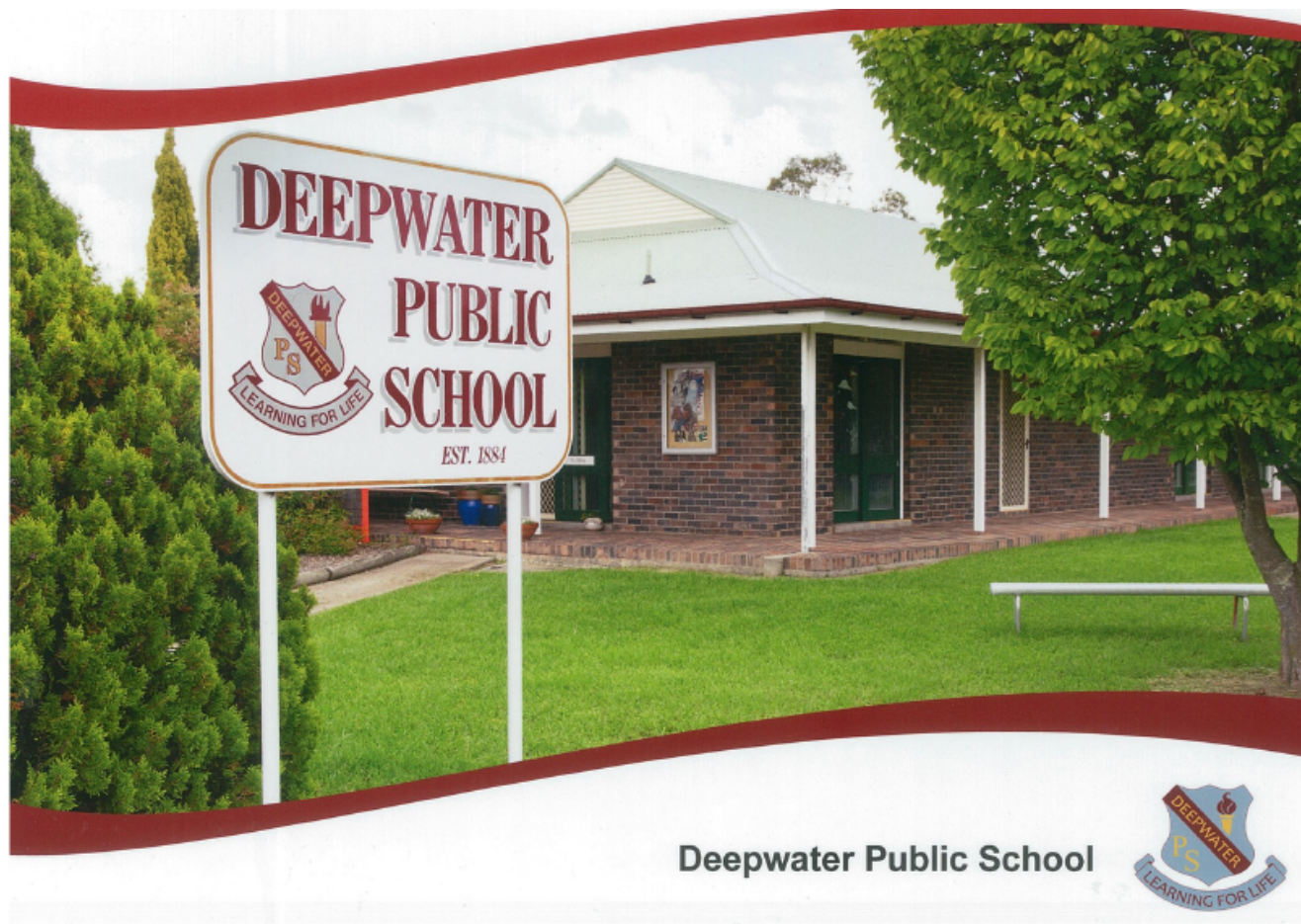


2021 Annual Report

Deepwater Public School



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Introduction

The Annual Report for 2021 is provided to the community of Deepwater 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 Strategic Improvement 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

Deepwater Public School

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School vision

At Deepwater Public School we provide educational, sporting, cultural and social educational opportunities that engage students to be successful and reflective lifelong learners.

We embrace the benefits of being a small school by providing opportunities for staff and students to achieve their personal best. These opportunities occur through the delivery of engaging, active and differentiated learning that takes place in a safe, professional and supportive educational environment.

Staff and students achieve this through consistently maintaining high expectations, delivering evidence based quality teaching and learning programs, developing effective and collaborative partnerships and participating in purposeful communication within a community of schools.

With the support and commitment from our local community, students are consistently encouraged to be organised, persistent and resilient learners who are active and confident participants within our ever-changing, challenging world.

School context

Deepwater Public School is a small school in the Northern New England Region of NSW. The school is part of the Border Ranges Small Schools Learning Alliance and we regularly share educational, sporting, cultural, and social experiences with these schools.

