

2020 Annual Report

Moorefield Girls High School



8241

Introduction

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

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

School contact details

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School vision

Moorefield Girls High School is a learning community dedicated to inspiring our young women to achieve personal success. We value and nurture a culture of respectful relationships where students develop confidence and a sense of belonging to our school and the wider community.

Our learning environment facilitates collaboration, creativity and high expectations. Students are empowered to develop social responsibility, pursue academic excellence and value lifelong learning.

School context

Moorefield Girls High School is a comprehensive school for girls catering to students from years 7-12. The school is located in Kogarah, NSW. Our school motto is Inspiring Young Women.

We offer a personalised approach to learning while delivering a broad curriculum catering to the full range of academic and vocational pathways. We are a culturally cohesive school servicing a diverse multicultural community. Our inclusive school community strengthens and supports the achievements of all our students.

Our students are supported by teachers who are passionate and enthusiastic about girls' education, creating quality learning environments where our girls are focused and work collaboratively. This is demonstrated through our outstanding Higher School Certificate results. We are future focused and develop learning skills such as creativity and innovation, critical thinking and problem solving, collaboration, communication and technology. This has been supported through the remodelling of learning environments into collaborative and innovative learning spaces. We support our students through our Gifted and Talented program which includes academic, artistic and athletic components.

Our learning environment allows students to take risks in their learning and develop a growth mindset creating the best conditions for every student to thrive. We provide a variety of leadership opportunities and programs for our students, particularly focused around the provision of mentors. We have developed strong community links and emphasise the school ensures respectful relationships are valued across the community and empower students to develop strong communication skills and resilience.

As well as community partnerships, Moorefield Girls High School is a proud member of the Bayside Learning Community and the Kogarah Cluster of schools. This supports students from local primary schools, enhancing transition and providing enrichment opportunities for our girls.



Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1

Inspiring Learners

Purpose

Our students are inspired to value education, becoming lifelong learners who achieve their best. A school culture of high expectations and celebration of achievement supports students to actively engage in learning.

Improvement Measures

- Increased rates of student participation and satisfaction in learning.
- Improvements in students' literacy and numeracy skills, including more than 17% of students achieving the top 2 bands in Reading and Numeracy.
- Increase the percentage of students achieving at or exceeding expected growth in Literacy
- Increase the percentage of students achieving at or exceeding expected growth in Numeracy.

Progress towards achieving improvement measures

Process 1: Implement an evidence-based whole school coordinated approach to explicitly teach literacy and numeracy skills (Bump It Up).

Evaluation	Funds Expended (Resources)
<p>Moorefield Girls High School continues to prioritise the explicit teaching of literacy and numeracy to improve student outcomes. Targets were successfully met in 2019 for the Bump It Up and teaching strategies were sustained in 2020 as a result of this 4 year program. The school used data from internal assessments, Year 9 Check In assessment, classroom observations, HSC results and VALID assessment to analyse our progress throughout 2020 and to design our future directions.</p> <p>The school identified the need to focus on 'writing' across all years and in particular years 11 and 12. Our assessment evidence demonstrates that students perform soundly in the areas of reading and comprehension. The introduction of a 'numeracy' period for Year 7 and 8 in 2020 saw benefits and improved students' understanding across many key learning areas.</p>	<ul style="list-style-type: none">• Use of Equity funds to employ an additional Learning and Support Teacher• Professional Learning for teachers and teacher planning time• Purchase school licences for Education Perfect (years 7-10) and Edrolo (years 11-12)

Process 2: Design infrastructure and processes which allow for technology to be an integral part of teaching and learning.

