2020 Annual Report

Bexley Public School

7406

Introduction

The Annual Report for 2020 is provided to the community of Bexley 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

During 2020 the school continued to implement a range of new procedures, assessments and processes in an effort to improve student learning outcomes. All executive staff were involved in the setting of school goals for reading and writing. Staff analysed student outcomes and aligned these to the goals during direction day meetings and then discussions and professional learning with School based and Early Action for Success Instructional leaders. Whilst at the end of term one students seemed to be on track, it was then we had the interruption to student learning due to the global pandemic COVID 19.

Teachers impressively adapted to the online learning creating virtual classrooms that provided stimulating content to keep our students learning. The school offered multiple pathways to learning including a more paper based program for students without viable access to technology. The wellbeing of our students was also a priority will all staff systematically making contact with each student to ensure they remained in contact with the school and their learning.

The achievements and opportunities that are outlined in this report are possible due to the combined efforts of our very dedicated, professional teachers, our highly supportive administrative staff who facilitate our endeavours and the valued partnership of our parents and community partners, including our Parents and Citizens (P&C) organization that continually support the school and have warmly welcomed me into the community. It is a privilege to lead and be a part of such a great school community and I thank all of our stakeholders and contributors for your wonderful contributions to our school in 2020.

School vision

Bexley Public School is a school where staff, students and our community work together to provide quality learning in a caring environment.

Our students will be independent and confident in setting high expectations for themselves.

Our students will strive for excellence in the pursuit of academic success.

Our students will display strong morals and values based on respect, integrity and the inclusion of others.

Our students will develop resilience and understand their responsibilities and connections with the society we live in.

Our students will be happy and engaged learners who develop an active and healthy lifestyle.

Our students will be proud to call Bexley Public School their school.

School context

Bexley Public School has an enrolment of 300 students. The school is located in the southern suburbs of Sydney. Students come from a diverse range of cultural backgrounds. 84% of students come from 30 different language backgrounds other than English.

A dynamic and committed team of experienced classroom and specialist teachers, school learning support officers and school administration staff work together to provide quality education at Bexley Public School.

The school is continuing its involvement in the Early Action for Success initiative (EAfS). The project aims to build on the success of the past three years showing continued student growth and achievement in literacy and numeracy learning. As part of the initiative, we have two Instructional Leaders from K-6 working with our teachers to improve curriculum implementation and effectively use data.

The school will continue to focus on increasing student achievement through positive engagement in learning and highlighting effective pedagogy for student success.

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

Strategic Direction 1

Students achieving success in a contemporary classroom

Purpose

Provide learning experiences that are purposeful, meaningful and relevant, nurturing and challenging the intellectual and imaginative capabilities of students.

Improvement Measures

School based planning and programing will show increase in the use of student led project based learning. Using innovative technology to engage students in a contemporary learning environment.

Staff and student surveys will show the impact of the introduction of STEM teaching in collaboration with Sydney University to increase a culture of collaborative learning among students and staff.

Surveys will show an increase in Staff confidence in using contemporary learning pedagogies to devise programs that ensure students are achieving success.

Overall summary of progress

This strategic direction focused on creativity and design thinking and has seen a positive increase in student engagement. Additional money was used to extend the program to offer team teaching opportunities upon evidence gained from teacher feedback surveys. Teacher feedback indicated that they were missing opportunities to engage in STEM learning as it was isolated to their RFF time. Multiple frameworks around the team teaching of STEM where implemented. At this stage a clear model is still to be established.

Progress towards achieving improvement measures

Process 1:   **Contemporary Learning:** The establishment of flexible and innovative learning spaces will allow for students to be guided and encouraged to become creative, collaborative, curious and critical learners.

Evaluation	Funds Expended (Resources)
Whole school Teacher professional learning targeted Design Thinking process and the integration of this model across the curriculum. Teachers engaged in planning sessions to integrate the 4 Cs: collaboration, critical thinking, creative thinking and communication into lesson programs. Additional financial support was allocated for two days of STEM team teaching to support this process. This has resulted in classrooms using the 4c's in their classroom program but at this stage is not consistent across the school. While design thinking is occurring for all students during STEM RFF, not all teachers are using design thinking in day to day programming. The introduction of COVID 19 restrictions limited the effectiveness of this program resulting in an inconsistent implementation across the school. COVID restrictions allowed teachers and students greater access's to technology and the ways to use it through the learning from home applications during lockdown. This meant that our staff and students built their capacity and abilities to engage in remote learning online.	team teaching RFF **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($10000.00)

Process 2:   **Science, Technology, Engineering &Mathematics (STEM) Project:** A partnership with the University of Sydney will provide high levels of pedagogical understanding for the application of STEM based teaching practices to all staff.

