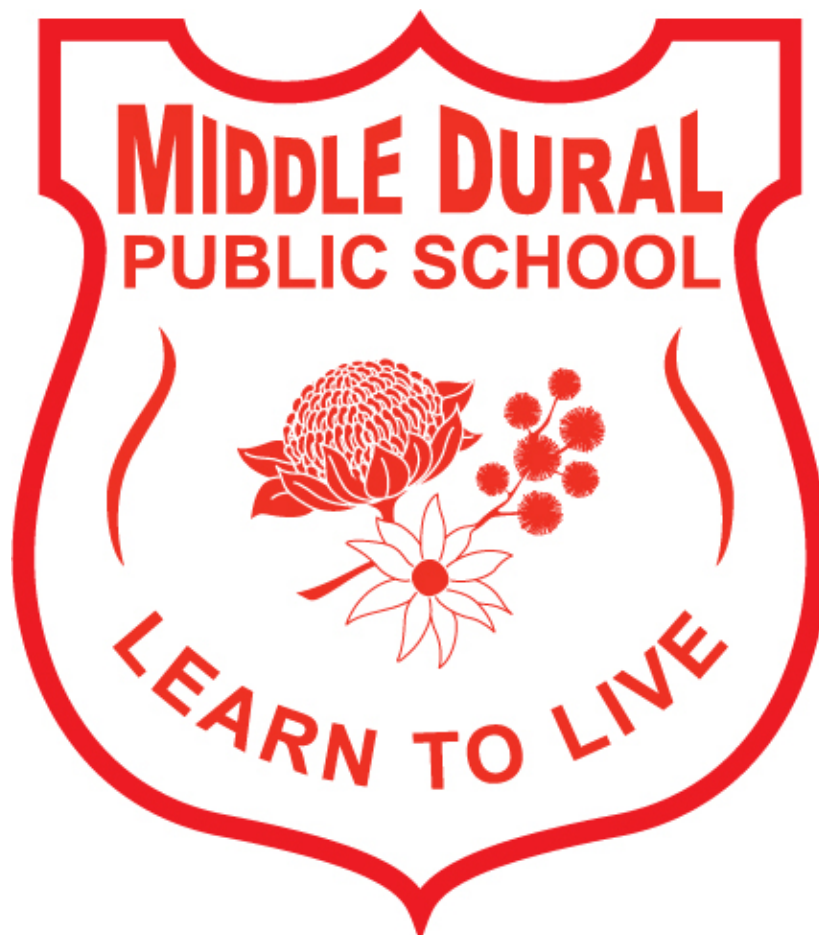


# 2021 Annual Report

## Middle Dural Public School



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## Introduction

The Annual Report for 2021 is provided to the community of Middle Dural 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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Middle Dural Public School

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## School vision

Our *vision* is to inspire and promote a dynamic learning community that empowers students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners, becoming well rounded, confident and responsible individuals who aspire to achieve their full potential.

## School context

Middle Dural Public School is a small school set in the semi-rural area of north-western Sydney, that sits on the land of the Darug people, and provides a harmonious and inclusive learning environment. Our school caters for a diverse range of students coming largely from middle to high socio-economic groups with 40% of students having a language background other than English.

Open communication and teamwork are evident among students, teachers and parents within this school. Our planning for a whole school focus on selected areas reflects a strong and inclusive ethos, which is nurtured through positive practice and collaborative approaches, and informed through continuous feedback.

Our productive partnerships with the Small Schools' Learning Alliance, as well as our Community group of Schools, provide valued interactions and connections between students through sporting, public speaking, the arts and leadership events. These forums also provide invaluable staff connections through shared professional learning and collegial collaboration.

Through our situational analysis, we have identified the need for consistency in embedding data-informed quality teaching practices in literacy and numeracy. Using high impact teaching strategies, will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective professional learning for all staff and through staff collaboration to develop feedback strategies and deep reflection on teaching and learning. This reflective practice will involve a deeper use of data to inform all processes and practices across the school providing consistency in its approach. Our teachers are committed to valuing and developing the individual needs of each student.

