

2020 Annual Report

Toomelah Public School



3239

Introduction

The Annual Report for 2020 is provided to the community of Toomelah Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

Our vision is to have a school with strong community links, cultural learning, and perspectives that provide a challenging and stimulating learning environment. All students are supported to learn, to ensure they are powerful, skilled and educated lifelong learners who have strong family relationships, social and communication skills and are proud advocates for positive change in their community and across the world.

School context

Toomelah Public School is one of fifteen schools in the state that are a part of the Connected Communities program. As a Connected Community School, Toomelah Public School is staffed with an Executive Principal and a Leader Community Engagement. There are approximately 42 students, all of whom are Aboriginal. The Connected Community strategy positions the school as a community hub. It broadens the influence of the community and school leadership, to play a part in the delivery of key services and supporting children and young people from birth through school and into further training, study and employment.

Toomelah Public School has a focus on wellbeing, community engagement and quality teaching and learning. Language and Cultural teaching is a feature of the school. Students have weekly lessons delivered by the Aboriginal Education Officer. In 2013 the school initiated its Positive Behaviour for Learning (PBL) program. In collaboration with the broader Toomelah community, it sought to reaffirm the school's core values. Together it was agreed that, above all else, the school would strive to instil students with a sense of Pride, Safety, and Respect. The school is student-focussed and the provision of a diverse and innovative curriculum delivered through quality, evidenced based classroom teaching.

Our experienced, enthusiastic and motivated staff are highly trained and experienced professionals who work together to ensure they support each other, our students and our families.

TPS is an Early Action For Success School. An Instructional Leader has been appointed two and a half days a week, and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students from Kindergarten to Year 2.

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

Strategic Direction 1

Learning: Self-motivated, engaged learners

Purpose

Self-motivated, engaged learners.

Our purpose at Toomelah Public School is to develop students who are self-motivated learners, confident creative individuals with personal resources for future success and wellbeing.

Improvement Measures

Literacy and Numeracy:

All students plotted on ACER Learning Progressions. Increase in the percentage of students demonstrating expected growth in literacy and numeracy. (One year's growth for one year's instruction)

100% of students have co-developed with carers and teachers Personalised Learning Pathways utilising the MGOALS platform and can articulate where they are, where they are going and what they need to do to get there.

80% of students in the Learning Centre show increased engagement evidenced by reduced behaviour issues and improved student outcomes.

100% of students engage in Three Way Interviews with parents and carers.

Progress towards achieving improvement measures

Process 1: **MGOALS:**

Develop, plan resource MGOAL implementation(including physical and human), implement and review.

Evaluation	Funds Expended (Resources)
100% of students have co-developed Personalised Learning Pathways with carers and teachers. creating Personalised Learning Pathways, however, we made a decision not to use the MGOAL platform. Due to the technology demands and its lack of 'fit' for the context the MGOAL implementation did not progress. In the future meetings with the parents in a supportive environment is planned and the first Personalised Learning Pathways taster will be on the first day of school in 2021 where a Culture family day will be held. Each student, parent and carer will have the opportunity to meet with and share goals and aspirations. It will take more than one meeting to formulate an authentic set of goals for the students. This may take two or three meetings building trust and teasing out the main goals for each student. It needs to be much more than a once off at the beginning of the year.	AECG support \$500 MGoals cost Funding Sources: • (\$0.00)

Process 2: **Three Way Interviews:**

Design, implement and review Three Way Interviews.

Evaluation	Funds Expended (Resources)
All students will engage in three-way interviews at the end of the year with their families. The resources for this have been produced, including individual portfolios of their learning to share. This process will continue and be enhanced in 2021. In line to the previous point around student's awareness of marking criteria the portfolios will include the EALD progressions where the students can mark off their achievements and set their goals for the following weeks. It pivotal that the students articulate their learning with their parents and together they celebrate their development.	\$6 000

Process 3: **Berry Street Education Model.:**

Progress towards achieving improvement measures

Process 3:

Staff engage in professional learning around BSEM then plan for and implement.

