

2020 Annual Report

William Stimson Public School



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Introduction

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

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

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School vision

Our school is a transparent, future-focused community, committed to providing inclusive, student-centred learning opportunities.

Our students are curious, creative learners who are intrinsically motivated and strive to be resilient, respectful and informed global citizens.

School context

William Stimson Public School is located in South Western Sydney in the Fairfield Principal Network. The school has approximately 540 students, including a 7 class Support Unit, catering for students with severe physical, intellectual, multi-categorical disabilities and autism. 83% of students come from diverse language and cultural backgrounds.

Collaborative and consultative leadership drive the school's strategic directions and school plan. The school has a strong focus on developing consistent, high quality educational practices using evidenced-based research to enable staff to put students at the centre of their learning. Teaching teams are structured to collaboratively develop learning intentions, success criteria and provide effective feedback to guide student learning.

William Stimson PS prides itself in offering a wide range of extra curricula activities for students to enhance their skills in areas of personal interest. The school values positive community relationships and has an active and supportive Parents and Citizens' Association. The school is highly regarded in the broader community and staff and parents have high expectations for student achievement.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Resilient Lifelong Learners

Purpose

To ensure a student-centred learning environment that motivates and engages students to be their best while positively contributing to the community.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities -

- At least 35% of Yr 3 and 5 students achieving in the top 2 bands for writing. (NAPLAN)
- At least 35% of Yr 3 and 5 students achieving in the top 2 bands numeracy. (NAPLAN)

Increased targeted interventions for students across a range of wellbeing areas including learning, behaviour, and social and emotional support.

Overall summary of progress

- Strengthening of Health Checks (Student Progress Meetings) and rigorous PLaSP (Personalised Learning and Support Plan) process K-6 provides consistent and timely monitoring of student progress at regular intervals to ensure differentiation and further intervention if required
- Differentiated curriculum is visible in all programs including targeted intervention structures K-6 resulting in consistency of data collection and analysis
- Continuation of Positive Behaviour for Learning structures (PBL) K-6 commitment to our 3 qualities - Respect, Resilience and Responsibility resulting in a measured and consistent approach in addressing behaviour and support whilst providing clarity about expectations

Progress towards achieving improvement measures

Process 1: School wide data collection, analysis and utilisation

- Design and implementation of Assessment Schedule K-6
- Analyse NAPLAN, PLAN and school-based data to inform learning and teaching
- Collegial evaluation informs planning and future programs
- Develop and implement scope and sequences to enhance learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Assessment & Review Monitoring schedule has supported consistency in the collection of data• Data is being analysed more effectively to inform teaching practice• Scope & Sequence documents have been refined to ensure compliance with NESA regulations• Regular routines are embedded well across assessment practices	<ul style="list-style-type: none">• 1.0 FTE - Instructional Leader• 2.0 FTE - Additional Wellbeing Team members <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$8981.00)• English language proficiency (\$240645.00)• Socio-economic background (\$252268.00)• Targeted support for refugees and new arrivals (\$22250.00)• Low level adjustment for disability (\$177276.00)

Process 2: Every student targeted learning

- Differentiated learning to be evident in all teaching programs and classrooms
- Tiered interventions developed and implemented to address student learning at point of need.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Microsoft Teams has been established to ensure necessary information is transferred from one year to the next, including specific Health Check	<ul style="list-style-type: none">• 1.0 FTE - Instructional Leader• 2.0 FTE - Additional Wellbeing

Progress towards achieving improvement measures

information

- Writing scrapbooks containing samples of writing to show student growth and development continue to be used
- Staff are accessing the support of the Instructional Leader to provide feedback regarding the quality of their differentiation
- Observations in classrooms show that relevant adjustments are made (and recorded) to support student learning

Team members

Funding Sources:

- Aboriginal background loading (\$8981.00)
- English language proficiency (\$240645.00)
- Socio-economic background (\$252268.00)
- Targeted support for refugees and new arrivals (\$22250.00)
- Low level adjustment for disability (\$177276.00)

Process 3: School wide behaviour and support focus

- Creation and establishment of Wellbeing Team with focus on the whole child
- Improved school wide behaviour and learning focus.