Evaluation	Funds Expended (Resources)
<p>The school has a very strong STEM program and ensures our students are equipped with skills to be successful beyond school. Technology is integrated into teachers' practice to enhance learning and engagement for all students. In 2020, our existing knowledge of the Microsoft Teams and One Note platforms supported the delivery of online lessons during the COVID lockdown period as our school community was familiar with this technology. Teachers engaged with additional professional learning to learn more complex ways of delivering live lessons and keeping students on track and accessing their school work.</p> <p>The expertise of both staff and students in technology grew significantly during 2020 as a result of teaching both face to face and online. Our school adapted smoothly and we continued to enhance our skills with online programs once school returned full time. There has been exponential growth in how often our students access class information online as well as an increase in their confidence in knowing how to find relevant information to support their learning.</p> <p>Toward the end of 2020, Moorefield Girls High School was invited to be a part of the School Transformation initiative run by Microsoft and the</p>	<ul style="list-style-type: none">• Resources purchased included laptops, two Sphero Rovers (robot), a digital fabric printer (sublimation printer) for Design & Technology, Smart TVs and additional wifi ports.• Professional Learning time for teachers to increase their understanding of Microsoft 365 and other software technology to support 'at home' learning.

Progress towards achieving improvement measures

Department of Education. This will guarantee our future growth



Strategic Direction 2

Promoting Excellence

Purpose

The school community empowers students and staff to be confident, resilient and positive partners in leading and learning.

Improvement Measures

- Teacher Performance and Development Plans and the NESA Accreditation process positively impact on the quality of teaching and learning.
- Increased proportion of students engaging with leadership, wellbeing and extra-curricular initiatives.
- Increased number of teaching and non-teaching staff seeking leadership opportunities both internally and externally.

Progress towards achieving improvement measures

Process 1: Develop a Growth Mindset culture that fosters continuous growth underpinned by the belief that intelligence and success can be developed.

Evaluation	Funds Expended (Resources)
<p>In 2020, our Growth Mindset project quickly adapted to focus on student engagement and wellbeing as a result of the effects of students learning from home. The students of Moorefield Girls High School positively engaged with opportunities offered to them to support their learning and development. Our Wellbeing Teams and modified school timetable during lockdown allowed for connections between students, as well as staff, and promoted a physically and mentally healthy approach to each day. Despite COVID restrictions, we continued to see our Gifted and High Potential program thrive, with students engaging in academic competitions and the establishment of Chess Club with a Chess Master employed to teach the students the strategies of the game. Our Homework Club was very well attended once school returned to face to face learning and our in-house sport program was highly successful, especially our 'MGHS Olympics' day.</p> <p>Our commitment to improving teacher feedback to students for assessment tasks saw more and more students hand in high quality work and this has been a result of three years addressing how feedback is given across all subjects. The updated research on 'What Works Best 2020' confirms the importance of feedback and this will continue to be a focus in our new school plan.</p>	<ul style="list-style-type: none">• Equity funds to support student participation in extra-curricular activities and programs such as Year 9 Camp, Year 11 Camp and Chess Club.• Planning and release time for teachers to design and implement extra-curricular programs• Funding to employ teachers and tutors in the Homework Club two afternoons per week.

Process 2: Implement a Professional Learning model which supports a culture of continued learning, building capacity, and sharing practice.

Evaluation	Funds Expended (Resources)
<p>In 2020, teachers worked more collaboratively than ever to share knowledge about online learning as well as face to face learning with our newly learnt technological skills. Our Professional Learning model addressed individual teacher need and continued to focus on growing teachers' capacity. Our School Excellence Teams didn't run; our staff and faculty meeting time was dedicated to analysing and finalising our progress for our current target areas and gaining feedback to support the design of our next school plan.</p> <p>At the beginning of the year, two executive staff attended professional learning on Quality Teaching run by the University of Newcastle to investigate implementing quality teaching rounds. The school's implementation will be piloted in 2021.</p>	<ul style="list-style-type: none">• External presenter employed at staff Professional Learning evening to address staff wellbeing• External presenter employed at staff Professional Learning evening to advise on current social media behaviours, trends and legislation• Online courses and planning time for staff to develop skills in the delivery of lessons online

Strategic Direction 3

Engaging Community

Purpose

Learning is enhanced by connections between the school, parents, local and global community. These partnerships support students to develop positive and inclusive relationship with their community.