Evaluation	Funds Expended (Resources)
<p>There was a school base decision to shift from Plan B to Berry Street. Both bodies of work are based on the same evidence framework and are in direct alignment with the NSW DOE Behaviour Strategy 2021 and the Inclusion Statement 2020. Staff all use 10 Micro-skills to support behaviour management.</p> <p>Berry Street which has strategies to support students who have had Adverse Childhood Experiences has given staff a deeper understanding of the motivation of TPS students. All staff including the SLSOs, Administration Staff and teachers completed the training. After Day one and two of the training the staff unanimously agreed to begin implementing this program. As with all change it has gone through a variety of stages. Elements of the evidence-based strategy has challenged the paradigms of some teachers. This is to be expected in line with all change models. All staff of the Department of Education are required to complete the Disability Training. This training clearly spells out that 'behaviour' is a disability and it is imperative that this is a major consideration when working with TPS students. Anecdotally, the School Counsellor Kate Newton, who visits once a week has mentioned a number of times how she has seen a major shift in student's behaviour since the beginning of the year. Specifically. the students are staying in class more and seem much happier.</p>	\$10 000

Process 4: *Learning Centre:*

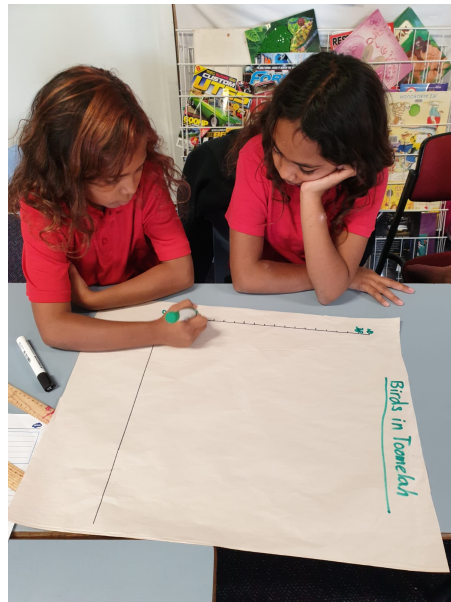
Resource and Establish Learning Centre

Evaluation	Funds Expended (Resources)
Due to staffing issues we were unable to continue the Learning Centre.	\$15 000

Process 5: *Literacy and Numeracy:*

Oral Language and PLANdata entered and analysed.

Evaluation	Funds Expended (Resources)
<p>All students plotted on Learning Progressions in Oral Language and all students Kindergarten to year three plotted in line to Early Action for Success requirements. After stringent NAPLAN analysis plotting students on the EALD progressions and associated strategies is a priority for 2021. The Oral Language Progressions showed that vocabulary and overall listening, speaking and interacting were areas of difficulty for all students. Analysis of the SCOUT data supported this showing that vocabulary was an area of concern. After discussions with Kate Slack-Smith the Curriculum Consultant (not sure of her title) and Kylie Lacey the Network Specialist Facilitator it was agreed that an EALD focus would support both literacy and numeracy. The highest need students in Kindergarten, year one and year two are provided with speech pathology fortnightly and daily speech intervention with an SLSO. The Early Childhood Centre provides for early intervention and high needs students are accessing speech lessons through Spot Rural (3 students AT, ZD and HH). A specific intervention program for the lowest achievers was developed by the Instructional Leader for the lowest achieving students is K/1 and 1/2. The School Learning Support Officers were trained by the Instructional Leader to deliver these programs.</p> <p>The overall trend of the data shows that expressive and receptive language provides challenges for TPS students.</p>	\$8 000



Strategic Direction 2

Teaching: Great Teachers Enable Great Learners

Purpose

Great teachers enable great learners.

Our purpose at Toomelah Public School is to develop collaborative teachers who evaluate effectiveness of their teaching practice and who share responsibility for student improvement.

Improvement Measures

100% of teachers show expert use of feedback and formative assessment that are observable in all contexts evidenced by classroom observations, work samples and teacher self-reflection data.

All teachers demonstrate research based best practice in planning and teaching.

100% of teachers use Restorative Practice, 10 Essential Microskills and Plan B to promote student's ability to regulate their own behaviour.

Progress towards achieving improvement measures

Process 1: *Assessment Plan*

Develop school assessment plan, staff implement and data meetings held.

Evaluation	Funds Expended (Resources)
<p>All classroom teachers have had significant professional learning on feedback and formative assessment (HATTIE). Teachers are utilising visible learning strategies when teaching providing on the spot feedback to students. We are working towards capturing this practice as data.</p> <p>Moving forward data around Visible Learning practices needs to be tracked in teacher programs and monitored in Teaching Observations.</p> <p>Not all teachers are demonstrating research based best practice in planning. Steps have been taken to work with these teachers individually and through the fortnightly Professional Learning Community. In 2021 using data to inform teaching and particularly using the EALD strategies and progressions will be paramount. Each teacher will in addition to completing the AITSL Self Reflection Tool will complete the Capability Framework for Teaching Aboriginal and Torres Strait Islander students.</p>	

Process 2: SLSO DEPLOYMENT PROJECT

Research based best practice embedded in whole school approach to build SLSO capacity to be strong stakeholders in student learning improvement,