Evaluation	Funds Expended (Resources)
The introduction of COVID 19 restrictions, limited access to school grounds and social distancing put a hold any plans to continue our partnerships with	

Progress towards achieving improvement measures	
external groups and contributors.	

Next Steps

STEM teaching will continue as part of our RFF programing with additional professional learning provided to teachers. Additional purchasing and updating of technology will be made a priority to maintain the relevance of the program. A continuation of technology partnerships will see the program grow and flourish in coming years.

Strategic Direction 2

Every student, every teacher achieving their potential growth

Purpose

Teachers will continually enhance their pedagogy and teaching practices to have a maximum impact on student growth.

Improvement Measures

All students will show an increased improvement in achieving their negotiated learning goals utilising the ACARA Literacy and Numeracy progressions.

Staff surveys will show increased confidence in student centred learning for numeracy and literacy providing value added teaching to every student.

Overall summary of progress

The two Instructional Leader roles has proven valuable in establishing clear directions in literacy and numeracy based on the K-2 model. Highly valued initiatives have included

- Establishing consistency in the planning and teaching of quality text
- Ongoing modelling and professional learning targeting improvement in teaching strategies
- Establishment of consistent planning formats
- Establishment of school wide consistent assessment comprehension pre & post
- Tracking and monitoring students using the ACARA Literacy and Numeracy progressions
- Establishing consistency in the planning and teaching with reciprocal reading and writing conferences (same criteria as above)
- Establishment of effective evidence based numeracy and Mathematics teaching strategies
- Development of flexible whole school mathematics teaching scope and sequence

The instructional leader position in both k-2 and 3-6 has been increased staff confidence in applying student centred explicit teaching strategies. This has been outlined through staff surveys, student results, and ability for staff to plan explicit systematic learning programs.

Our Interventionist positions have proven vital in improving the literacy and numeracy outcomes for our students. Using a strategic system to identify student need our interventionist staff where able to use systematic targeted teaching to lift our identified students to meet the agreed learning goals.

This successful approach especially in the k-2 area has minimised significantly students requiring more significant support from our LAST team. It has also lead to early identification of additional learning difficulties.

There has been significant evidence of the roles impact in the results in K-2 to but also with the initial work of the 3-6. 2020 proved to be challenging due to COVID this resulted in the K-2 Interventionist strong focus on Reading. Results indicate Kinder 43% on track, Year 1 62% on track and Year 2 84% on track for Week 35. Evidence can be seen in the planning of targeted teaching with identified students 3-6 in numeracy. The results assessed using the Common Misunderstandings showed immediate significant growth within a 10 week program.

Progress towards achieving improvement measures

Process 1: **Continuation of the Instructional Leadership Model:** Implementation of an effective Instructional leadership model throughout the school focusing on high levels of support for all staff through the processes of induction, mentoring and coaching practices that improve student growth.

Evaluation	Funds Expended (Resources)
Direction days have been beneficial to develop learning goals for students and enable teachers to target their teaching. During COVID restrictions these practices where suspended but immediately resumed when students returned. The data from these meetings allowed us to re allocate teachers and resources to provide support for our most vulnerable students.	Casual staff x 2 for each direction day

Progress towards achieving improvement measures

Process 2: **Targeted Professional Development:** Engage all staff with quality, planned, multimodal professional learning to develop confidence in the implementation of the ACARA Literacy & Numeracy Progressions.

Support for teachers to become experts in data analysis utilising the progressions and PLAN 2 software to effectively plan for each students literacy and numeracy growth.

Evaluation	Funds Expended (Resources)
Professional development moved to online platforms with COVID restrictions. Many of our ongoing professional learning programs were suspended until 2021.	

Process 3: **Engage in collegial learning communities:** Staff will form learning communities through the Department of Education numeracy projects that explore innovative and evidence based teaching practices in numeracy collaboratively identifying goals and setting targets for student growth.

Evaluation	Funds Expended (Resources)
Development of consistency across K to 6 with the refinement of whole school scope and sequence in mathematics focusing on learning experiences.	

Next Steps

Instructional Leader position: On the successful impact indicated by data and feedback the instructional leader role will be increased to three positions for 2021.