There will be a strong focus on consistency and use of effective practices and strategies to support student wellbeing, with a whole school community understanding. We will look to embed consistent and reflective data-driven practices in school planning, teaching, learning and reporting.

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
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

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine 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.

- Data-Driven Practices
- Explicit Teaching Practices

### Resources allocated to this strategic direction

**Professional learning:** \$1,520.00  
**Literacy and numeracy:** \$2,445.00  
**Integration funding support:** \$11,640.00  
**Socio-economic background:** \$3,997.00  
**English language proficiency:** \$2,584.00  
**Low level adjustment for disability:** \$14,174.00  
**QTSS release:** \$7,287.67  
**COVID ILSP:** \$15,733.30

### Summary of progress

In 2021 staff engaged in Professional Learning to build their knowledge and understanding of data analysis, planning and implementation. All staff were able to engage in learning around PLAN 2 and What Works Best. However, due to Learning from Home requirements, collaborative Professional Learning using Lyn Sharrat's book on "Clarity" was not completed. Teachers have demonstrated increased proficiency in the use of PLAN 2 to inform planning and support student learning. In 2022 we will prioritise embedding the use of Data Driven practices.

Staff undertook Professional Learning in explicit instruction with a particular focus on writing. Teachers developed student capacity to deconstruct text through explicit instruction and feedback. We have seen a lift in teacher confidence to deliver quality personalised instruction along with student writing outcomes and student engagement. In 2022 we will prioritise building the capacity of students to articulate their personalised learning goals in writing.

### 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
<b>NAPLAN Top 2 Bands</b> <ul style="list-style-type: none"><li>• NAPLAN-Top 2 bands: Increase the percentage of students in the top 2 bands for literacy by 2% for the lower bound target.</li><li>• NAPLAN-Top 2 bands: Increase the percentage of students in the top 2 bands for numeracy by 2% for the lower bound target.</li></ul>	NAPLAN scores indicate an increase in the percentage of students in the top two bands for Reading from 2019 to 2021, however, the school is below the lower bound target.  NAPLAN scores indicate an increase in the percentage of students in the top two bands for Numeracy from 2019 to 2021, however, the school is below the lower bound target.
<b>NAPLAN Expected Growth</b> <ul style="list-style-type: none"><li>• NAPLAN Expected Growth: Increase the percentage of students achieving expected growth in Reading by 20% from the lower bound target.</li><li>• NAPLAN Expected Growth: Increase the percentage of students achieving</li></ul>	At or above expected growth in Literacy exceeds the lower bound target by 40%  At or above expected growth in Numeracy exceeds the lower bound target by 6.67%

expected growth in Numeracy by 20%  
from the lower bound target.

## Strategic Direction 2: Connect, Succeed, Thrive and Learn

### Purpose

In order to ensure all members of our school community Connect, Thrive and Succeed, we will align evidence-based procedures around quality teaching and data use for all teachers to follow, working purposefully and deliberately to create a collaborative, positive, enriching school culture with high expectations for all 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.

- Effective Collaborative Practices
- Cultural Awareness
- Attendance

### Resources allocated to this strategic direction

**Professional learning:** \$620.00

**School support allocation (principal support):** \$13,604.80

### Summary of progress

In 2021 the school channelled resources towards improving systems and processes to support collaborative practices across the school. Additional staff are employed to build the capacity of the school to engage in collaborative practices; including teacher-teacher, teacher-student; school-community. This improved flow of communication and relationship between key stakeholders across the school. In 2022 the school will prioritise collaborative practices beyond the school gate to broaden its network reach and access to expertise and resources.

In 2021 our school prioritise developing a robust framework that underpins our school communities' commitment to Intercultural understanding. Our first phase to this project was to engage with our aboriginal community and research to build our school communities' understanding of Aboriginal cultures and histories. The establishment of a Yarning Circle and engagement with key community groups has strengthened our school's ongoing commitment to authentic and ongoing action towards reconciliation. In 2022 the Yarning Circle and cultural connections will be used to support teachers to embed culturally appropriate content across the curriculum.