Evaluation	Funds Expended (Resources)
<p>All Para- professionals engaged in quality professional learning targeted towards student need.</p> <p>Para professionals working with small groups, one to one and with whole class. (with teacher present)</p> <p>Para professional development group formed and met regularly. Their PDPs were sound and reflective of increased sphere of influence over learning.</p>	<p>Aboriginal Student Funding</p> <p>5 SLSOs</p>



Strategic Direction 3

Leading: Distributed Instructional Leadership

Purpose

Distributed Instructional Leadership

Our purpose at Toomelah Public School is to develop leaders who work with-in and beyond the school to develop a community of shared understanding that supports a culture of high expectations and continuous improvement.

Improvement Measures

Embedded and explicit systems for focussed teacher/executive collaboration with in the school and across the local network and Connected Communities to analyse data, share best practice and collaboratively plan, implement and evaluate in targeted areas.

Toomelah Public School is recognised as proactive and responsive to the needs of the community. This is clearly evident in Tell Them For Me surveys and school satisfaction surveys.

Targeted university partnership and research have resulted in differentiated strategies to meet identified student needs.

Sustaining and growing in the Wellbeing element of the Learning Domain of the School Excellence Framework V2.

Progress towards achieving improvement measures

Process 1: *Community Engagement Plan*

Collaboratively develop Community Engagement Plan.

Evaluation	Funds Expended (Resources)
<p>Community attended school and class events (this aspiration was diminished due to COVID 19).</p> <p>Reference Group meeting took place in T1 once a fortnight.</p> <p>Yarn ups were also facilitated once a fortnight until the Lockdown.</p> <p>Community Garden maintained and harvested by community members.</p> <p>PATCH professional learning for parents and carers was undertaken by IL and EP from Boggabilla CS. 35 individuals were trained.</p> <p>The Aboriginal Education Group was commenced in 2019 and was embedded in 2020. The group was established to give our Indigenous staff a stronger voice in the school and they have made excellent suggestions that have been acted on. The Reference Group has met regularly (Except for COVID restrictions) and has provided advice and direction for the school. The AECG has resumed active meetings this year. TPS embraces this positive move towards an active partnership on behalf of children going forward. The AECG is planning the three days Connecting to Country professional learning for two days at the beginning of term one and then another day in at the beginning of term two.</p> <p>The Steering Committee and Maang - Local Interagency Group, have continued in 2020. Members of the community have indicated that they do not feel represented by these groups and this needs to be brought forward for deliberation in 2021. It is important that the community has a voice and that they are not having 'things' 'done' to them.</p>	<p>\$8 000 PL and SLSO Engagement</p>

Process 2: *Teacher Development*

Progress towards achieving improvement measures

Process 2: Develop, record and implement teacher development plan inclusive of Performance Development Plan, Quality Teaching Rounds and other observations as well as formative assessment of programs every two weeks.

Evaluation	Funds Expended (Resources)
<p>Team of teachers engaged in QTR in T1</p> <p>DUE to staff shortages due to QLD border issues and lockdown we were unable to proceed with this.</p> <p>PDP'S, TEAM MEETING MINUTES, PROGRAM FEEDBACK, QTR</p>	TPL Funding \$15 000

Process 3: *Professional Learning Communities*

Develop relevant professional learning communities based on school need.

Evaluation	Funds Expended (Resources)
<p>Focused systems for collaborating were constructed and utilised in 2020. Two Professional Learning Teams were set up and met fortnightly. In term four 2020 the teams were reduced to one due to the Instructional Leader being on leave.</p> <p>The Tell Them from Me data-set indicates the community believes that TPS is in need of additional focus in relation to responding to needs of the community is supportive and responsive to needs.</p> <p>QTR Training undertaken and processes established.</p>	<p>QTR training</p> <p>QTR team (jointly with Boggabilla Central School)</p> <p>\$12 000 Teacher Relief</p>

Process 4: *Research*

Collaborate and support University of Sydney Research staff to progress study and implement findings.

