

2020 Annual Report

Mount Riverview Public School



4435

Introduction

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

Mount Riverview Public School
Rusden Rd
MOUNT RIVERVIEW, 2774
www.mtrivervie-p.schools.nsw.edu.au
mtrivervie-p.school@det.nsw.edu.au
4739 2180

Message from the principal

When reflecting on 2020, rather than draw attention to the challenges of this year, I would like to focus on the positives. I know that we have all learned a great deal, especially our students, and this should be celebrated. When student reports were sent home in Term 4, they showed the many areas where students have worked hard to develop and their achievements over the second half of the year. All students should be proud of their learning and what they have achieved.

At Mount Riverview Public School it is clear that our students work hard to do their personal best. Our community strives to support the school to provide wonderful opportunities and resources. Our administration staff make sure our school runs smoothly, often without any recognition. Our teachers are committed to improving their professional practice and to providing the best learning opportunities possible. Educational research shows that the source of greatest influence on student learning is the teacher in a child's classroom. I would like to take this opportunity to give a special thank you to our teachers for their work this year.

I will finish by sharing the words of Pat Riley, who said "Excellence is the gradual result of always striving to do better." I believe we can work together to achieve learning excellence for all here at Mount Riverview Public School.

School vision

Excellence, Care, Opportunity and Success

As a community at Mount Riverview Public School, we value optimism, empowerment, citizenship, excellence, the acquisition and use of knowledge in a 21st century context. We maintain high expectations in teaching and learning across Kindergarten to Year 6 by providing stimulating and engaging programs.

Mount Riverview Public School is committed to providing productive relationships between students, teachers, parents and the wider community. Our school is a place of excellence where children can achieve full potential in their academic, creative, personal, physical and moral development.

School context

Mount Riverview Public School is situated in the Lower Blue Mountains and is a proud member of the Lower Blue Mountains Learning Community (Blaxland PS, Blaxland East PS, Blaxland HS, Glenbrook PS, Lapstone PS, Mount Riverview PS and Warrimoo PS), a group of schools committed to working together to provide the best possible education for all students.

The school has a current student population of 217 (2018) servicing 140 families , including 13% from a non-English speaking background and 5% Aboriginal and Torres Strait Islander background.

At Mount Riverview we:

- have an experienced and dedicated staff, committed to achieving improved student learning outcomes;
- aim to provide students with the skills and knowledge to help them become life long learners;
- provide all staff opportunities to engage in quality professional learning activities aimed at improving outcomes for all students;
- acknowledge & showcase the academic, sporting, cultural & leadership;
- embrace the use of technology to enhance the learning programs of students;
- are committed to the social / emotional well-being of staff & students;
- endeavour to instil our core values of "Be Respectful", "Be A Learner" and "Be Safe" through explicit teaching and high expectations at all times;
- are strongly supported by a hard working P&C & the wider community;
- have a strong primary-secondary transition program with our neighbouring high school for the benefits of our students.

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>

Strategic Direction 1

Successful, Engaged Learners

Purpose

To build the capacity of all students to achieve their full potential by promoting confidence, creativity, collaborative and critical thinking skills in a stimulating and engaging learning environment through quality teaching practices and differentiated curriculum.

Improvement Measures

80% of students are achieving at or beyond the grade/stage appropriate level in English and Mathematics.

All students reflect on learning intentions and success criteria to evaluate their progress and support conversations about their learning directions.

Increase the proportion of students in the top two NAPLAN bands by 10% from 2015-17 baseline data average.

Students talk with teachers and their parents about their own learning, including their growth and next steps.

Progress towards achieving improvement measures

Process 1: Teacher professional learning is provided to ensure that 'Assessment for Learning' practices (learning intentions, success criteria, effective feedback) are embedded in all teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Staff are positive about the visible learning approach within their classrooms.</p> <p>Teachers are keen to gain a greater understanding of visible learning strategies and a more consistent school wide approach to the use of a common language and resources.</p> <p>Some teachers have evidence of learning intentions and success criteria in teaching and learning programs or in classrooms during lessons. This practice is not consistent across the school.</p>	<p>Teacher Release for '3 Rivers for Learning' team (10 days)</p> <p>'3 Rivers for Learning' course fees</p> <p>Funding Sources:</p> <ul style="list-style-type: none">Professional learning (\$11875.00)

Process 2: Quality differentiated learning experiences for all students are carefully and collaboratively planned, explicitly taught and assessed using Consistent Teacher Judgement (CTJ).