Improvement Measures

- Increased student participation in community partnerships, including all Year 8 students engage with a community program.
- Increased percentage of parents and broader community interacting with school communication strategy.

Progress towards achieving improvement measures

Process 1: Relationships and partnerships between the school and broader community are strategically managed and implemented to reflect best practice.

Evaluation	Funds Expended (Resources)
<p>Evident in 2020 was our positive relationships with parents and well established partnerships with the broader community. Despite a reduction in the opportunity to meet with parents or visitors face to face, we had continued support for our students' successes. Parents and teachers communicated regularly, in particular for those students at risk of not achieving and we had connections with universities and tertiary organisations in our Careers Cafe program. VET work placement, Year 10 work experience and mock interview day still involved some of our local businesses and our Special Education senior students continued their relationship with Ascalon to support future employment. Our Year 12 Graduation Ceremony was held off-site under COVID restrictions with 100% of students and families in attendance. International Women's Day celebrations were a calendar highlight with former student/nurse/charity CEO speaking at our assembly and inspiring our girls.</p> <p>Moorefield Girls High School's P&C continued to run throughout the year both online and face to face. Our partnerships with Bayside Community of Schools and the Kogarah Secondary School Cluster continued in a modified online format with most projects postponed until 2021.</p>	<ul style="list-style-type: none">• Events to support parent engagement such as Year 7 Meet and Greet, Year 12 Graduation and 'Safe on Social' presentation• Professional videographer for key messages to our school community during COVID restrictions• Certificates, prizes and trophies for all of our high achievement events

Process 2: Targeted school communication strategy to enhance community partnerships and the profile of the school.

Evaluation	Funds Expended (Resources)
<p>Our communication strategy was more important than ever in 2020 and Moorefield Girls used several measures to liaise with families, share information, celebrate and promote our great school. Our Facebook page is now well established and our parent newsletters have been rejuvenated and we have seen significant increase in parent engagement with this method of communication. Year Advisors established 'Wellbeing Teams' on Microsoft as a platform to check in with their girls and promote positive mindsets in what was a disrupted and challenging year for many.</p> <p>At the beginning of the year, we had a team of teachers work on enabling our Sentral Student Parent Portal which allows access to students' data such as teacher notices, school events on the calendar and student academic reports. Whilst the initial uptake was slow, there was a large amount of our parent body who had signed up by the end of the year.</p> <p>This project has been highly successful over the course of the 3 year school plan and communication with our parent body and broader community has</p>	<ul style="list-style-type: none">• Staff training in Sentral Student Parent portal• Purchase of the Sentral Student Parent portal• Year Advisor release time to communicate with parents during online learning phase• Professional photographer and videographer