Evaluation

Funds Expended (Resources)

- Implementation of whole school approach to wellbeing evidenced across all stages of learning
- Routines / processes have been developed to meet student need so approaches may look different in various sectors of the school and include varied timeframes of support
- PBL embedded in the school as part of the day to day expectations, routines and structures

- 1.0 FTE - Instructional Leader
 - 2.0 FTE - Additional Wellbeing Team members
- #### Funding Sources:
- Aboriginal background loading (\$8981.00)
 - English language proficiency (\$240645.00)
 - Socio-economic background (\$252268.00)
 - Targeted support for refugees and new arrivals (\$22250.00)
 - Low level adjustment for disability (\$177276.00)

Strategic Direction 2

Excellence in Teaching and Leading

Purpose

To create and support a collaborative and energised staff that embraces high-expectations, ensuring quality evidence-based learning that caters for all students, the community and themselves.

Improvement Measures

- **All Teachers employ observable evidence-based effective teaching strategies**
- **Increased percentage of staff undertaking accreditation at higher levels**
- **Increased leadership opportunities for staff, students and the community.**

Overall summary of progress

- Capacity building teaching and learning structures provided opportunity for K-6 leadership consistency, transparent expectations and ongoing staff development
- Collaborative Executive team structures ensured collective efficacy resulting in individual professional learning and improvement for staff linked to Performance and Development, School Excellence Framework and School Plan priorities
- Gains in the strengthening of a staff culture where everyone is a leader and teachers focus on reflective professional inquiry, building on their strengths, changing practice and mindset, resulting in quality leadership opportunities for staff and students

Progress towards achieving improvement measures

Process 1: Professional Learning

- Targeted PL on evidence-based teaching, assessment and feedback for staff
- Targeted PL for executive in leading literacy and numeracy change
- Evaluate PL opportunities and seek staff, student and community feedback.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Continued to build a culture of observation, feedback and reflection• Engaged in Professional Learning (PL) focused on quality evidence-based leading, teaching and learning (all done remotely due to restrictions caused by COVID-19)• L3 Kindy training was delivered through a mixture of on-site and remote learning opportunities	<ul style="list-style-type: none">• 1.0 FTE - Instructional Leader• 2.0 FTE - Additional Wellbeing Team members Funding Sources: <ul style="list-style-type: none">• Professional learning (\$42919.00)• Quality Teaching, Successful Students (QTSS) (\$107415.00)• Literacy and numeracy (\$18072.00)• Support for beginning teachers (\$86886.00)

Process 2: Performance and Development

- Staff understand and implement Performance & Development Framework linked to Accreditation

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Working from a stronger knowledge of the School Excellence Framework has meant our evaluation of our performance has seen us drop our markers back in a couple of the elements of the Framework whilst several have been identified as having improved	<ul style="list-style-type: none">• 1.0 FTE - Instructional Leader• 2.0 FTE - Additional Wellbeing Team members Funding Sources: <ul style="list-style-type: none">• Professional learning (\$42919.00)• Quality Teaching, Successful Students (QTSS) (\$107415.00)• Literacy and numeracy (\$18072.00)• Support for beginning teachers (\$86886.00)

Progress towards achieving improvement measures

Process 3: Student and Teacher Leadership

- Staff have purposeful leadership roles based on professional expertise and need
- Students engaging in identified and self-regulated leadership roles and greater consultation.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Deepening understanding of what constitutes evidence-based effective teaching• 100% of staff have the opportunity to observe each others practice and offer constructive feedback• Staff are provided the opportunity to take up formal mentoring / coaching / aspirational opportunities• Staff have accessed PL on Collaborative Practice as a result of our Transition Strategy and working with Schools Leading Educational Change (SLEC)	<ul style="list-style-type: none">• 1.0 FTE - Instructional Leader• 2.0 FTE - Additional Wellbeing Team members Funding Sources: <ul style="list-style-type: none">• Professional learning (\$42919.00)• Quality Teaching, Successful Students (QTSS) (\$107415.00)• Low level adjustment for disability (\$177276.00)• Support for beginning teachers (\$86886.00)

Strategic Direction 3

Successful, Collaborative Community Partnerships

Purpose

To promote and enhance strong, meaningful partnerships that support learning, wellbeing and the wider community in a positive and inclusive school culture.

