2020 Annual Report

Vincentia Public School

4592

Introduction

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

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

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Message from the principal

2020 proved to be a challenging year for all. Credit must be given to the staff, who quickly and professionally created teams to ensure that our students could transition smoothly into learning from home. Staff worked diligently to:

- support technology difficulties
- make phone calls to check in on students and parents
- prepare daily Instagram messages
- prepare and deliver both online and at home learning packs.
- work with students needing to be onsite
- welcome students back on-site and then transition them back to full-time school.

Although parents and the wider community could not see first hand, the teachers and support staff worked diligently to ensure the physical and emotional safety of students as we all adjusted to a COVID safe environment. Staff worked hard to ensure that school was as normal as it could be. Like parents, staff feel for the students who missed many experiences throughout the year and we all look forward to resuming valuable learning and social events in 2021.

I continue to be incredibly proud to be the Principal of this great school and so privileged to meet and work with so many wonderful students, staff and community members.

Message from the school community

The P&C remained focused on the goal of providing an environment to encourage wellbeing with the major goal of upgrading the outdoor play area. Despite not being able to witness first hand the enjoyment of students, digitally our community have shared the delight of our students as two new substantial playground installations became available for use.

As a community, we have missed the ability to be onsite, supporting learning, sharing events and witnessing milestones. We are appreciative of the efforts the school has taken to share through online platforms these special events, particularly the ZOOM broadcast of the end of year Presentation Assemblies. We were happy to support a day of celebration and fun for the students as a positive way to end a quite challenging year.

Through the efforts of dedicated parent/carers, our P&C treasurers and the ever amazing Kylie, we have been able to maintain the operation of our school canteen through the COVID crisis. Thank you to the parents for supporting the online ordering system.

We look forward to continuing to support the school and the community as we transition into the next school planning cycle and hopefully out of a COVID restricted environment.

Thank you to the students elected in 2020.

Captains and Prefects

Sports House Captains

Student Representative Council - SRC

School vision

We are a dynamic school community, committed to providing a learning environment that promotes active, independent and committed learners who challenge themselves to be empowered, lifelong learners. Our students are encouraged to be resilient, collaborative, critical and creative thinkers who are adept to an everchanging world.

School context

Vincentia Public School:

* Has 323 students from Vincentia, Old Erowal Bay, Erowal Bay, Hyams Beach, Bayswood, and Worrowing Heights;

* Is part of the Bay and Basin Learning Community;

* Has 11% of students who identify as Aboriginal or Torres Strait Islander;

* Has an active and innovative Parents and Citizen's Association;

* Is an active member of the Bay and Basin Aboriginal Education Consultative Group;

* Has 12% of students from Defence families and a Defence School Mentor to support those students;

* Has a very experienced and professional staff;

* Is inclusive of students with special needs; and

* Our core values are respect, responsibility and resilience.

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	Delivering
LEARNING: Curriculum	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality assessment drives student centred learning in literacy and numeracy

Purpose

To provide an integrated, whole school approach to quality assessment processes in literacy and numeracy that promote learning excellence.

Improvement Measures

100% of students will be plotted on Learning Progressions (PLAN/2) using authentic, evidence based assessment that drives learning in all classrooms, incorporating consistent teacher judgement.
Analysis of learning goals shows all students having progressed.
100% of teachers will embed evidence based teaching practices including learning goals, success criteria, feedback and other strategies that support students to take responsibility for their own learning.
80% of students are at or above expected growth in progressions and school based data.

Overall summary of progress

Stage teams worked collaboratively to build an agreement and common understanding around assessment, including the identification of suitable types of assessment and the most appropriate times to use such assessment strategies. Like many other plans for 2020 progress was slowed by the impact of COVID. Stage teams trialled some online assessment platforms with consideration of wider implementation in 2021.

Progress towards achieving improvement measures

Process 1: **Formative and Summative Assessment**

All teaching staff will confidently use both formative and summative assessment practices to promote individual learning excellence.

Evaluation	Funds Expended (Resources)
• Positive feedback from Stage 1 team following their trial of Essential Assessment - Numeracy. • Stage 2 & 3 teams value PAT assessment • Identification of a need to develop a whole school assessment schedule	• Professional reading resources were purchased for the library. • Purchased online assessment platforms • Participated in free trials of online assessment platforms • Professional learning to accompany the use of online assessment platforms. Operational expenses - teaching and learning **Funding Sources:** • ($2000.00) • Professional learning ($1000.00)

Process 2: **Programming**

All teaching staff will develop and deliver a teaching program that reflects departmental expectations of the quality teaching and learning cycle in literacy and numeracy.