Interventionist position: This is a position that has been identified as a priority in our 2021 planning with view to grow it to five days a week for maximum impact on student growth (from k-6).

Data meetings expanded to capitalise on the expertise of specialist staff such as our EAL/D, LAST and Interventionist teachers.

Strategic Direction 3

Positive Relationships

Purpose

To strengthen community partnerships with families to nurture the whole child and align staff, student and community goals to provide students with opportunities that develop confident and resilient individuals.

Improvement Measures

School data will reflect an increase in positive student behaviour in all learning areas.

Student, staff and parent responses from surveys will demonstrate an increase in positive attitudes towards learning, engagement and belonging.

Staff responses from school based surveys will show an increase of the impact on student learning and wellbeing after the implementation of student wellbeing programs.

Overall summary of progress

Refinement of the PBL system and its more accurate data indicated a positive uplift in student behaviour.

Student, staff and parent surveys showed the incredible shared resolve in maintaining positive attitudes to learning whether at school our during home learning. The global pandemic actually had the effect of bring our community closer together in the single focus of keeping our students positive and engaged.

Progress towards achieving improvement measures

Process 1: **Positive Behaviour for Learning (PBL):** Redefining the purpose and vision for the Positive Behaviour for Learning program to develop consistency in PBL practice across the school.

Evaluation	Funds Expended (Resources)
The extensive review and refinement of PBL continued this year focusing playground and classroom behaviour management systems. The PBL team reviewed lessons focused of socialisation and resilience in the playground and classroom.	

Process 2: **Student Wellbeing Program:** To develop and implement a comprehensive wellbeing program to support students in developing their confidence, resilience and skills that will support effective relationships.

Evaluation	Funds Expended (Resources)
COVID restrictions made it difficult to have direct contact with students and monitor their personal wellbeing. During lock down and home learning it became the priority of all staff to chick in with every child to ensure that maintained a connection to the school and their learning. Wellbeing Support Teacher role being a relatively new position has taken some time to formulate its function and parameters. It is currently a three day position which has presented challenges in continuity with supporting students. This role has been effective in supporting students and supporting the school in re-establishing the Positive Behaviour For Learning program. Initially the position has been reactive in nature dealing with adverse behaviour and supporting teachers in classrooms by removing students or settling them down to re-enter the room. It has now become more proactive approach with support for teachers and PL around classroom management and the development of behaviour management plans for identified students.	

Process 3: **Staff Wellbeing Program:** To establish a staff wellbeing initiative to support our teachers to ensure they are confident and effective in their teaching roles.

Evaluation	Funds Expended (Resources)
Staff wellbeing initiatives included making personal contact and developing awareness of supportive services.	

Process 4: **Community wellbeing projects:** Provide community members with current evidence based initiatives to promote positive parental and carer relationships with their children.

Evaluation	Funds Expended (Resources)
COVID restrictions hampered community organised events.	

Next Steps

Implementation of a strategic support model that focuses on student learning and wellbeing needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Additional Casual teacher release to support programs Funding Sources: Aboriginal background loading ($2 101.00)	Local schools engaged with Aboriginal perspectives and initiatives as a result of attendance at meetings conducted by our school. Students, both Indigenous and Non-Indigenous engaged with cross-curriculum priorities related to Aboriginal and Torres Strait Islander histories and cultures, including NAIDOC week celebrations. Aboriginal students continued to connect with their identity through participation in various internal and external activities including Art competitions, and through the creation and ongoing evaluation of Personalised Learning Pathways (PLPs). Aboriginal students attendance at school in
English language proficiency	1.8 FTE EALD teachers Flexible funding $38,667 Funding Sources: English language proficiency ($235 558.00)	Utilised the EAL/D framework to support school based programming, EAL/D teaching staff integral to grade teams, collaborating on programming and differentiation based on data. EAL/D network meeting provide collaborate professional development on research and pedagogy, this included sharing school based practices with other colleagues across schools. EALD staff undertook ongoing professional learning to introduce a variety of interventions to support students.
Low level adjustment for disability	Extra SLSO in class support $133,338 LaST Teacher FTE 1.0 Funding Sources: Low level adjustment for disability ($147 941.00)	School Learning Support Officers (SLSOs) provided across the school and strategically lead in Stage Teams by a Learning and Support Teacher. Ongoing monitoring of Intervention folders that contain Individual Learning Plans for identified students to ensure relevant plans and to ensure school resources are being aligned accordingly. Almost 180 hours of SLSO support provided to students K-6 addressing all needs. Professional Learning provided to SLSOs to support classroom interventions and writing and update of Individual Learning Plans.
Quality Teaching, Successful Students (QTSS)	Partial funding of an Instructional Leader position Funding Sources: Quality Teaching, Successful Students (QTSS) ($51 971.00)	Continuing the Instructional Leader model from K-2 to 3-6 has focused on pedagogy and targeted teaching in Literacy and Numeracy . Teaching practices have become more targeted to cater for individual student needs which has been driven by assessing knowledge and skills prior to new learning. Evaluated and redesigned the Numeracy scope and sequence to enable the connection of concepts and consolidate the learning content. The Instructional design of learning experiences considers the individual learning styles and cognitive developmental level of all students.
Socio-economic background	Partial funding for a Instructional Leader position Funding of a 3-6 Interventionist teacher for literacy and Numeracy	Continued engagement of an occupational therapist for an early intervention screening program for the early years. This resulted in early detection of potential developmental issues allowing us to put individual learning plans in place supporting these students and