Improvement Measures

- **Increased parent /community participation and feedback**
- **Visible evidence of school connections with a wider range of community programs**
- **Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school.**
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Overall summary of progress

- Parents and community members actively engage and contribute to whole school initiatives resulting in increased participation in community programs and engagement in opportunities to connect with the school (COVID-19 saw a greater number of parents / caregivers connecting with staff / teachers for guidance, advice and understanding)
- Stakeholders actively engage with networks to expand their capacity to take on current evidence-based best practice resulting in strengthening of such networks which enables our students access to improved learning opportunities and outcomes
- The Student Wellbeing Framework is evident in all school programs. A positive and inclusive vision for the wellbeing of all students in our learning community is shared and supported and is integral to student success and recognition.

Progress towards achieving improvement measures

Process 1: Strong Community Engagement

- Increase parent participation, engagement and decision making through formal and informal structures
- Parent voice actively sought and utilised to inform school directions and future planning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Increased engagement /connection through various platforms during COVID-19 - Class Dojo, Seesaw, Skoolbag app ie: transition programs, review meetings, information sessions, assemblies and award celebrations, etc• Authentic connection with entire learning community through the decision regarding the re-imaging of the school logo and student uniform (student and parent voice)• Feedback during and post events has been exceptionally positive	<ul style="list-style-type: none">• 2.0 FTE - Additional Wellbeing Team members Funding Sources: <ul style="list-style-type: none">• Integration funding support (\$57060.00)

Process 2: Network and Community of Schools

- Create new and strengthen existing networks to build connectedness, knowledge and skills
- Increased range of support services sought and utilised to increase student learning, social and emotional wellbeing.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Consultation across ALL stakeholders in developing a shared language to promote a positive school culture, inclusive of all• Increased numbers of parents / caregivers attending learning conversations, community events and celebrations (remotely due to COVID-19)• Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school	<ul style="list-style-type: none">• 2.0 FTE - Additional Wellbeing Team members Funding Sources: <ul style="list-style-type: none">• Integration funding support (\$57060.00)

Progress towards achieving improvement measures

Process 3: Wellbeing

- School policies and practices align with Wellbeing Framework and support school expectations and values
- Develop resources and strategies to explicitly teach and promote a positive school learning culture.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Strengthened understandings of school expectations, school community values and school-wide positive behaviour system where students self-monitor and regulate their own behaviour• Embedded a culture of mutual respect, social awareness and empathy in students K-6	<ul style="list-style-type: none">• 2.0 FTE - Additional Wellbeing Team members Funding Sources: <ul style="list-style-type: none">• Integration funding support (\$57060.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$86 886.00)	<ul style="list-style-type: none"> • Mentoring, coaching and collaborative practices continue to be strengthened with a focus on student engagement and providing quality learning experiences.
Targeted student support for refugees and new arrivals	Funding Sources: • Targeted support for refugees and new arrivals (\$22 250.00)	<ul style="list-style-type: none"> • 100% of refugees and new arrivals are supported in their transition to school. Additional support from external agencies have been accessed by the majority of these families. • Increased participation and engagement in mainstream classrooms has been achieved through the key initiatives for refugee and new arrival students.
Integration funding support	Funding Sources: • Integration funding support (\$57 060.00)	<ul style="list-style-type: none"> • This funding was used to support the students as identified and approved.
Literacy and numeracy	Funding Sources: • Literacy and numeracy (\$18 072.00)	This funding was used to purchase quality texts and resources.
Professional learning	Funding Sources: • Professional learning (\$42 919.00)	<ul style="list-style-type: none"> • Funds are used to ensure all staff have the appropriate training.
Targeted support for refugees and new arrivals	Funding Sources: • Targeted support for refugees and new arrivals (\$22 250.00)	<ul style="list-style-type: none"> • 100% of refugees and new arrivals are supported in their transition to school. Additional support from external agencies have been accessed by the majority of these families. • Increased participation and engagement in mainstream classrooms has been achieved through the key initiatives for refugee and new arrival students.
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$8 981.00)	<ul style="list-style-type: none"> • 100% of ATSI students have Personalised Learning Pathways (PLPs) which have been developed through partnerships with families and local organisations. • 100% of ATSI students have made progress with their goals as identified in their PLPs. • 100% of staff trained and supported in the development of students PLPs. • Student Learning Support Officers (SLSOs) have been trained to support individual student learning.
English language proficiency	Funding Sources: • English language proficiency (\$294 225.00)	<ul style="list-style-type: none"> • Employment of 2.2 teaching positions as per FTE. • EALD students received additional support as required. • 100% of staff trained in all aspects of the EALD Learning Progressions. • Quality resources have been purchased to support differentiated learning programs.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$177 276.00)	<ul style="list-style-type: none"> • Employment of 1.0 teaching position as per FTE. • Through our comprehensive referral process, the Wellbeing Team were able to address academic, social, emotional and behavioural needs of students. • Staff were provided opportunities to engage

Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$177 276.00) 	<p>in professional learning to support student need.</p> <ul style="list-style-type: none"> • Quality reading material and vocabulary rich texts were purchased for staff to utilise for student learning.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$107 415.00) 	<ul style="list-style-type: none"> • This resourcing provided opportunity for mentoring and coaching structures to be strengthened to reflect on evidence-based best practice. • Networks of support have been coordinated within and across various schools to provide opportunities for collaboration and sharing.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$252 268.00) 	<ul style="list-style-type: none"> • Employed several Student Learning Support Officers (SLSOs) to assist students in targeted literacy and numeracy programs in order to increase student access to the curriculum and improve student learning outcomes.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	297	302	281	280
Girls	246	258	245	250

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.4	94.1	92.8	95.1
1	95	94.3	91.8	89.5
2	95.1	94.3	93.2	92
3	94.2	94.4	92	92.3
4	92.9	92.8	93	92.3
5	95.1	92.1	93.2	91.9
6	93.1	94.1	91.5	91.4
All Years	94.1	93.8	92.5	92
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.29
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	13.36
Other Positions	0.6

*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	297,008
Revenue	7,043,941
Appropriation	6,901,830
Sale of Goods and Services	50,731
Grants and contributions	89,998
Investment income	1,182
Other revenue	200
Expenses	-7,202,379
Employee related	-6,624,117
Operating expenses	-578,261
Surplus / deficit for the year	-158,438
Closing Balance	138,570

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	79,310
Equity Total	732,750
Equity - Aboriginal	8,981
Equity - Socio-economic	252,268
Equity - Language	294,225
Equity - Disability	177,276
Base Total	5,251,627
Base - Per Capita	135,606
Base - Location	0
Base - Other	5,116,021
Other Total	561,082
Grand Total	6,624,769

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

William Stimson Public School uses the Tell them From Me survey suite to obtain valuable information from our three major stakeholders - students, parents / caregivers and teachers to determine their levels of satisfaction.

Parent survey results confirm that parents:

- feel welcome at school and are well-informed about school activities
- are well-informed about their child's progress, development and general wellbeing
- believe the school supports their child's learning and teachers encourage their child to do their best to maximise their fullest potential
- their input is welcomed and valued

Student survey results confirm:

- 79% of students feel accepted and valued by their peers and by others at their school
- 87% of students have friends at school they can trust and who encourage them to make positive choices
- 86% of students try hard to succeed in their learning
- 94% of students believe schooling is useful in their everyday life and will have a strong bearing on their future

Teacher survey results confirm:

- 82% of staff feel they promote a collaborative setting
- 82% of staff believe WSPS has a strong learning culture
- 85% of staff consider WSPS to be inclusive
- 85% of staff discuss with students ways of seeking help that will increase learning

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.