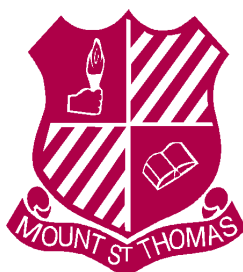


2020 Annual Report

Mount St Thomas Public School



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Introduction

The Annual Report for 2020 is provided to the community of Mount St Thomas 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

At Mount St Thomas Public School, we are committed to building a collaborative school-wide culture that demonstrates educational aspiration and provides a quality education for all. Through personalised learning we will develop the individual talents, interests and abilities of our students in an engaging, positive, and respectful learning environment.

We are dedicated to providing opportunities that support the development of confident and creative individuals, active and informed citizens and lifelong learners. All students will learn through a high quality, equitable education experience focused on high expectations, continual improvement and individual student needs. Our school is committed to providing a safe, happy, caring and inclusive environment.

School context

Mount St Thomas Public School was established in 1952 and is situated in the tranquil, leafy suburb of Wollongong. At Mount St Thomas Public School, we have a collaborative school-wide culture that demonstrates educational aspiration where every student is empowered to reach their potential and become engaged learners and active global citizens.

Through personalised learning, we develop the individual talents, interests and abilities of our students in a positive and respectful learning environment. This is fostered within a dynamic culture of teaching and learning that sets high expectations for achievement and success.

Every student at Mount St Thomas Public School is known, valued and cared for. Through a range of quality initiatives, enrichment opportunities and specialist programs, we engage and promote students' cognitive, emotional, social and physical wellbeing, hand in hand with respectful and caring relationships between staff, students and parents.

We have established exceptional school-community partnerships and boast a highly committed and dedicated staff and community. A proud member of the Figtree Community of Schools, we share an authentic collaboration between schools, providing leadership, arts, sport and academic opportunities for students that extend beyond the school.

Our environmental education programs and highly valued community kitchen garden program, enhance student wellbeing and reinforce what is a diverse and dynamic learning community.

Mount St Thomas Public School works together to strive towards our school motto - "Facing the Future Together".

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Excellence in Literacy and Numeracy

Purpose

The learning of every student is at the core of what we do, and is key to the development of individual potential, creating increasingly self-motivated learners, confident and creative individuals and productive global citizens.

Our purpose is:

To provide a school culture strongly focused on learning with a school-wide, integrated approach to: quality learning, quality teaching, evidence-based curriculum planning and delivery, assessment and reporting practices, and extra-curricular learning opportunities, to support the diverse learning needs of all students and promote learning excellence.

To provide a quality learning environment that promotes a culture of personalised learning where every student is provided with opportunities to be an engaged and successful learner (ESES), and promotes students' cognitive, emotional, social, physical and spiritual wellbeing, hand in hand with positive, respectful and caring relationships between staff, students and parents.

Improvement Measures

We will have met or exceeded state targets for achievement in the proficiency band for literacy, as demonstrated by NAPLAN and school-based assessment measures.

We will have met or exceeded state targets for achievement in the proficiency band for numeracy, as demonstrated by NAPLAN and school-based assessment measures.

Students tracked to map growth using PLAN, Beststart and NAPLAN. Students will achieve their year appropriate expected NAPLAN growth in literacy and numeracy.

All staff utilising focused assessment strategies as evidenced in class programs. Refined assessment strategies reflected by a consistent culture of concise and clear expectations.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Implement whole school scope and sequences with integrated units of work based on the NSW syllabuses. Collegial and shared programs and teaching and learning activities, team teaching, mentoring and modelling in the classroom.

All students; including gifted students, Aboriginal students, EAL/D students and students with a disability receive targeted support through proactive differentiated instruction and personalised learning practices.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 and the period of learning from home, evaluation measures were as follows:</p> <p>Qualitative and quantitative feedback collected from staff, students and parents following the period of home learning on curriculum and program implementation. Findings informed future work for staff.</p> <p>Continued monitoring and review of effective syllabus implementation, including innovative delivery during home learning and equitable access for all students.</p> <p>Continued in-school assessment, data collection and analysis each term.</p> <p>Altered Semester 1 reports to reflect the period of learning from home, with emphasis on literacy and numeracy. Semester 2 grade analysis.</p>	<p>\$4500 (PL Curriculum implementation)</p> <p>\$35000 (LaST funding)</p>

Progress towards achieving improvement measures

Increased allocation of LaST funding to support students during COVID and upon their return.

