

2021 Annual Report

Jilliby Public School



2236

Introduction

The Annual Report for 2021 is provided to the community of Jilliby 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

Jilliby Public School
Jilliby Rd
Wyong, 2259
<https://jilliby-p.schools.nsw.gov.au>
jilliby-p.school@det.nsw.edu.au
4355 1240



School vision

Jilliby Public School provides a dynamic learning environment where every student is known, valued and cared for. Our students thrive on the provision of high quality educational practices and the use of meaningful and engaging programs to support the inclusion and well-being of all.

School context

Jilliby Public School is located in the stunning and serene Dooralong Valley, surrounded by pastures and forests which are sustained by the Jilliby River. It is situated on the outskirts of Wyong, NSW. It has a current enrolment of 62 students, including 16% Aboriginal & Torres Strait Islander and 10% with a Language Background Other Than English. The school was founded in 1889 and has strong ties to its history, celebrating 130 years in 2019.

The school is a member of the Wyong Learning Community enjoys its partnership with Wyong High School, Hopetown, Wyong Public School, Tuggerah Public School, Tacoma Public School & Wyong Creek Public School. This is a valuable connection, supporting a professional relationship to facilitate and engage whole school community learning. Jilliby Public School is a committed member of a Small Schools Network including Central Mangrove Public School, Kulnura Public School, Peats Ridge Public School, Somersby Public School and Wyong Creek Public school providing opportunities to share events in sport and culture. The school is a proud member of the Wyong Aboriginal Consultative Group

Jilliby Public School has an active and vibrant Parents & Citizens Association. They regularly forge partnerships with the community and bring opportunities for our students to engage in local community events and initiatives. The Parents & Citizens Association has recently purchased a bus for the school enabling our students access to excursions and events at a much reduced rate.

Our school is surrounded by rich cultural and significant sites which provide students with opportunities to engage with local aboriginal elders and knowledge sharers to learn about our past.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and build strong foundations for success in Literacy and Numeracy through data driven practices.

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.

- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$9,446.80

Socio-economic background: \$4,303.00

Literacy and numeracy: \$3,000.00

Low level adjustment for disability: \$44,847.00

Summary of progress

In 2021 the focus for Strategic Direction 1 was to engage in professional learning which would build the capacity across the school and maximise student learning outcomes and build strong foundations for success in Literacy and Numeracy through data driven practices. Staff have increased their capacity to meet student needs by analysing progress and achievement data at system, school and classroom level, strengthening data driven teaching and learning. There is a consistent upward trend in 5-7 Value Added which is a direct result of the quality evidence-based practices in Stage 3. There has been an upward trend over 3 years of achievement in Year 5 Numeracy, Writing, Reading, and Spelling. Despite this, our progress measures have not been met for 2021 across all pockets because building the capacity of teachers is still in progress and further work is required.

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
Reading Jilliby Public School students achieving in the Top 2 Bands will have an uplift from a baseline of 30.3% towards the Lower Bound Target of 37.5% by 2022.	20% of students achieved in the top two bands in Reading 20% of students achieved in the top two bands in Numeracy.
Numeracy Jilliby Public School students achieving in the Top 2 Bands will have an uplift of greater than or equal to 7.5% from a baseline of 19.5% towards the Lower Bound Target of 27% by 2022.	
READING Moving in an upward trajectory within expected growth for Reading from a baseline of 25% to achieve the Small School target of a 20% increase by 2023.	62.5% of students achieved expected growth in Reading 62.5% of students achieved expected growth in Numeracy.
NUMERACY	

Moving in an upward trajectory within expected growth for Numeracy from a baseline of 19% to achieve the Small School target of a 10% increase by 2023.

Reading

Jilliby Public School students will show an upward trend from a baseline of 61% achieving expected reading levels.

The percentage of Students in 4-6 showing an upward trend of growth in comprehension using PAT Reading Achievement Test will increase from baseline Data in 2020.

Jilliby Public School students will demonstrate an uplift from 44.6% in the number of questions correct using the Reading Check-In Assessment for Year 4. In years 3, 5 & 6 students will establish baseline data.