Evaluation	Funds Expended (Resources)
<p>A targeted university partnership with University New South Wales and Poche has been very productive leading to enhance health outcomes for students. Projects include: Oral Health Therapist as associated staff for work with students and adults in Toomelah, chilled water in TPS and in the community, health focussed education and positive health awareness raising.</p>	<p>Funding in kind through Interagency Resources.</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>SLSO x2 for speech wellbeing teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$61 182.00) 	The speech initiative continues to have a positive effect on students speech outcomes. Productive meetings between SLSO's, speech therapist occurred via zoom for duration of COVID.
Quality Teaching, Successful Students (QTSS)	<p>Personnel (when available)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$8 751.00) 	Teachers gained confidence in planning and programming. Due to COVID teachers were upskilled in the use of technology.
Socio-economic background	<p>SLSO's and Well being teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$115 426.00) 	Small group tuition in classrooms through SLSO's led to increased student engagement and learning growth.
Support for beginning teachers	<p>N/A</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$12 500.00) 	Limited meetings throughout the year due to COVID. Mentoring program successful during Term 4

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	15	16	19	21
Girls	17	20	23	24

Student attendance profile

School				
Year	2017	2018	2019	2020
K	87.5	87.3	68.8	61.1
1	87.5	85	80.1	59.2
2	89.8	81.2	92.2	60.2
3	88.3	87.2	72.7	69.7
4	88.3	93.6	89.5	65.4
5	92.7	94.9	86.3	66.9
6	90.9	89.3	78.5	68.9
All Years	89.3	87.6	80.4	63.6
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)	2.43
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.17
School Administration and Support Staff	1.9
Other Positions	1

*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	648,061
Revenue	1,734,296
Appropriation	1,689,970
Sale of Goods and Services	288
Grants and contributions	43,119
Investment income	919
Expenses	-2,115,834
Employee related	-1,918,646
Operating expenses	-197,188
Surplus / deficit for the year	-381,538
Closing Balance	266,523

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	35,999
Equity Total	353,952
Equity - Aboriginal	176,844
Equity - Socio-economic	115,426
Equity - Language	0
Equity - Disability	61,682
Base Total	473,170
Base - Per Capita	10,101
Base - Location	53,390
Base - Other	409,678
Other Total	510,539
Grand Total	1,373,659

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

Tell Them From Me 2020 Summary

The Tell Them From Me survey is conducted each year with students in Year Four, Five and Six to gain an insight on the school effectiveness and where school improvements could be made. In 2020, 92% of students participated in sports, including swimming and basketball. All participating students felt they were accepted and valued by their peers and others at school. 100% of the students believed that school helps them in everyday life and all the students were interested and motivated in their learning. Each of the students gave 100% effort to succeed in their learning.

In English and Maths, 69% of students believed they had high skills in each yet were also challenged, whereas 23% of students believed they had high skills in these subjects but did not find the classes challenging. Students thought that their learning time was effective and concepts well taught, the teacher instructions were relevant and the classroom well organised. All students felt confident in their skills.

Students felt that there was good teacher-student relationships where their needs were met and that someone was available for advice and support. They believed the teachers set high expectations for all students to succeed. 92% of the students felt good about their culture at school and 100% of the students felt the teachers had a good understanding of Aboriginal culture. Only half (50%) of the students thought they would go to university and 67% would continue to pursue their goals and complete them.

The Wellbeing Snapshot afforded the school through SCOUT via TTFM is rate is 97.37% which is in advance of State and SSG means.

The Tell Them From Me survey is conducted twice a year with students in Year Four, Five and Six to gain an insight on the school effectiveness and where school improvements could be made. In 2020, 79% of students participated in sports, including swimming at the beginning of the year which increased to 93% by the end of the year. 79% of the students felt they were accepted and valued at school, which increased to 86% by the end of the year, however 43% of students felt they were bullied by their peers. 100% of the students believed that school helps them in everyday life and an increase from 77% to 86% of the students were interested and motivated in their learning. 79% in Term 1, of the students agreed their effort to succeed in their learning was pursued. This increased to 85%.

In English and Maths, 44% of students believed they had high performance skills yet were also challenged to learn. This measure needs further analysis and will be a focus for further inquiry in 2021 and beyond. Students thought that their learning time was effective and concepts well taught, the teacher instructions were relevant and the classroom well organised. All students felt confident in their skills.

Students felt that there was a good teacher-student relationships where their needs were met and that someone was available for advice and support. They believed the teachers set high expectations for all students to succeed. 78% of the students felt good about their culture at school and increased to 82% by the end of the year. 83% of the students felt the teachers had a good understanding of Aboriginal culture. Only half (58%) of the students thought they would go to university at the start of the year but decreased to 25% by the end of the year. This measure needs further analysis and will be a focus for further inquiry in 2021 and beyond.

Tell Them From Me is completed every year. TPS students sense of Advocacy is 79%, six points above the state score but seven points below the SSG group. For Expectations for Success TPS students scored 86% and five points below SSG and nine points above state.

In the TFFM Sense of Belonging Element TPS scored 77%, two points above SSG and eleven above state.

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.