the classroom. **Impact** All staff participated in discussion sand activities following PL follow-up. Aboriginal culture is valued by all staff members .All Aboriginal students (100%) indicated in the student survey that they 'feelgood about their culture at school'. Numbers of students participating in NAIDOC march has increased and there is great pride in attending this event. **Future Directions** Aboriginal background funding will continue to be spent in support of targeted Aboriginal students through professional learning and SLSO support.
Low level adjustment for disability	$27,565	Funds received for Low-level adjustment for Disability were used for; * supporting identified students in literacy and numeracy in programs such as minilit and macqlit. * assessing students, recording and reviewing data **Activities** Targeted students received support in their learning through individual programs prepared by the learning support teacher. **Impact** Targeted students have all made progress in literacy. This has been shown in NAPLAN, PAT tests and other school data. **Future Directions** Learning support programs such as minilt, macqlit, spell-it and reinforced reading will continue and progress will be monitored.
Quality Teaching, Successful Students (QTSS)	$4586	Funding received for QTSS was used for the following; * classroom support, lesson observations,planning meetings, program reviews and literacy and numeracy development * it was used mostly as teacher relief from classroom teaching **Impact** Teachers felt supported in their teaching practice. Students' learning experiences were enhanced by quality programs and teaching practice. **Future Direction** Instructional leadership will

Quality Teaching, Successful Students (QTSS)	$4586	whole school approach will be developed by the leadership team and staff members. It will include a planning model that is uniform throughout the school, use of teaching and learning progressions, and success criteria for students to assess their work against.
Socio-economic background	$18,476 I teaching day per week	Funds received for Socio-economic background were used for the Learning Support program; * supporting identified students in literacy andnumeracy in programs such as minilit andmacqlit. * assessing students, recording and reviewing data Activities Targeted students received support in their learning through individual programs prepared by the learning support teacher. **Impact** Targeted students have all made progress in literacy. This has been shown inNAPLAN, PAT tests and other school data. **Future Directions** Learning support programs such as minilt, macqlit, spell-it and reinforced reading will continue and progress will be monitored.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	15	16	22	27
Girls	11	9	13	14

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	96.5	93.1	92
1	92.3	89.9	94.3	93.9
2	93.8	90.4	88.1	94.2
3	93	99.5	98.4	91.2
4	98.9	99.6	97.8	97.6
5	90	100	92.1	98.7
6	89.8	97.1	90	93.7
All Years	93.5	96.3	93	94.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

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)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*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	2,364
Revenue	647,996
Appropriation	627,944
Grants and contributions	20,033
Investment income	19
Expenses	-629,268
Employee related	-581,716
Operating expenses	-47,552
Surplus / deficit for the year	18,727
Closing Balance	21,091

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	50,082
Equity Total	46,809
Equity - Aboriginal	768
Equity - Socio-economic	18,476
Equity - Language	0
Equity - Disability	27,565
Base Total	492,559
Base - Per Capita	8,418
Base - Location	1,210
Base - Other	482,931
Other Total	24,686
Grand Total	614,135

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

The school regularly communicates with parents and the wider community through newsletters, meetings etc. and provides many opportunities for parents and community members to be involved with the students' education. In addition the school offers one-on-one programs to improve their child's educational outcomes and a high level of Sporting opportunities. There is also very good student access to computers and technology programs. The results from the student surveys and discussions indicated that the students of Spring Terrace Public School are very happy with their school and the progress they are making. The students agree their teachers set high standards and the resources the school has to offer, help them with their learning.

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.