Process 2: Assessment and Reporting

Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring student progress and achievement, and reflecting on teaching effectiveness.

Student learning goals are informed by analysis of internal and external student progress and achievement data. Progress towards goals and reporting on school performance is monitored through collection and analysis of quality, valid and reliable data. Students have opportunities to give and gain feedback and reflect on assessment and reporting processes to plan their current and future learning.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 and the period of learning from home, evaluation measures were as follows:</p> <p>Check-in Assessment completed for Year 3 and Year 5. Results analysed and findings presented to staff to inform planning.</p> <p>Year 3 and Year 4 PAT testing data collected and analysed pre COVID and post COVID for comparison and review.</p> <p>Altered Semester 1 reports to reflect the period of learning from home, with emphasis on literacy and numeracy. Semester 2 grade analysis.</p> <p>There is a whole school systematic and consistent approach to collect, analyse, interpret, track, evaluate and report on school-based and external data on student learning in place.</p> <p>Students regularly use literacy and numeracy progressions indicators, school-based data(pre/post) and feedback to reflect on their learning goals and plan current & future learning.</p>	\$8000 (QTSS staff data analysis days)

Process 3: Wellbeing

A whole school integrated approach to promote positive behaviour for learning (PBL) for students with clearly defined behavioural expectations to enhance their wellbeing, to build healthy minds, bodies and relationships and to enable them to problem solve conflict alongside the Rock and Water program.

Establishment of the Mountso Growers program, engaging identified students in 'hands on' environmental education and sustainability experiences in the Community Kitchen Garden.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 and the period of learning from home, evaluation measures were as follows:</p> <p>Close monitoring, contact and support provided through a school-wide support approach to all students and families during COVID and following the return to school. Regular staff communication, collaboration and feedback addressing student wellbeing needs.</p> <p>Daily collection and monitoring of school attendance data with targeted support and programs provided.</p> <p>School-wide implementation of 4Cs Transformative Learning strategies.</p> <p>Mountso Growers focus group feedback recorded and analysed.</p> <p>Success achieved in the Rise and Shine Environmental Awards.</p>	\$18000 (Wellbeing funding - Mountso Growers)

Strategic Direction 2

Quality, Innovative and Reflective Pedagogy

Purpose

Teacher quality and instructional expertise are key to the building of educational aspiration through teaching excellence that inspires learning.

Our purpose is:

To ensure our teachers demonstrate deep pedagogical and curriculum knowledge, understand and implement effective explicit teaching methods and innovation in a shared and systematic approach across the school, through targeted professional learning, evidence-based teaching strategies, dialogue, feedback, action research, collaborative planning and systematic exchange of expertise, resources, programs and ideas.

To ensure our teachers have the capacity and opportunity to make informed decisions based on the analysis of collected qualitative and quantitative evidence about student achievement and their own teaching practices and to identify, understand, design and implement the most effective evidence-based, differentiated instructional strategies and practices.

Improvement Measures

Increase of student achievement in literacy and numeracy tasks as informed by whole-school internal and external data, and Pre and Post Assessment data from Action Research Projects as a result of effective classroom practices.

100% teachers use evidence, research and professional tools such as; Australian Professional Standards for Teachers, NSW Quality Teaching Model and the Classroom Practice Continuum to reflect and report on the achievement of their own learning and leadership PDP goals.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

Teachers develop a deeper pedagogical knowledge of differentiated instruction and personalised learning through research of current thinking and practices.

Reflective teaching culture is strengthened by using collaborative Action Research, Quality Teaching Rounds and Lesson Study as processes for teachers to reflect on, gain feedback on and evaluate the effectiveness of their instructional teaching practices.