Progress towards achieving improvement measures

seen an improvement.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Release time was allocated to our Aboriginal and Torres Strait Islander student contact person to meet with students and families, and to design personalised learning plans • Staff meeting time dedicated to sharing of practice to support the implementation of Aboriginal Education into our teaching programs • Student assistance for participation in extra-curricular events Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$6 000.00) 	School data shows our Aboriginal and Torres Strait Islander students engage positively with school. Attendance is above NSW average, academic progress is sound and students contribute to the school in the areas of sport, student leadership, peer support and creative arts. Our students report feeling supported by the school and have given feedback wanting further opportunities throughout the year to celebrate Aboriginal history and culture. A year 7 student was the recipient of a <i>Deadly Kids</i> award for her commitment to school and for being a role-model to others.
English language proficiency	<ul style="list-style-type: none"> • Additional EALD teaching allocation to support identified students • Additional and smaller classes for EALD learners Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$50 000.00) 	Over 80% of our students come from a Language Background other than English and all teachers are responsible for supporting English language development. Our EALD program supports students individually, in small groups and in mainstream classes to explicitly address skills required to be successful in our curriculum. Our data shows that our EALD learners have demonstrated expected growth from Year 9 NAPLAN to Year 12 HSC examinations. Data also highlights a need to focus on writing for purpose with this student cohort.
Low level adjustment for disability	<ul style="list-style-type: none"> • Additional Learning and Support Teacher (LaST) employed to support Year 6 to 7 transition • Resources to support students with a learning difficulty or disability including online subscriptions, textbooks and IPADS Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$70 000.00) 	<p>The Learning Support Team was active in managing Individual Education Plans and their implementation. Parent contact was made for each student and data collected around teacher strategies to support these students. There has been an increase in teacher confidence and understanding in making adjustments to assessment tasks and classwork for students with learning difficulties as a result of the collaborative work of the LaSTs.</p> <p>MacLit was on hold for a part of the year and the identified students will continue the program into 2021</p>
Socio-economic background	<ul style="list-style-type: none"> • Software licences for Education Perfect (years 7-10) and Edrolo (years 11-12) • Funding teaching staff and tutors at the school's Homework Centre • Student assistance for families suffering financial hardship Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$100 000.00) 	<p>School infrastructure upgrades included the installation of 14 air-conditioning units in our learning spaces and the purchase of additional laptops, SLR cameras, a sublimation printer, sphero robots and playground furniture. Loan laptops were an integral part of our successful online learning time and it is planned that faster, more suitable laptops are purchased in 2021.</p> <p>Equity funds are used consistently to subsidise more expensive extra-curricular activities to allow for higher rates of participation. For example, the school employed a Chess Master for two terms to</p>

Socio-economic background	<ul style="list-style-type: none">• Software licences for Education Perfect (years 7-10) and Edrolo (years 11-12)• Funding teaching staff and tutors at the school's Homework Centre• Student assistance for families suffering financial hardship Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$100 000.00)	train our new Chess Team and our Year 9 overnight camp to Taronga Zoo was attended by 90% of students due to the reduced cost per child. No student is disadvantaged due to lack of access to resources or experiences in our school.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	0	0	0	0
Girls	319	301	313	314

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.6	94	92.8	91.5
8	88	90.1	88.4	91.8
9	89.5	85.7	87.6	87
10	87.6	84.9	78.5	85.3
11	84	85.9	84.3	82.8
12	90.5	87.1	87.9	86.7
All Years	88.9	87.5	87	87.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	NA	NA	4
Employment	NA	NA	14
TAFE entry	2	6	14
University Entry	NA	NA	52
Other	NA	NA	6
Unknown	NA	4	10

Year 12 students undertaking vocational or trade training

39.22% of Year 12 students at Moorefield Girls High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.9% of all Year 12 students at Moorefield Girls High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	21.4
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	8.98
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	1,059,701
Revenue	5,838,238
Appropriation	5,727,564
Sale of Goods and Services	27,832
Grants and contributions	66,978
Investment income	1,916
Other revenue	13,948
Expenses	-5,577,721
Employee related	-5,179,010
Operating expenses	-398,711
Surplus / deficit for the year	260,517
Closing Balance	1,320,218

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	20,655
Equity Total	427,308
Equity - Aboriginal	6,061
Equity - Socio-economic	127,273
Equity - Language	161,224
Equity - Disability	132,750
Base Total	4,751,323
Base - Per Capita	79,414
Base - Location	0
Base - Other	4,671,908
Other Total	251,297
Grand Total	5,450,583