Numeracy

Jilliby Public School students will demonstrate an uplift of 3% from 51.5% in the number of questions correct for Numeracy Check-In Assessment Year 4. In years 3, 5 & 6 students will establish baseline data.

- 68% of students achieved expected Reading Levels
- Due to COVID PAT Testing was not undertaken as planned through Newcastle University. This will be decommissioned and Check-In will be used instead

Check-In Assessment READING % of Questions Correct:

- Year 2 2020 No data collected; Year 3 2021 = 48%
- Year 3 2020 = Baseline 44.6 : Year 4 2021 = Data 39.8%. This is a decrease of 4.8% which is likely due to the change of cohort students.
- Year 4 2020 = No Baseline Data; Year 5 2021 = 49.6%
- Year 5 2020 = No Data Collected: Year 6 2021 Baseline Data = 53.1%

Check-In Assessment NUMERACY % of Questions Correct:

- Year 2 No Data Collected; Year 3 2021 = 56.7%
- Year 3 2020 = Baseline 51.5 : Year 4 2021 = 56.6% of questions correct.
- Year 4 2020 = No Baseline Data; Year 5 2021 = 55.4%
- Year 5 2020 = No Data Collected: Year 6 2021 Baseline Data = 58.1%

Strategic Direction 2: Connect, Succeed, Thrive

Purpose

To ensure the students, staff, parents, and carers of Jilliby Public school feel safe, valued and connected. To promote a sense of belonging, maximising potential and opportunities for all.

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.

- Emotional Wellbeing and Engagement

Resources allocated to this strategic direction

: \$2,600.00

Summary of progress

This Strategic Direction focussed on emotional well being and engagement. This included the Got It program and a deep focus on Attendance. Semester 1 saw the Got It Program commence with training for staff in Trauma Best Practice. The parent seminar went ahead and observations of students took place. The Survey was well responded to and a target cohort was selected however due to COVID the Program did not go ahead.

Attendance processes were revised and the new FlowChart distributed to all staff. Detailed Attendance records are kept using a third party program (SENTRAL) and are regularly reviewed and acted upon. When we began Learning from Home our attendance was recorded based on student engagement in online meetings. Those who were unable to connect digitally collected work packs each week and these were returned indicating attendance and engagement. Professional Learning was scheduled however this will move into 2022. Unfortunately, COVID and the subsequent restrictions has impacted heavily within this area.

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
Student attendance will be above the baseline of 66.2% with an upward trajectory of at least 5% of students attending 90% of the time. Therefore meeting the Lower bound target of 74.5% by 2022.	Students attending 90% of the time was measured at 66.11% for 2021. This is on par with our baseline but below our Lower Bound target of 74.5.
Increase in the % of students achieving rewards for meeting school expectations of behaviour. (Tier 1 Interventions) The frequency of Tier 3 interventions for students is reducing from baseline data of 25%. TTFM survey shows an upward trajectory of High Advocacy/High expectations using a baseline of 68% in 2019. TTFM survey shows an upward trajectory of High Belonging/High expectations using a baseline of 37% in 2019.	<ul style="list-style-type: none">• We have measured the frequency of Tier 3 Interventions which is at 19%. This is a reduction from the baseline of 25%• Tell Them From Me Advocacy and High Expectations survey demonstrates and increase of 28% from our baseline of 68%. Our actual is 96%• Tell Them From Me High Belonging and High Expectations survey demonstrates and increase of 32% from our baseline of 37%. Our actual is 69%

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$102,331.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Jilliby 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSO support for students with high needs both in the classroom and the playground. <p>The allocation of this funding has resulted in: Increased cooperative play across the school. Reduced playground incidents. Increased engagement and learning of students. Reduced classroom incidents.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff will continue to be employed to support students with specific needs for learning and behaviour in the playground and the classrooms..</p>
<p>Socio-economic background</p> <p>\$54,731.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jilliby 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"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in: Increased SLSO staffing to support low socio-economic students and their learning. Increased allowance to undertake professional learning to ensure quality teaching and learning is developed and benefits all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: ***** Complete after 2022 Efst</p>
<p>Aboriginal background</p> <p>\$8,444.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jilliby 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$8,444.00</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: Increased knowledge and understanding of cultural perspectives for our Aboriginal students and integration of knowledge for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The same initiative will continue.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Jilliby 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • English proficiency student included in small group English focus group to provide support and improve Literacy Achievement.. <p>The allocation of this funding has resulted in: EALD students supported to engage in learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Same initiative to continue where required.</p>
<p>Low level adjustment for disability</p> <p>\$59,475.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Jilliby 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"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional Teacher relief and support to release Principal as IL to mentor teachers, improve programming and Quality teaching. <p>The allocation of this funding has resulted in: Allowed Principal as IL to mentor and observe teachers in assisting them to strengthen researched best practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: *****eFPT</p>
<p>Location</p> <p>\$1,561.00</p>	<p>The location funding allocation is provided to Jilliby Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p>