Evaluation	Funds Expended (Resources)
Consistent, school-wide process for implementation and monitoring of Professional Development Plans and staff PL, ensuring continued improvement, attainment and maintenance of Accreditation. Review of QTSS practices and established measures of impact. Quality Teaching Rounds project undertaken with 4 staff and the University of Newcastle.	\$35000 (QTSS mentoring, modelling and structured staff support)

Process 2: Data Skills and Use

Teachers develop a deep knowledge of how to use and apply all forms of student, teacher and school generated data. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

The learning goals for students are informed by analysis of internal and external student progress and achievement data.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
School-wide data assessed against EAFS structures - checked against LST profiles. All students tracked on PLAN2 in Literacy and Numeracy.	\$15000 (PLAN2 data days)

Process 3: Teacher Learning and Development

Build capacity of our teaching team, as measured against the Australian Professional Standards, through targeted professional learning identified that develops deep pedagogical and syllabus knowledge, and knowledge of contemporary research to ensure every student experiences high quality teaching.

Supervisors/mentors assist new and beginning teachers by providing an induction and support structures to build their capacity to demonstrate quality teaching practices across all KLAs; through lesson observations, assistance with assessment and reporting and guidance towards effective classroom practice and management.

Supervisors/mentors build the capacity of staff to engage in targeted programs to access all levels of accreditation and promotion.

Evaluation	Funds Expended (Resources)
Professional learning needs of teachers are assessed using the AITSL Self-Assessment Tool and Classroom practice Continuum and are supporting the attainment and maintenance of proficient teacher Accreditation. Professional Learning Survey to summarise the impact of PL opportunities in 2020.	\$12500 (Professional Learning)

Strategic Direction 3

Creating a Dynamic Leadership Culture

Purpose

School leaders are key to leading school excellence.

Our purpose is:

To build a collective and collaborative approach to whole school planning for the achievement of excellence in learning, teaching and leading; at all levels, where planning and evaluative thinking processes are accountable, evidence-based, reflective, transparent and innovative, and reflect our school vision and strategic priorities. To provide leadership development and professional learning opportunities which build collective efficacy to lead curriculum innovation & sustain excellence in instructional and organisational practices across the school.

To build effective and meaningful relationships with key community partners, who can support the school with resources, expertise and experiences to enrich the school's standing within the local community and promote excellence in teaching, learning and leadership. Our school leaders are committed to achieving educational and organisational excellence to improve outcomes for our students.

Improvement Measures

Teachers use research and the Australian Professional Standards for Teachers and Principals', the Leadership Framework & School Excellence Framework to design, reflect & report on the achievement & impact of their PDP goals.

Increase in parent participation in supporting classroom learning, school based initiatives and P&C activities.

Progress towards achieving improvement measures

Process 1: Educational Leadership

Build the leadership capability of students.

Distributed instructional leadership with collegial learning in collaborative teams, utilising expertise. Through the QTSS initiative, providing purposeful and personalised professional learning to build teacher and leader capacity.

Aspirational leadership evidenced through capacity to lead curriculum innovation and sustain excellence in instructional expertise and succession planning opportunities.

Collaborative, evidence driven school planning, evaluation and reporting process for systematic collection, analysis and interpretation of internal and external data, school finances, school progress to inform current and future directions.

Evaluation	Funds Expended (Resources)
Evaluation & feedback against milestones and whole school educational and organisational practices have been assessed by staff and leaders against SEFv2 judgements to further inform School Plan, milestones and External Validation in 2021.	\$4500 (Executive Planning)

Process 2: Building Communities of Practice

Build on collaborative partnerships with Figtree COS, Professional Learning and Aspiring Leaders Networks, businesses and University partnerships that promote the ongoing growth and achievement of our school and students, with alignment to our school plan and vision.

Develop programs to enhance parent and caregiver satisfaction and engagement in class, school and community activities.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Aspiring leaders have participated in and lead a range of meetings, PL or workshops within and beyond the school.</p> <p>PDP Plans are successfully meeting the PL needs of teachers and aspiring leaders.</p> <p>Data collected on the number of students who have participated in leadership opportunities throughout 2020.</p>	\$2500 (Executive PL)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7 694 Aboriginal Background Equity Loading	<p>Reporting and feedback against milestones by LaST to whole school and community.</p> <p>Review PLP with students in readiness for 2021 planning.</p> <p>Completion of school Acknowledgment of Country in consultation with Aboriginal Elders and the Northern Illawarra AECG.</p> <p>Whole school collaboration and participation in NAIDOC Activities.</p>
English language proficiency	\$18 653 LaST Funding	<p>Explicit, focused and evidence-based programs implemented K-6 and supported by LaST.</p> <p>Reporting and feedback against milestones.</p> <p>Support provided during COVID for Learning at Home and upon the return to school. Ongoing monitoring of vulnerable students and low performing students.</p>
Low level adjustment for disability	\$76 569 (0.7) staffing \$36 059 flexible funding	Learning and Support team focused support K-6, including allocations and dispersal of resources.
Quality Teaching, Successful Students (QTSS)	\$63 443 flexible staffing release	<p>Student achievement in Literacy and Numeracy improvement growth data.</p> <p>Feedback and reflections on their learning goals and assessments to plan current & future learning.</p>
Socio-economic background	\$20 569	<p>Review impact of support on student learning.</p> <p>Reporting and feedback against milestones by LAST.</p>
Support for beginning teachers	\$0	No beginning teachers in 2020.
Targeted student support for refugees and new arrivals	\$ 1650	Learning and Support team reviews support needs across K-6, allocations and dispersal of resources.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	174	174	172	160
Girls	161	175	172	161