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

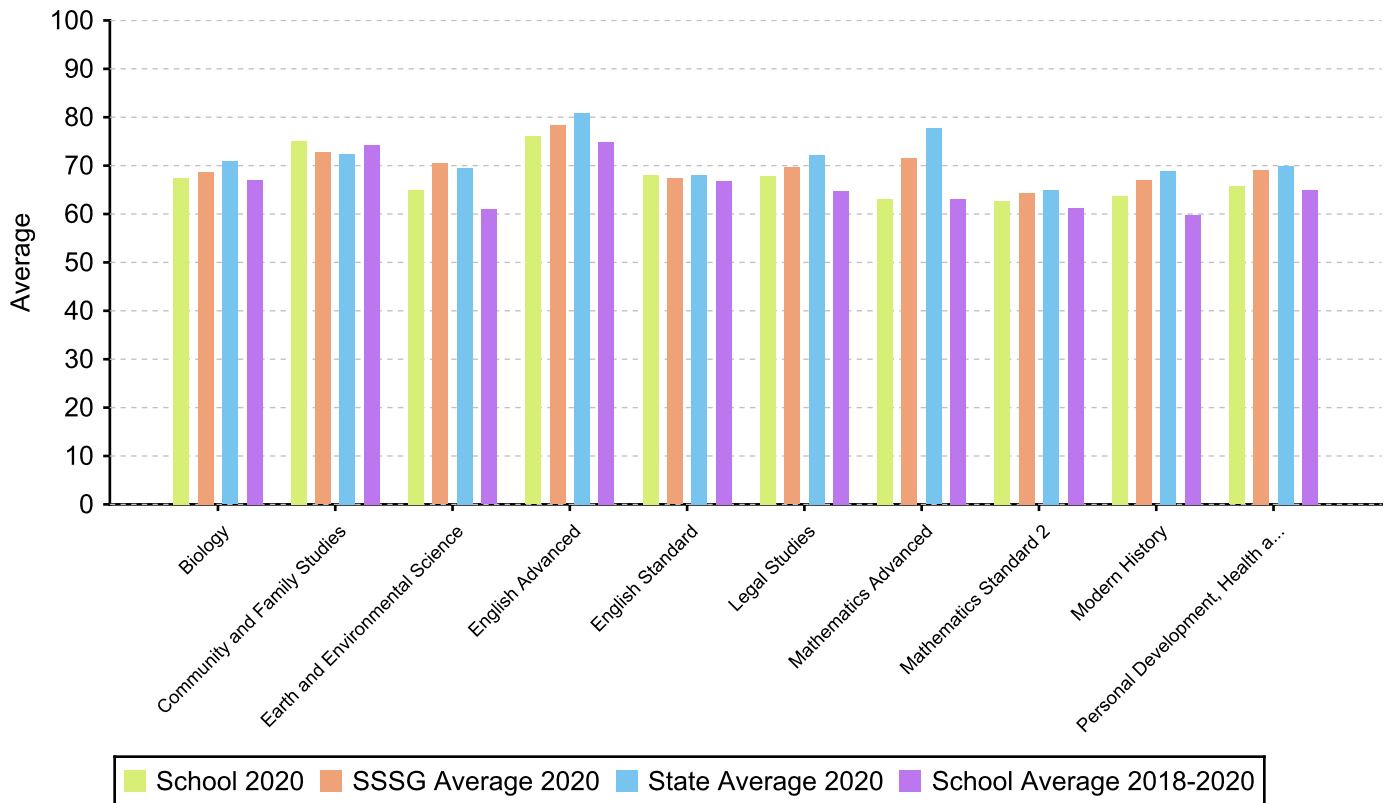
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	67.4	68.7	70.8	67.0
Community and Family Studies	75.1	72.7	72.4	74.2
Earth and Environmental Science	64.9	70.4	69.5	60.9
English Advanced	76.0	78.3	80.8	74.9
English Standard	68.0	67.4	68.1	66.9
Legal Studies	67.8	69.6	72.1	64.8
Mathematics Advanced	63.1	71.6	77.7	63.1
Mathematics Standard 2	62.7	64.4	64.9	61.3
Modern History	63.8	67.0	68.9	59.8
Personal Development, Health and Physical Education	65.7	69.2	69.9	64.9

Parent/caregiver, student, teacher satisfaction

In 2020 we collected data from parents/carers, students and teachers on a range of issues and topics. The school not only solicits feedback but aims to act on the responses through further discussion amongst school leadership teams. The school received positive feedback from the parent community for the following:

- our caring and flexible approach to students during the 'at home' learning phase. It was recognised that student wellbeing was a priority
- our focus on Year 12 students' academic program, their wellbeing and safety, and their Graduation Ceremony
- our transition program for new Year 7 students
- our Work Education program for our Special Education students with the Cafe/Barista initiative, Work Placement and Work Experience

Our P&C once again supported the school financially and by representing the parent body on merit panels, the finance committee and at Open Days. This parent group were highly appreciative of the Sentral Student Parent portal and our improved communication channels which was a result of 2019 feedback.