Staff are highly innovative and dynamic, sharing a strong sense of professional collegiality and a commitment to improving individualised student learning outcomes.

The Deepwater Public School Parent & Citizens Association aims to consistently improve school infrastructure and educational opportunities for our students. We work together to enable and encourage communication between parents and the school to create a strong and active school community.

The school provides education for students drawn predominately from the Deepwater township and surrounding rural areas. School structure consists of Kindergarten to Year 6 in multi-stage classrooms supported by an enthusiastic and active staff team.

Growth Mindsets, Visible Learning and Wellbeing Initiatives, including their core principles, are embedded throughout the schools pedagogy. Classroom teaching and learning programs are purposely designed to promote and sustain reflective future focused learners.

As a result of External Validation in 2020, and the development of our Situational Analysis, the school has found these key target areas:

- Student growth and attainment
- Quality teaching and learning

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine evidence based and data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Growth in Literacy and Numeracy
- Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$26,998.08

Socio-economic background: \$30,865.08

Aboriginal background: \$6,516.71

Integration funding support: \$12,699.00

English language proficiency: \$3,090.25

Literacy and numeracy: \$1,493.25

Location: \$13,026.40

QTSS release: \$3,363.54

School support allocation (principal support): \$1,000.00

Summary of progress

Our focus for 2021 was on Growth in Literacy and Numeracy with a focus on system negotiated targets of: top 2 bands in Reading and Numeracy, expected growth from the 2019 to 2021 NAPLAN and students attending school at 90% or more.

Professional dialogue on data drawn from 2021 NAPLAN, Term 2 and Term 4 Check-in were a focus to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support, in the form of coaching and mentoring, has been provided for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board.

Next year in this initiative we will work with staff to provide feedback on the implementation of their teaching and learning programs to address gaps in evidence. This will facilitate improved students' outcomes and continued growth. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The percentage of students achieving in the top two bands in NAPLAN Reading will increase from our baseline of 41.7% gathered from 2018 and 2019 NAPLAN Reading results.	Whilst our 2021 cohort did not meet the expected targets in NAPLAN, internal school data and other measurements such check-in data reflect a more accurate level of performance in reading. A significant percentage of students K-6 are reflecting stage outcomes.
The percentage of students achieving in the top two bands in NAPLAN Numeracy will increase from our	Whilst our 2021 cohort did not meet the expected targets in NAPLAN, internal school data and other measurements such check-in data reflect a more accurate level of performance in numeracy.

baseline of 33.3% gathered from 2018 and 2019 NAPLAN Numeracy results.	
The number of students achieving expected growth in NAPLAN Reading improves from our baseline.	67% of Year 5 students in 2021 have achieved at or above expected growth in NAPLAN reading.
The number of students achieving expected growth in NAPLAN Numeracy improves from our baseline.	100% of Year 5 students in 2021 have achieved at or above expected growth in NAPLAN numeracy.
Students attending school 90% of the time or more will increase from our baseline.	The number of students attending greater than 90% of the time or more has decreased from 2020 data with a large proportion of students attending above 85% in 2021.
Systems to measure our school's sense of belonging and advocacy are introduced.	Systems to measure students, staff and parents sense of belonging and advocacy were delayed in 2021.

Strategic Direction 2: Quality Teaching and Learning

Purpose

To develop the professional skill set of all staff in order for them to be high performing and collaborative while delivering quality and differentiated teaching and learning underpinned by high expectations and evidence informed practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence-Based Teaching Practice

Resources allocated to this strategic direction

Socio-economic background: \$1,500.00

Professional learning: \$5,872.96

School support allocation (principal support): \$12,604.80

Summary of progress

Due to some interruptions professional learning around Visible Learning was delayed. There was a focus on assessment within each classroom using the whole school assessment schedule and tracking of students using PLAN2, specifically summative assessment with the introduction of DOE quick assessments as lead by the Instructional Leader.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teachers are involved and implementing in-house professional learning around Visible Learning.	Whilst staff were not involved in High Impact Professional Learning around Visible Learning in 2021, staff are utilising a variety of the mind frames and methods in their everyday teaching.
All teachers are aware of and use whole school assessment schedule to collaboratively plan, collect and analyse student assessment data.	Staff were made aware of the whole school assessment schedule, which was updated to better suit the cohort. Collaboration and analysis of data has been used to help develop programs and assessments that address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$12,699.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Deepwater Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • The schools SLSO program is implemented and will reviewed in Term 4. SLSO employed to support teacher of students with hearing loss. 3 days a week in K-2 room. <p>2nd SLSO employed in Term 4 to support students identified through Check-in assessments and NAPLAN 2021.</p> <p>The allocation of this funding has resulted in: A very valuable program that has also been extended to 5 days a week in 2021 to help support students in 3-6 classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: This will be continued in 2022.</p>
<p>Socio-economic background</p> <p>\$32,365.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Deepwater Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy and Numeracy • Evidence-Based Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to support identified students with additional needs • LAST program implemented as students identified as needing more support. This program consists of a Classroom Teacher being employed 2 days a week in K-2 classroom. <p>The allocation of this funding has resulted in: A very valuable program that has resulted in the majority of students in the K-2 classroom achieving at or above expected stage outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of this program in 2022.</p>
<p>Aboriginal background</p> <p>\$6,516.71</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Deepwater Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy and Numeracy

