

2021 Annual Report

Macdonald Valley Public School



2439

Introduction

The Annual Report for 2021 is provided to the community of Macdonald Valley 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

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School vision

Our K-6 classroom is a dynamic learning environment where a flexible and receptive approach ensures that a student's age does not limit the learning opportunities they are offered. Teaching and learning at Macdonald Valley Public School is responsive to community feedback and the changing needs of our individual students. We take pride in the professional and creative way we work together as a unified staff to assess, plan and program for our students to demonstrate continued individual growth.

School context

Macdonald Valley Public School is in a rural area, seven kilometres from the township of St. Albans, with ferry access across the Hawkesbury River. We are a small school with one K-6 class of 16 children.

We embrace the Darkinjung culture of the valley and celebrate the rich traditions and stories. Our personalised Acknowledgement to Country reflects our respect for the past, present and future of the people, land and animals of our valley.

Our unique setting provides us with opportunities to effectively address the individual differences in all of our students. We offer a high teacher-to-student ratio in a multi-aged classroom, with high level support provided to all students.

There is a supportive interaction between the school and its community which provides a rich source of input for school programs. Parents have expressed high levels of satisfaction with student achievement and have indicated that additional support in sport and extra curricula activities would be valued.

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that teaching and learning is driven by personalised learning and continuous improvement for all students. Teaching practice is led by meaningful feedback, regular collaborative reflection and flexible teaching practices based on evidence based principles.

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.

- Data skills and use
- Personalised Learning

Resources allocated to this strategic direction

Early Action for Success (EAFS): \$34,303.00

Low level adjustment for disability: \$15,022.00

QTSS release: \$2,300.00

Socio-economic background: \$18,513.00

Aboriginal background: \$9,591.00

Integration funding support: \$38,475.00

Literacy and numeracy: \$1,600.00

Location: \$3,700.00

Summary of progress

NAPLAN results for 2021 indicated that annual targets were met and exceeded. 100% of Year 5 students achieved within the top two bands for all domains. 100% of Year 3 achieved within the top two bands for reading and writing. Aboriginal students exceeded state averages in reading and writing and were marginally below for Numeracy, Spelling and Grammar and Punctuation. Continued Learning Support has been allocated for 2022 to develop improvement in these domains.

Overall Macdonald Valley PS students in Year 3 and 5 achieved results above State and SSSG averages.

ALAN has been well utilised to track students on the Progressions but also to access assessments in Literacy and Numeracy- this has ensured consistent 'Data Skills and Use' for staff and efficient tracking of student progress.

60% of kindergarten students have achieved UnT4 for Understanding Texts. Considering that we had one mid-year kindergarten enrolment (out of a total of five students) and the impact of remote learning this result is appropriate.

Kindergarten students are all working within QuN4 for Quantifying number and Ad2 for Additive Strategies, which is matching expectations.

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
NAPLAN Top Two Bands An increased percentage of students achieving in the top two skill bands for reading, an increased percentage of students achieved in the top two skill bands for numeracy against network targets.	<ul style="list-style-type: none">• 100% of students achieved in the top two skill bands for reading, 100% of students achieved in the top two skill bands for numeracy.
NAPLAN Expected growth	<ul style="list-style-type: none">• 100% of students achieved expected growth for reading, 100% of students achieved expected growth for numeracy.

An increased percentage of students achieving expected growth in reading, an increased percentage of students achieving expected growth in numeracy against network targets.

School Based targets

CHECK-IN ASSESSMENTS

Student cohorts maintain results in line with State and above SSSG

Aboriginal students are maintaining results in line with State and above SSSG

PROGRESSIONS

All students achieve or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators.

SCHOOL EXCELLENCE FRAMEWORK (SEF)

* SEF element 'Curriculum'- sustaining and growing

* SEF element 'Effective classroom practice'- sustaining and growing.

The results of all students including our Aboriginal students show that they are performing above SSSG and above state scores in check-in data.

Students are being monitored through the progressions and recorded on PLAN 2. All students are showing growth in Literacy and Numeracy outcomes.

Teaching and learning programs are constantly evolving to reflect best practice and responsiveness to student need. This includes planning highly differentiated programs in line with the SEF sustaining and growing descriptors.

Strategic Direction 2: Student wellbeing and engagement

Purpose

To provide our students with varied, creative and meaningful experiences at school which enhance their wellbeing and sense of connection to their peers, teachers, school and community.

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.

- Whole school evidence-based approach to sport and physical activity

Resources allocated to this strategic direction

Summary of progress

Attendance rates have exceeded our target. Continued maintenance of attendance procedures should ensure that this rate remains steady.

Expert coaches have been employed using Sporting Schools Grants. This practice should be continued to support further skill development, engagement and confidence for students.

Student surveys conducted in Term 4, 2021 indicated that 100% of students enjoy physical activity at school and look forward to participating in it. Only a slight majority preferred twice weekly sport but the vast majority enjoyed having expert coaching. For future planning there is a clear preference for one quality sport session as opposed to two sessions without expert support.

The unexpected impact of remote learning gave us another indicator for measuring student engagement. Students were offered daily online meetings with staff and peers and participation rates were 100% on most days. The typical obstacle for non-attendance was poor internet connections rather than disengagement. 100% of students returned to school on the scheduled return date.