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.7	95.4	94.5	96.2
1	94.7	95.3	95	96
2	94.6	94.5	94.7	94.5
3	95.6	93.7	94.2	95.8
4	96	94.2	93.2	93.9
5	95.3	94.3	93.3	95
6	94	94.2	94.2	94.1
All Years	95.1	94.5	94.2	95
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.63
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	216,819
Revenue	2,987,091
Appropriation	2,879,907
Sale of Goods and Services	2,413
Grants and contributions	104,376
Investment income	395
Expenses	-2,932,478
Employee related	-2,652,108
Operating expenses	-280,370
Surplus / deficit for the year	54,613
Closing Balance	271,432

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	108,279
Equity Total	159,544
Equity - Aboriginal	7,694
Equity - Socio-economic	20,569
Equity - Language	18,653
Equity - Disability	112,628
Base Total	2,390,207
Base - Per Capita	82,733
Base - Location	0
Base - Other	2,307,473
Other Total	182,867
Grand Total	2,840,896

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

In 2020, due to the COVID-19 pandemic, parents/caregivers, students and teachers were surveyed differently. The focus was shifted to the impacts of learning from home, both positive and negative; and feedback regarding support needed upon returning to traditional school routines and structures.

Some parent/caregiver feedback on learning from home:-

- Overall experience of working from home was positive once we got into the routine. Thanks to the teachers for your incredible flexibility!
- I thought our teachers programming was wonderful and very creative given the limited platforms, but having a stage 1 student participate in remote learning was extremely challenging as not a single activity provided could be done independently. I have no idea how she does anything independently in the classroom with her teacher, she seemed to lose all these skills with me!!
- This time has made us appreciate teachers even more. Thank you.
- I loved how the kindy kid's teachers taught some material in pre recorded videos. This worked really well and think would work well to teach older students new skills also if we ever have to revert back to learning from home.
- The teachers were amazing at providing meaningful and positive feedback.
- I really enjoyed the chance to see what they actually do at school! I felt a lot more connected and informed about their "usual" day and what is being taught.
- All the positive affirmation and personal connections made a world of difference; there wasn't one day that we heard a complaint about having to do school work. We certainly felt very supported as parents, knowing that our child's learning and wellbeing were in such great hands. Huge thanks to the whole staff for an incredible job because there was obviously a lot of teamwork that went into planning and implementing all of this.
- Overall I commend the school on the awesome job! Well done the kids were connected and cared for and support was available to the parents on request. I feel extremely lucky the kids attend Mountso.

Some student feedback on learning from home:-

- I'm happy that I got to work at my own pace at home but I think I was on a computer too much. At school I like that I get more of an explanation of the tasks.
- I feel learning from home is harder because you don't have all the required resources that you would have at school (e.g. teacher, whiteboards, dictionary's etc)
- It's harder to learn stuff without a teacher but I like waking up at 8:59.
- At home it was good to have one on one attention from my mum! I did like working online but it will be nice to get back to writing on paper more! And having friends to talk to about our ideas on things.
- I think it's easier at school because you get taught and you get to see your friends.
- At home I am more comfy and I can listen to music so I am in the mood to do work but at school you're forced to do it in a time limit.
- I was proud of me because I tried my best in everything.
- I was really proud of my teacher for staying up to date with everything. And I'm also proud of myself for doing everything by myself.

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.