<p>Aboriginal background</p> <p>\$6,516.71</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • LAST program implemented as students identified as needing more support. This program consists of a Classroom Teacher being employed 2 days a week in the K-2 classroom. • The employment of an additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level <p>The allocation of this funding has resulted in: A very valuable program that has resulted in the majority of students in the K-2 classroom achieving at or above expected stage outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: If possible in 2022 continue this program as is or increasing the days.</p>
<p>English language proficiency</p> <p>\$3,090.25</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Deepwater Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • Employment of additional staff to support delivery of targeted initiatives • New decodable readers for school <p>The allocation of this funding has resulted in: A very valuable program that has resulted in the majority of students in the K-2 classroom achieving at or above expected stage outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of this program in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$26,998.08</p>	<p>Low level adjustment for disability equity loading provides support for students at Deepwater Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • The employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in: A very valuable program that has resulted in the majority of students in the school achieving at or above expected growth over the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of this program in 2022.</p>
<p>Location</p>	<p>The location funding allocation is provided to Deepwater Public School to address school needs associated with remoteness and/or isolation.</p>

<p>\$13,026.40</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy and Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • SLSO employed to support teacher of students with hearing loss. 3 days a week in K-2 room. • 2nd SLSO employed in Term 4 to support students identified through Check-in assessments and NAPLAN 2021. <p>The allocation of this funding has resulted in: Location funding has been used to employ SLSO's for the students that are identified through data analysis. In Term 4 a second SLSO was employed to further assist with students with extra needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Next steps would be to utilise the money for the same purpose in 2022. Identifying the students through assessment and target extra assistance.</p>
<p>Literacy and numeracy</p> <p>\$1,493.25</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Deepwater Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: New readers being purchased to help engage students in intensive reading lessons. Funds also used for employing SLSO to help targeted students reach learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: More readers ordered in 2022, including decodables.</p>
<p>QTSS release</p> <p>\$3,363.54</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Deepwater Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Internal school data and other measurements such check-in data reflect a more accurate level of performance in reading. A significant percentage of students k-6 are reflecting stage outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to release teachers to align PL to SIP.</p>

<p>COVID ILSP</p> <p>\$18,683.30</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of educators to deliver small group tuition • releasing staff to analyse school and student data to monitor progress of student groups. <p>The allocation of this funding has resulted in: The COVID ILSP funding has resulted in targeted students improving towards their learning goals. Internal school data and other measurements such as check-in data have students achieving at or above expected growth throughout the year and from 2020</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to target the identified students with small group tuition in both numeracy and Literacy.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	8	9	11	12
Girls	4	10	17	19

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.1	94.7	89.4	85
1	93	89.2	95.9	73.9
2	93.9	98.4	92.2	87.8
3		91.4	96.3	85.8
4	94.7	91.7	93	92.1
5	87.8	91.4	93	83.3
6	89.5	94.8	95.7	82.2
All Years	92.1	92.6	93.2	84.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3		93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.3	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Classroom Teacher(s)	1.38
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	138,544
Revenue	669,610
Appropriation	660,500
Sale of Goods and Services	1,648
Grants and contributions	6,586
Investment income	77
Other revenue	800
Expenses	-612,390
Employee related	-550,732
Operating expenses	-61,659
Surplus / deficit for the year	57,220
Closing Balance	195,763

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.

	2021 SBAR Adjustments (\$)
Targeted Total	12,699
Equity Total	68,970
Equity - Aboriginal	6,517
Equity - Socio-economic	32,365
Equity - Language	3,090
Equity - Disability	26,998
Base Total	480,362
Base - Per Capita	6,902
Base - Location	13,026
Base - Other	460,434
Other Total	16,283
Grand Total	578,315

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.

Parent/caregiver, student, teacher satisfaction

At Deepwater Public School we provide opportunities for the school community to provide feedback on school practices and procedures. The feedback received is both positive and constructive.

Overall parents and carers are happy with the small school setting and the individualised instruction and attention their children receive in all areas of school - academic, social and emotional. Due to COVID impacting the school year in 2021, Deepwater Public School made some changes in the way we communicated and engaged with our community. The Deepwater P&C continued to be an important contributor to our school despite COVID restrictions.

Student feedback shows that the students have a strong sense of belonging and enjoy coming to school where they are provided many and varied opportunities and experiences.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.