Evaluation	Funds Expended (Resources)
• Stage 3 trialled digital stage teaching/learning programs and reported benefits due to ease of access and increased ability to collaborate. Also	• Google Apps for Education • Google Apps for Education - teacher

Progress towards achieving improvement measures	
identified benefits when online/at home learning was necessary early in the year. • Many teachers participated in professional learning via online platforms in relation to teaching and learning programs and digital technologies to support teaching and learning, particularly in literacy and numeracy. • Collaborative programming with stage colleagues was valued.	professional learning • DoE Website resources located on *Learning from Home* hub- for teacher professional learning

Process 3: Teachers use the learning progressions as a resource to support implementation of curriculum.

Evaluation	Funds Expended (Resources)
The learning progressions software proved to be quite challenging for the majority of staff across the state and at our school. The initial assessment data generated by the Best Start assessment is valuable but the complexity of using the software makes it difficult to maintain accurate monitoring of students over time. Staff believed other monitoring sources were more efficient and effective and the data produced more useful.	• Best Start professional learning • Casual teachers to release staff for training and implementation **Funding Sources:** • Professional learning ($1000.00) • Socio-economic background ($1000.00)

Next Steps

Staff identified future directions to include:

- development of an assessment schedule
- further professional learning on analysis of data gathered from the assessments
- guidelines for staff around programming expectations and timelines for development
- the need to update the current school scope and sequence documents
- the need for further professional learning on the learning progressions

Strategic Direction 2

Dynamic Teaching and Learning

Purpose

To provide a whole school approach to enriching and engaging student learning through the provision of dynamic, high-quality teaching and learning programs, which are innovative and future focussed.

Improvement Measures

Development of consistent school-wide systems of communication, collaboration, professional development and programming.

All teachers use evidence-informed research to guide effective design, implementation and evaluation of practices aimed at building skills and capabilities of students.

Increase in student ability to demonstrate use of current technology to support and showcase their learning.

Progress towards achieving improvement measures

Process 1: Professional Learning:

Leaders engage in and provide high-quality, relevant professional learning to drive improvement and innovation and provide effective supervision and support.

Evaluation	Funds Expended (Resources)
The progress that we have made in this Strategic Direction is based on the following data: One executive attended EduTech to view current digital technologies This executive then led professional development sessions including digital programming, a digital collection of assessment, embedding technology in the classroom, Minecraft, STEM, Coding and 3D printing to engage students, Google Apps for Education and how to use Sentral. STEM Share kits were borrowed from the DoE After analysing the impact of this data we purchased; Chromebooks/laptops, ipads, 3D printers, cameras/drones. Time provided during the COVID disruption to the school year provided an opportunity for staff to upskill themselves with digital tools and platforms	• EduTech was delivered via online platform and was offered at no cost to schools. • one casual teacher day • SENTRAL = $5500 from Operational expenses - teaching and learning • Technology budget = $50 000 from Operational expenses - Educational Delivery **Funding Sources:** • Professional learning ($500.00)

Process 2: Future Focussed:

Establishment of a committee to research, drive, support and embed future-focussed pedagogies that enrich and support the learning areas and adds depth to student learning.

Evaluation	Funds Expended (Resources)
The progress we have made towards this Strategic Direction has been demonstrated through the following evidence of activities: An ICT team was developed and met 3 times a term to discuss professional learning, resourcing, and programming. One member from the ICT team delivered 15 minute professional learning sessions each week at the beginning of TPL to whole staff. These short PL sessions were aimed at all student levels.	Release days -two per term **Funding Sources:** • Professional learning ($4000.00)

Progress towards achieving improvement measures	
A collection of useful digital resources were collated and shared with all staff Members within the ICT Team were upskilled to support the staff on their stage with digital tools and resources These activities enabled staff to develop their own skills and to have a quality bank of resources available to their teaching resulting in quality impacts for their teaching in classrooms into the future.	

Process 3:   Collaboration and Communication:

>   Teachers will regularly collaborate; working with and learning from each other to build skills that support best practice.