<p>Location</p> <p>\$1,561.00</p>	<ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: Programs and extra-curricular excursions continuing and enabling all students to attend, no matter what their circumstances. By the attendance of these excursions and programs, classroom teaching focal points are enhanced and connections made between at school learning and real world.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support students with excursions but also by enabling the Teaching Principal to attend Local Management group and Small School Networks to keep abreast of current research, reform and student learning.</p>
<p>Literacy and numeracy</p> <p>\$7,428.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Jilliby 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"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in: Students were able to engage in learning both at home and at school. It provided feedback to teachers indicating progress. and individualized instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued subscriptions in 2022.</p>
<p>QTSS release</p> <p>\$11,212.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jilliby 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional Teacher relief and support to release Principal as IL to mentor teachers, improve programming and Quality teaching. <p>The allocation of this funding has resulted in: Allowed Principal as IL to mentor and observe teachers in assisting them to strengthen researched best practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: ****eFPT</p>
<p>COVID ILSP</p> <p>\$51,133.23</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

COVID ILSP

\$51,133.23

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition

The allocation of this funding has resulted in:

Improved Phonics/Reading and Numeracy outcomes for targeted students.

After evaluation, the next steps to support our students with this funding will be:

Continued for 2022.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	34	36	47	43
Girls	32	25	27	16

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.6	91.9	86.7	87.7
1	92.9	92.5	84.4	81.8
2	85.3	94.5	94.6	88.4
3	92.9	85	88.9	90.7
4	84.9	89.9	90.5	88.3
5	93.2	90.9	92.5	94.4
6	93.6	87.3	93.9	92.1
All Years	91.4	90.5	90	89
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	93.6	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	93.4	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)	2.39
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	150,535
Revenue	1,040,670
Appropriation	1,025,934
Sale of Goods and Services	2,635
Grants and contributions	11,251
Investment income	50
Other revenue	800
Expenses	-1,044,867
Employee related	-885,719
Operating expenses	-159,148
Surplus / deficit for the year	-4,197
Closing Balance	146,339

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	81,752
Equity Total	125,093
Equity - Aboriginal	8,486
Equity - Socio-economic	54,732
Equity - Language	2,400
Equity - Disability	59,475
Base Total	684,290
Base - Per Capita	18,242
Base - Location	1,562
Base - Other	664,485
Other Total	30,947
Grand Total	922,082

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

Parent Carers: In a recent survey of parents the following information was captured:

"Teachers listen, create and follow strategies to support my child."

"They contact you about your child."

"They talk to me when they can and keep me updated how my child is going."

"The proactive nature of the staff and the willingness to get on top of things immediately. The teachers feedback on student progress and their honesty. The involvement of parents in the academic progress by the classroom and support staff. There is a lot of incidental communication also regarding progress and how to work with the child at home. The teacher was very clear about how he was going with his early schooling and was open to questions etc about same. I'm happy with his progress!" "Contact us to keep us informed when there are concerns or achievements. Assist with selecting and being accepted to the right high school."

"Teachers listen and communicate with my child in a supportive manner."

100% of parents surveyed feel they have a say in what the school does to support the learning and well-being of their child.

80% of parents feel their concerns or questions have been listened to and valued when a child needed additional support.

100% feel the school is welcoming and that they feel part of the school community.

100% agree the school is focused on getting better at what they do.

100% are either somewhat satisfied or very satisfied that Jilliby Public School is a learning environment that meets their child/children's needs.



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.