Socio-economic background	Funding of an Occupational Therapist one day a week Funding Sources: Funding for additional Wellbeing Officer Position for 3 days a week $64, 029 Socio-economic background ($132 436.00)	their growth and development. The 3-6 Interventionist has provided immediate impact growth in supporting children who have displayed evidence of not meeting grade exception in literacy and numeracy.
Support for beginning teachers	Additional casual days Fees for professional development courses Funding Sources: Support for beginning teachers $0	All eligible beginning teachers received additional relief from face to face with an Assistant Principal mentor to assist in programming and the gathering of evidence for the NSW Education Standard Authority Accreditation process. All beginning teachers were provided with external and internal professional learning including attending a two day conference for beginning teachers. Ongoing interactions with leaders through a mentoring approach to assist an early career teacher's wellbeing, support an understanding of the goals, culture and operations of the school/education setting and convey expectations of professional responsibilities through an Induction process. Ongoing Language, Learning and Literacy (L3) training provided to K-2.teachers. Continued focused pedagogy of Literacy provided through Instructional Leader 4-6 with support of Interventionist.
Targeted student support for refugees and new arrivals	Additional teacher allocation Funding Sources: Targeted student support for refugees and new arrivals ($10 840.00)	Continued employment of a staff member one day a week to support identified students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	139	144	145	147
Girls	151	148	137	134

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.8	91.8	94.6	94.9
1	92.4	91.9	91.1	95.7
2	94.1	91.9	90.8	93.9
3	95.6	93.9	92.8	94.6
4	93.6	95.7	93.6	95.1
5	96.3	94.5	92.9	95.3
6	96	92.8	92	96.6
All Years	94.4	93.1	92.6	95.1
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)	10.48
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher ESL	1.8
School Administration and Support Staff	2.52
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	382,709
Revenue	3,464,315
Appropriation	3,363,266
Sale of Goods and Services	21,864
Grants and contributions	77,726
Investment income	860
Other revenue	600
Expenses	-3,596,839
Employee related	-3,249,360
Operating expenses	-347,479
Surplus / deficit for the year	-132,523
Closing Balance	250,185

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	106,435
Equity Total	518,035
Equity - Aboriginal	2,101
Equity - Socio-economic	132,436
Equity - Language	235,558
Equity - Disability	147,941
Base Total	2,211,132
Base - Per Capita	67,822
Base - Location	0
Base - Other	2,143,310
Other Total	438,108
Grand Total	3,273,711

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

Using the Tell Them From Me survey to triangulate feedback from parents/caregivers, students and staff indicates a very high level of satisfaction from all stakeholders.

PARENTS/CAREGIVERS

- Low numbers of community participation did not allow for comparable data.

STUDENTS

- 89% of students indicated they believe school is useful and value schooling outcomes
- 79% of students indicate they try hard at school to achieve success with their learning
- 88% indicating they demonstrate positive behaviours for learning

STAFF

In all 8 drivers for student learning, teachers indicated the school was exceeding the state norm

- Staff responded with an 8.1 for collaboration across the school compared to the state of 7.8
- Staff indicated the school was very inclusive with 8.0 and implemented effective teaching strategies with 8.1
- Staff also indicated leadership supports both students and staff with a 8.0 compared to 7.1 for the state

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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

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