Evaluation	Funds Expended (Resources)
The progress that we have made in this process is based on the following data: Stage meetings & stage planning days were budgeted for, and provided to staff. Stage RFF was arranged so that staff could have weekly meetings and could be kept up to date with one another. After analysing the impact of this data we know that collaborative programs and assessment templates were developed and shared within stages. Stage staff programmed, analysed student data, wrote reports, and created scope and sequences. This work was seen to have great impact throughout the school.	• RFF for whole stage teams • Stage planning days QTSS and Operational Funding **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($21335.00) • ($14349.00) • Professional learning ($5000.00)

Process 4:   Strengthening Partnerships:

>   Teachers will work with and learn from the wider community to build skills that support best practice.

Evaluation	Funds Expended (Resources)
The progress that we have made within this process of this strategic direction was discussed and offered to staff; however, VPS staff were very reluctant to go and work/view other schools/teachers. This process was not well received by staff. A number of staff viewed this process as 'spying' and did not engage with the idea. Staff at Vincentia PS were happy with their practice and reluctant to view/change to best practices	

Next Steps

As a result of significant investment to upgrade hardware for classrooms, expand the number and variety of portable devices and purchase extensive resources to support the introduction to coding, the next step will be to embed the use of devices. Staff will focus on professional learning to ensure technology is used to support and improve learning outcomes for students.

Strategic Direction 3

Quality Leadership Inspires Learning

Purpose

To enhance leadership in teaching and learning through reflective practices to deliver ongoing, measured, continuous improvement for all students.

Improvement Measures

All staff use the common language from the Australian Professional Standards for Teachers and the Performance Development Framework to determine direction of teaching performance and write PDP's.

100% of leadership practices and processes are informed by evidence based approaches and are responsive to school community feedback.

Visible culture in the school that promotes and supports the attainment of higher level accreditation with 20% of teachers at preliminary stages of the higher level accreditation process.

100% teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Overall summary of progress

Like many other aspects of 2020, COVID has significantly impacted progress with this strategic direction. The limitations of gathering as groups of staff and the exclusion of parents from the site for the majority of the year severely limited consultation processes. As a result of COVID19 and remote learning, the professional growth of teachers and their ability to provide quality teaching and learning for students occurred in the area of digital technology

Progress towards achieving improvement measures

Process 1: **Teacher Performance and Development** Establish effective goal setting processes, lesson observation and feedback processes. Execute required professional learning aligned with the APST. Establish ongoing evaluation and refinement of PDF processes.

Evaluation	Funds Expended (Resources)
The progress that we have made toward this process as part of Strategic Direction 3 is that Staff have become more familiar with the Australian Professional Standards for Teachers, however, the usage is not embedded. As part of the Performance and Development Framework, processes were implemented to enable lesson observations for all teachers and written feedback was provided by colleagues who conducted observations. Due to Covid, Professional Learning did not align with the Australian Professional Standards for Teachers as intended. However, professional learning did align with the unprecedented needs of COVID and remote learning. The PDP implementation process was established and followed with consistency. Staff capacity was effectively built to enable the success of this process.	• Progress was made during Stage team RFF (funding already reported)

Process 2: **Leadership Practices and Processes** Leadership team implement practices and processes that overlap and connect the following best practices: *high expectations, explicit teaching, effective feedback, use of data to inform practice, classroom management, well-being and collaboration.*

Evaluation	Funds Expended (Resources)
Best practices, as defined in the WHAT WORKS BEST document, were loosely implemented as planned. However, evidence of these practices occurred in our school's response to remote learning as a result of COVID.	CESE documents

Process 3: **Accreditation** Teachers collect documentary evidence and reports from referees and verify their teaching practice against Standard Descriptors. Leadership and mentoring group sessions will provide

Progress towards achieving improvement measures

Process 3:   ongoing direction and support.