Evaluation	Funds Expended (Resources)
<p>Analysis of semester 2 report grades show each stage has more than 80% of students working at or above stage appropriate levels in English and Maths.</p> <p>17% of K-2 students and 29% of 3-6 students achieved top 20% in PAT Reading, based on national norms.</p> <p>11% of K-2 students and 20% of 3-6 students achieved top 20% in PAT Maths based on national norms.</p>	<p>Professional learning incorporated into regular staff and stage team meetings.</p>

Process 3: School processes and procedures encourage a community culture of learning success celebration and risk taking amongst students.

Evaluation	Funds Expended (Resources)
<p>'Tell Them From Me' Student Survey:</p> <ul style="list-style-type: none">95% of students identified one of their goals, with 74% being learning-based goals.27% of students had a specific and measurable learning-based goal and 48% had a vague/non-specific/unmeasurable learning-based goal.	<p>NIL</p>

Progress towards achieving improvement measures

- 37% of students identified a measurable way for knowing they had achieved their learning goal.
- 8% of students identified they would know they had achieved their learning goal by someone else telling them.
- 19% of students identified non-related/unmeasurable ways for knowing they had achieved their learning goal.
- 36% of students either didn't know how to identify they had achieved their learning goal or confused the question with how or when they would achieve their learning goal.

Next Steps

Our school will continue to focus on improving student learning progress in English and Mathematics. We will also aim to improve our knowledge and understanding of how best to cater for the needs of high potential and gifted students.

Strategic Direction 2

Relationships and Wellbeing

Purpose

A school community working together to be safe, respectful learners by fostering a safe, caring environment.

Students are empowered to develop attitudes, values, skills and behaviours enabling them to become active, productive and emphatic members of the community.

Improvement Measures

All staff will embed wellbeing practices across the curriculum.

Increased levels of happiness reported by students.

Communication with parents about wellbeing priorities, support and programs is clear and regular.

Reduction in the number of negative behaviour referrals to Executive staff.

Progress towards achieving improvement measures

Process 1: Address the diverse academic and social needs of all students through whole school programs.

Evaluation	Funds Expended (Resources)
<p>All teaching and learning programs include behaviour management strategies and systems linked to our core PBL values.</p> <p>Teachers collaboratively plan and program every term for explicit teaching of PBL behaviour expectations.</p> <p>Established the 'Green Team' program to assist development of positive behaviours for target students.</p> <p>'Tell Them From Me' Student Survey Trend Report analysis revealed:</p> <ul style="list-style-type: none">• consistently high levels of positive behaviour at school• consistently lower than state norm for students subjected to bullying• majority (about 2/3) of students have pride in their school	<p>Professional learning and collaborative planning incorporated into regular staff meetings.</p>

Process 2: Disseminate information to the community regarding school wellbeing programs through written and electronic communication channels as well as workshops.

Evaluation	Funds Expended (Resources)
<p>PBL fortnightly focus behaviours are highlighted in the school newsletter.</p> <p>Student achievement of PBL gold awards, school banners and school medallions are regularly celebrated through social media.</p> <p>Parents were informed when their child was involved in a Tier 2 PBL program (Green Team).</p> <p>The school Discipline Policy's behaviour management process was reviewed, updated and shared with all parents.</p> <p>'Tell Them From Me' Parent Survey:</p> <ul style="list-style-type: none">• The most highly rated factor was that the school fosters positive behaviour.• The lowest rated factor for our school was that parents are informed.• One area of greatest strength was the children are clear about the rules for school behaviour.• Some of the areas for greatest improvement are teachers take account of	<p>PBL rewards</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$65.00)

Progress towards achieving improvement measures

children's needs, abilities and interests, and teachers try to understand the learning needs of students with special needs.

Process 3: Implement a profile on every student across the school based on academic, social, emotional and physical aspects of the student.

Evaluation	Funds Expended (Resources)
<p>Student profiles are reviewed at the beginning of each year and updated mid year, addressing documentation requirements for the National Consistent Collection of Data (NCCD).</p> <p>Our student profile format was reviewed by Executive to incorporate a more flexible approach to documenting adjustments relevant to individual students.</p>	<p>Planning and consultation incorporated into regular class teacher release from face-to-face time and into Executive meetings.</p>

Next Steps

Our school will continue to develop and refine systems and practices which support the positive wellbeing of every student. In particular we aim to focus on improving student attendance, developing staff capacity to respond to challenging student behaviour and providing opportunities for student voice.