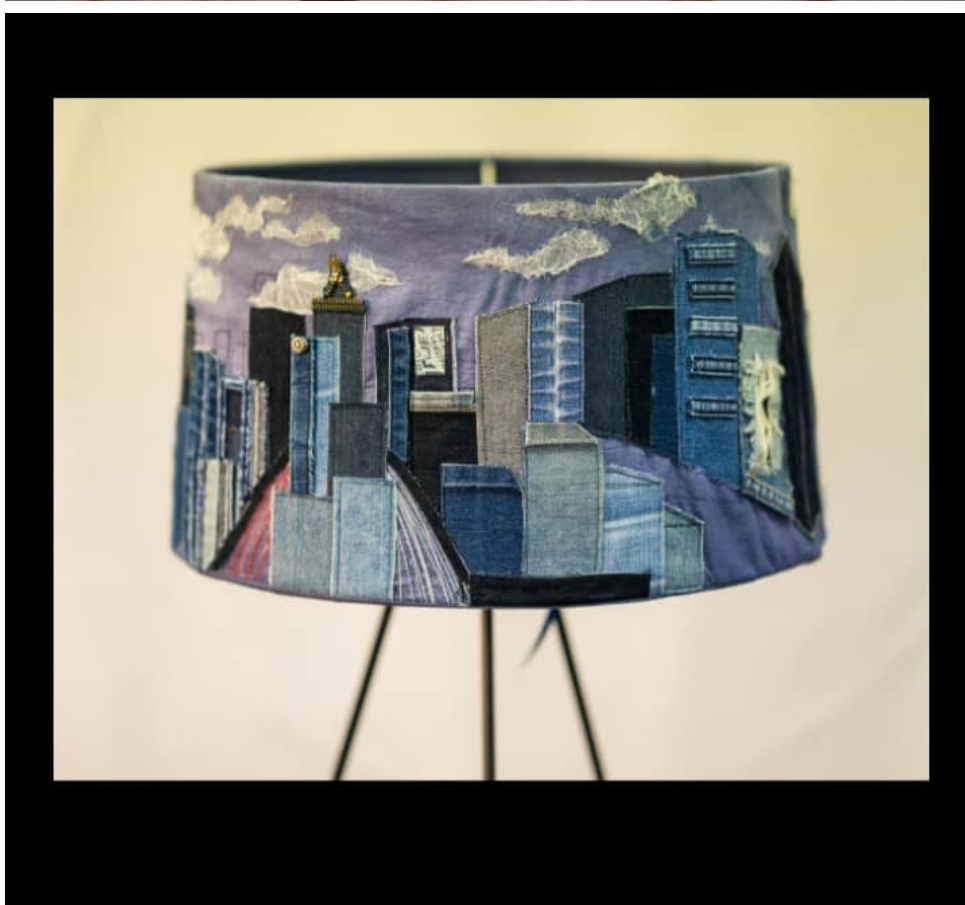
Students completed surveys throughout the year including Tell Them From Me, to feedback on several aspects of school life including resources, teaching and learning programs, extra-curricular opportunities, study support, the playground and canteen. This feedback was collated by Year Advisors and the Executive Team and formed part of our situational analysis in planning for the following year. Overall, students felt that teachers had high expectations of them and that they had an advocate at the school to support them.

Teachers completed the Tell Them From Me survey as well as contributing further targeted feedback during the year. Teachers reported an increased confidence in using technology in their teaching and learning programs and also identified the need to update some resources across the school to support the increased use of technology. Teachers highlighted the need for time when planning for and implementing new syllabuses and gave positive feedback about the opportunity to share resources and work collaboratively with colleagues.









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.