Evaluation	Funds Expended (Resources)
The establishment of a team of teachers willing to partake in voluntary higher level accreditation processes did not occur. A preferred focus was to develop and build teacher capacity. As a result of effective mentoring and coaching processes, two teachers in two years successfully completed their 'proficient' level of accreditation.	Beginning Teacher funding to provide extra release Mentor teacher to provide support Course fees for professional learning **Funding Sources:** • Support for beginning teachers ($15000.00)

Process 4:   **Curriculum**   Leaders will guide and support teachers to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Evaluation	Funds Expended (Resources)
Stages across the school trialled a variety of programming systems but no preferred option of teaching and learning programmes was decided upon. At the end of 2020, a checklist was provided to all teachers and support was directed towards building capacity in the area of programming, including the differentiation of lesson content. The Learning and Support Team improved their processes of student referral.	Google slides Google apps Program builder - online tool

Next Steps

Progress toward the achievement of these processes will continue as we move into a new planning cycle as part of our intention to develop High Impact Practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($34 678.00)	At Vincentia Public School we continued extensive visual artworks during 2020. This Aboriginal design was commenced in the previous year by a local indigenous artist who is also a teacher at our school. She used local language names for sea animals that were painted onto classroom doors. Later in the year, Aboriginal staff members attended training on Multilit and Minilit. In order to support the immediate needs of students, SLSO's were employed to support the Literacy and numeracy needs of students. All these initiatives have supported our Aboriginal students to feel proud of their heritage and confident in their learning at Vincentia Public School.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($114 350.00)	During 2020 this money enabled a LaST to provide intensive literacy and numeracy support for students from Kindergarten to Stage 3. The LaST was involved with letter/sound recognition, targeted spelling groups identified from PAT assessments and Stage 3 Maths classes. The LaST also provided social, emotional and behavioural support for our students - especially with the impacts of COVID 19. In each situation the impact of the support enabled students to manage their school environment and for many to connect and demonstrate success.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($58 192.00)	This resource enabled the school to relieve Assistant Principals from their class teaching responsibilities in order that they could mentor those teachers working with them on their specific stages. This provided support to all classroom teachers throughout a very stressful year when the school was providing both face to face teaching and online teaching.
Socio-economic background	**Funding Sources:** • Socio-economic background ($48 495.00)	Equity funds were used to support Strategic Directions. With some funding supplementing the increased hours of SLSO's to support the learning of all students identified as requiring additional support in 2019. Some funding from Equity supplemented the QTSS staffing allocation to support the extra RFF staff to provide all stage teams with collaborative planning and programming time. The remainder of Equity funding was used for Strategic Direction 2 - Dynamic Teaching and Learning.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	161	161	159	136
Girls	169	163	169	191

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	92.2	94.2	93.6	94.3
1	95	93.2	93.3	90.2
2	94	93.9	93.2	91.5
3	93.4	93.1	92.7	91.3
4	94.7	92.2	92.3	92.9
5	95.2	93.5	91.7	92.9
6	92.4	92.3	92.6	90.3
All Years	93.8	93.2	92.8	91.9
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)	12.58
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	2
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	138,097
Revenue	3,394,779
Appropriation	3,324,085
Sale of Goods and Services	5,402
Grants and contributions	64,850
Investment income	140
Other revenue	302
Expenses	-3,316,600
Employee related	-2,973,131
Operating expenses	-343,470
Surplus / deficit for the year	78,179
Closing Balance	216,276

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	75,352
Equity Total	199,965
Equity - Aboriginal	34,678
Equity - Socio-economic	48,495
Equity - Language	2,442
Equity - Disability	114,350
Base Total	2,403,372
Base - Per Capita	78,885
Base - Location	3,461
Base - Other	2,321,025
Other Total	550,344
Grand Total	3,229,032

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

Parent/Caregiver satisfaction

During 2020 the school sought information from their parent /caregiver body. While there were some suggestions made for the school to improve its communication from teachers to parents and the schools' immediate management of teacher quality, there was a great deal of positive comments made considering that the 2020 school year was made very complex for parents, teachers and students by a pandemic. Their positive comments included an appreciation of having staff welcome families and students at the front gate at the start of the day. They also appreciated the additional communication that happened as a result of COVID such as Instagram, Facebook, eNews and the use of the front office personnel. This survey also gave information to the school that the parents identified the teachers as active participants in a range of extra curricular events and that they believed that their children were known, valued and cared for.

Staff Satisfaction

The staff agree with the parents' survey in that 36.4% believe that there is still more work to be done for the students to be known, valued and cared for, however, 63.6% of the staff believe that all students are known, valued and cared for.

Student Satisfaction

Our students also participated in a satisfaction survey. They identified that 74.1% of them felt known, valued and cared for. They identified a good teacher as someone who is caring, fun, helpful, nice, kind and friendly. They stated that in order for the school to be improved the school needed to have comfortable, have well-decorated rooms and they wanted the "tick system" to be updated.

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.