Strategic Direction 3

Quality Teaching and Leadership

Purpose

To build the capacity of all staff, as leaders, through professional development aligned with the school plan to deliver a collaborative practice of sustained high expectations and shared responsibility for improving student engagement and learning.

Improvement Measures

The school has a high performing staff as measured against the 'Australian Professional Standards', whose capacities are continually built to ensure every student experiences high quality teaching.

Teachers engage in professional discussion and collaboration to improve teaching and learning across the school through negotiated observations of classroom teaching practice with feedback to improve professional knowledge and practice.

Assessments are developed, sourced and used regularly to help promote consistent and comparable judgement of student learning.

Progress towards achieving improvement measures

Process 1: Professional learning is aligned with the school plan, is formulated from evidence based research and its impact on the quality of teaching and student learning outcomes is evaluated.

Evaluation	Funds Expended (Resources)
<p>Some teachers have engaged with the observation of professional practice process to gather peer feedback.</p> <p>All teachers engage in collaborative planning, working together to share ideas and resources in the development of teaching and learning programs.</p>	<p>Observations of practice incorporated into regular class teacher release from face-to-face time.</p> <p>Teacher release for stage team programming (27 days)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$13500.00)

Process 2: Implement explicit teaching programs with high expectations and evidence of differentiation.

Evaluation	Funds Expended (Resources)
<p>Annual assessment overviews are in place.</p> <p>The schedule for assessment was reviewed and updated to reflect end of year data requirements.</p> <p>Teaching and learning program units of work incorporate strategies for assessment of student learning consistently across most Key Learning Areas.</p> <p>Assessment data is utilised by teachers to write student reports for parents about their child's learning progress.</p>	<p>Professional learning and collaborative planning incorporated into regular stage team meetings.</p>

Process 3: Establish a system to support and promote evidence gathering , data collection, sharing and professional learning tracking for each teacher.

Evaluation	Funds Expended (Resources)
<p>Teachers Performance Development Plans (PDPs) are linked to school priority areas and to professional teaching standards.</p>	<p>PDP feedback conversations incorporated into regular class teacher</p>

Progress towards achieving improvement measures

Teachers have continued to engage with a range of professional learning opportunities (courses, podcasts, readings, online workshops, collegial discussions) despite the challenges and interruptions imposed by COVID-19.

78% of teachers completed their PDP annual review.

release from face-to-face time.

Next Steps

Our school plans to develop and refine data driven teaching practices in English and Mathematics to ensure teaching and learning programs are responsive to the needs of all students. Our school leaders will be integral to mentoring classroom teachers and supporting the ongoing improvement of teacher professional practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal community member Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 270.00) 	All students were supported to develop their understanding of local Aboriginal history and culture.
English language proficiency	School Learning Support Officers Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$5 796.00) 	25% of EALD students had access to regular learning support.
Low level adjustment for disability	School Learning Support Officers Learning and Support Teachers Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$111 945.00) 	18% of students across the school were part of the Learning Support program and received additional assistance as part of adjusted or individualised learning programs.
Quality Teaching, Successful Students (QTSS)	Executive Release (two days per week) Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$43 753.00) 	Teachers across the school were supported to improve their professional practice in programming, planning, assessment, school organisation and complaints management. Assistant Principals developed their capacity to support teachers in their stage teams. All Assistant Principals fulfilled their leadership responsibilities.
Socio-economic background	School Learning Support Officers Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$18 749.00) 	18% of students across the school were part of the Learning Support program and received additional assistance as part of adjusted or individualised learning programs.
Support for beginning teachers	Teacher Release (one day per week for Semester 2) Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$14 356.00) 	Beginning teachers competently fulfilled their responsibilities as classroom teachers. Beginning teachers engaged in regular professional learning opportunities aimed at developing their teaching practice and achievement of proficient teacher accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	109	103	108	109
Girls	109	112	108	122

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.2	95.9	92.6	96.6
1	96.5	95.5	90.7	95
2	97.1	94.9	93.5	94.6
3	95.9	97.6	94	96.7
4	96.6	96.5	94.3	94.6
5	95.6	93.9	94.2	94.8
6	94.9	93.2	91.9	95.7
All Years	96.1	95.3	93	95.4
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)	2
Classroom Teacher(s)	8.14
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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	185,630
Revenue	2,284,465
Appropriation	2,156,341
Sale of Goods and Services	18,069
Grants and contributions	109,313
Investment income	742
Expenses	-2,326,984
Employee related	-2,067,307
Operating expenses	-259,677
Surplus / deficit for the year	-42,519
Closing Balance	143,111

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	71,238
Equity Total	115,719
Equity - Aboriginal	6,058
Equity - Socio-economic	18,749
Equity - Language	5,796
Equity - Disability	85,116
Base Total	1,766,217
Base - Per Capita	51,949
Base - Location	0
Base - Other	1,714,268
Other Total	81,166
Grand Total	2,034,340

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

Our school used the 'Tell Them From Me' surveys to measure various aspects of satisfaction.