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
Attendance Student attendance continues to meet targets of 90% of students attending school 90% of the time.	Attendance rates have exceeded the set goal with only one student falling below 90% attendance at 89.9%. This means that overall 94% of students have attended school 90% of the time in 2021. 100% of students have attended school for more than 89% of the time.
Wellbeing School based surveys indicate that students have improved skills, fitness and enjoyment of school due to increased physical activity. 80 % of student surveys indicate an improvement of attitudes towards physical activity. School based parent surveys and TTFM indicate improved satisfaction in attitudes towards school and the way that their children are developing skills and participating in competitive sport.	Due to unforeseen circumstances of flooding and the Covid Pandemic, the TTFM data was not sought however the school engaged in regular contact with the students and their families through the learning from home period and beyond. Student surveys conducted in Term 4, 2021 indicated that 100% of students enjoy physical activity at school and look forward to participating in it. 94% of students look forward to directed sport activities and 70% believe that their skills have improved as result of expert coaching. This data exceeds the expectation of 70% of students indicating a positive attitude to physical activity and the majority of students feel that they have improved fitness and skill development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$38,475.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Macdonald Valley 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"> • Data skills and use <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 <p>The allocation of this funding has resulted in: Additional support for eligible students has ensured support for academic, behavioural and social needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: There will be no Integration Support allocation provided in 2022.</p>
<p>Socio-economic background</p> <p>\$18,513.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Macdonald Valley 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"> • Data skills and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy personalised programs in order to support identified students with additional needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Teachers and SLSOs being available in the classroom for literacy and numeracy sessions to allow for small group and personalised learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of small group support of students grouped according to their learning needs. Assessment results provided data to demonstrate that the impact of this level of support has been beneficial to all students K-6.</p>
<p>Aboriginal background</p> <p>\$9,591.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Macdonald Valley 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"> • Data skills and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. <p>The allocation of this funding has resulted in:</p>

<p>Aboriginal background</p> <p>\$9,591.00</p>	<p>Employment of additional staff which reduced teacher to student ratios to allow for small group support involving Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted support for students, as well as professional learning for staff, has been an effective way of supporting student PLPs and would continue to support learning, wellbeing and cultural goals.</p>
<p>Low level adjustment for disability</p> <p>\$15,022.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Macdonald Valley 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"> • Data skills and use <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 <p>The allocation of this funding has resulted in: SLSO support to support small group intensive learning in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide SLSO support in the classroom to allow for small group instruction in literacy and numeracy.</p>
<p>Location</p> <p>\$3,700.00</p>	<p>The location funding allocation is provided to Macdonald Valley 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Staff were provided with time to integrate resources into their teaching and learning programs for a short, targeted teaching cycle within an upcoming unit of study, including assessment activities. <p>The allocation of this funding has resulted in: Richer learning experiences for the students and staff were provided with collegial feedback on applying mathematical knowledge to lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: Following a similar procedure with a focus on explicit instruction on multiplicative thinking.</p>
<p>Literacy and numeracy</p> <p>\$1,600.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Macdonald Valley 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$1,600.00</p>	<ul style="list-style-type: none"> • Staff were provided with time to integrate resources into their teaching and learning programs for a short, targeted teaching cycle within an upcoming unit of study, including assessment activities. <p>The allocation of this funding has resulted in: Richer learning experiences for the students and staff were provided with collegial feedback on applying mathematical knowledge to lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: Following a similar procedure with a focus on explicit instruction on multiplicative thinking.</p>
<p>Early Action for Success (EAfS)</p> <p>\$34,303.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Macdonald Valley Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation. <p>The allocation of this funding has resulted in: Allocation of Instructional Leadership to support all students with intensive teacher support in the classroom, as well as training for staff in assessment, data collection and data analysis.</p> <p>After evaluation, the next steps to support our students with this funding will be: With the appointment of an AP-CI this level of support can continue into 2022.</p>
<p>QTSS release</p> <p>\$2,300.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Macdonald Valley 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"> • Data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Classroom support to bridge gaps for students who had not met stage expectations, as well as continuing to extend and challenge those students working beyond stage level.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide support and guidance to teaching staff through observation and feedback.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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>

COVID ILSP

\$11,212.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

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

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy - with a particular focus on structured literacy approaches for reading support.

The allocation of this funding has resulted in:

Small group and 1:1 support for targeted students. Data from NAPLAN, PLAN 2, Check-in assessments and school based assessment indicates that all students are now working towards outcomes appropriate for their stages and achieving results within state expectations.

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

Continuation of small group and 1:1 support for previously identified students (as needed) and additional students as identified through data collection in term 1, 2022.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	7	7	4	8
Girls	8	10	10	8

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.2	96.7	30	91.4
1	85.1	93.8	74.4	
2	97.8	92.7	90.7	92.7
3	93.7	89.5	85.4	89.1
4	98.9	92.9	97.8	89
5	96.6	91.6	93.5	100
6	90.9	90.8	97.8	94.8
All Years	93.2	92.8	85.5	92.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	
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)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	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 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	59,239
Revenue	547,355
Appropriation	511,786
Grants and contributions	35,513
Investment income	57
Expenses	-466,296
Employee related	-413,519
Operating expenses	-52,777
Surplus / deficit for the year	81,059
Closing Balance	140,298

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	39,436
Equity Total	42,359
Equity - Aboriginal	9,591
Equity - Socio-economic	18,525
Equity - Language	0
Equity - Disability	14,244
Base Total	313,911
Base - Per Capita	3,451
Base - Location	3,772
Base - Other	306,688
Other Total	65,278
Grand Total	460,985

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

Due to unforeseen events such as large scale flooding leading to the school being closed, and learning from home as a result of the Covid 19 pandemic, formal surveys on school satisfaction were not completed. However, over the year constant communication was maintained with the parent, teacher and student population through phone, email, online and in-person contact. Personal circumstances, needs and requirements were known, monitored and dealt with as appropriate and required.

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.