Feedback from Parents:

'Tell Them From Me' survey analysis indicated:

- The main themes for improvement from the optional questions were related to communication, homework, teaching/curriculum, teacher/staffing.
- The most highly rated factor was that the school fosters positive behaviour.
- The lowest rated factor was that parents are informed. The lowest rated descriptor for this factor was that parents are well informed about their child's progress in school subjects.
- Areas of greatest strength are the school's administrative staff are helpful when parents have a question or problem, and children are clear about the rules for school behaviour.
- Areas of greatest improvement are parent activities are scheduled at times when parents can attend, parents talk about how important schoolwork is, teachers devote their time to extra curricular activities, teacher take account of children's needs, abilities and interests, and teachers try to understand the learning needs of students with special needs.
- The most useful types of communication for discussing their child are formal interviews, emails and informal meetings.
- The most useful types of communication for finding news about the school are emails and school newsletters.
- The least useful types of communication for discussing their child are phone calls and school reports.
- The least useful types of communication for finding news about the school are P&C and the school website.
- 54% believe the school provides enough resources to help students with disability or student needs.
- 50% believe the school helps students with disability or special needs to feel welcome.
- 73% would recommend the school to other parents.
- 92% indicate their child is enrolled at their first choice of public school.
- 85% perceive the school as well maintained.
- 89% perceive the school physical environment as welcoming.
- 89% perceive the school physical environment is easy to access and move around.

Feedback from Students (Y4-6):

'Tell Them From Me' survey analysis indicated:

- Consistently high levels of positive behaviour at school.
- Consistently lower than state norm for students subjected to bullying.
- Majority of students have pride in their school (62%).
- Significant increase across this year in students knowing where to go get help if bullied or see others being bullied (50-82%).
- Lower than state norm for sense of belonging, reversing a previous increasing trend.
- Majority of students do not believe the toilets are clean or well looked after (71%).

Focus Groups with students - analysis of conversations indicated:

- Belonging - Students feel they belong when they have friends, they are included during play, they have lots of opportunities and friends, family and teachers help to take care of them. Things that make students feel they don't belong include unkind talk, being excluded, lacking friends and unfair play. Students identified that the school can help them to feel they belong by clarifying rules for games, helping students to manage problems, adding more toy options for the playground, showing new students around and helping them make friends.
- Learning - Students identified many things that help them do their best learning including being able to move, having flexible seating options, limiting distractions, working in a quiet space, being challenged by harder work or work that is interest-based and listening well. Students identified they have learnt something when they get their work finished, when they find it easy to do their work, when they can tell others about their work, when they get their work correct, when they recall facts/information and when the teacher checks their work.
- Toilet Facilities - Students identified the main problems with the toilet facilities related to the maintenance of the facilities, particularly lighting. Students felt the school can help students feel more positive about the toilet facilities by brightening the spaces (light, paint, pictures, posters on back of cubicle doors) and updating fixtures (taps, soap dispensers, mirrors).

Feedback from Teachers:

'Tell Them From Me' survey analysis indicated:

- The main themes for improvement from the optional questions were related to student behaviour and wellbeing, and whole school approaches to teaching and learning.
- The most highly rated factor was related to being an inclusive school.
- The lowest rated factors were related to technology and parent involvement. The lowest rated descriptor for this factor was that students use computers or other interactive technology to track progress towards their goals.
- Areas of greatest strength are that teachers make an effort to include students with special learning needs in class

activities and establish clear expectations for classroom behaviour.

- Areas of greatest improvement are teachers ask parents to review and comment of student's work, work with students to identify a challenging learning goal relevant to the use of interactive technology, and school leaders take time to observe their teaching.
- 100% believe school facilities are well maintained.
- 85% believe they have the skills and confidence to meet the needs of students with disability or special needs.
- 69% believe school facilities help students focus on learning.
- 54% believe the school facilities support effective teaching practices.

This feedback from teachers, students and parents has been considered in the development of our 2021-2024 School Plan and in the planning for other specific school projects.

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.