The school reviewed its attendance policies and practices. As a result the school has implemented a number of key reforms including increased communication to parents that *every day counts*, revised threshold for absence notification and a daily notification to parents if a child is absent. With the significant impact of COVID Learning from Home, data is not yet available to determine impact of this reform.

### 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
• Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs	Consistency in assessment across the school in aspects of learning has highlighted needs and informed student groupings for support where needed.
• Students experience a sense of belonging and connectedness that respects diversity and identity. • Staff involved in creation of an Action Plan to accommodate the Aboriginal Education Policy within the school.	• Through ongoing and consistent well-being programs within the school such as PBL and BLP along with practices such as Circle time and peer group activities, students demonstrate a sense of belonging and connectedness as shown in Circle time contributions and genuine peer support within the classroom and playground. • All staff were involved in the creation of an Action Plan to accommodate the Aboriginal Education Policy within the school and have contributed to the undertaking of set activities, such as the creation of the Yarning Circle and its authentic use within the school.

	Working towards the percentage of students attending > 90% of the time to be at or above the target of 90%.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$11,640.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Middle Dural Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing (engaging SLSO - Integration Funding.) to assist students with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students accessing learning in line with peers, feeling supported, valued and cared for.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the strong support offered through engagement of an SLSO.</p>
<p>Socio-economic background</p> <p>\$3,997.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Middle Dural Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support identified students with additional needs and ensure equitable access to all learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students accessing learning opportunities offered.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to engage an SLSO to ensure learning is equitable across the school.</p>
<p>English language proficiency</p> <p>\$2,584.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Middle Dural Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional support in the classroom and as part of differentiation initiatives through engaging an SLSO to work across the 2 classes.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students accessing support to ensure success in Learning and deeper understanding/ use of English Language.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

English language proficiency \$2,584.00	Continue to engage an SLSO in this role to support our EAL/D students.
Low level adjustment for disability \$14,174.00	<p>Low level adjustment for disability equity loading provides support for students at Middle Dural Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All identified students receiving support within the classroom demonstrate growth in Literacy/Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue engagement of teacher and SLSO for identified Learning Support needs across the school.</p>
Literacy and numeracy \$2,445.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Middle Dural Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchase of additional Resources-Decodables</li> <li>• Engagement of additional SLSO support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students across the school receiving in-class support with Literacy/Numeracy demonstrating growth at their level.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To increase SLSO support.</p>
QTSS release \$7,287.67	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Middle Dural Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul>

<p>QTSS release</p> <p>\$7,287.67</p>	<p><b>The allocation of this funding has resulted in:</b> Quality teaching rounds and teacher support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the use of this funding to support staff.</p>
<p>COVID ILSP</p> <p>\$15,733.30</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted students receiving specified tuition appropriate to need, demonstrating progress through PLAN2</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue this strong support if received.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	13	18	24	27
Girls	8	14	14	15

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.3	97.1	94.6	97.1
1	93.7	88.9	96.4	96.6
2	94.3	93.9	89	93.2
3	90.5	95.6	94.5	88.1
4	95.5	97.9	92.8	87.5
5	93.6	88.1	95.6	94.4
6	85.4	93.9	83.5	88.8
All Years	92.1	93.9	93.3	92.5
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

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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)	1.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.1

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	144,004
<b>Revenue</b>	591,650
Appropriation	573,291
Grants and contributions	18,317
Investment income	42
<b>Expenses</b>	-592,406
Employee related	-525,499
Operating expenses	-66,907
<b>Surplus / deficit for the year</b>	-757
<b>Closing Balance</b>	143,248

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	11,640
<b>Equity Total</b>	20,754
Equity - Aboriginal	0
Equity - Socio-economic	3,997
Equity - Language	2,584
Equity - Disability	14,173
<b>Base Total</b>	510,663
Base - Per Capita	9,368
Base - Location	0
Base - Other	501,296
<b>Other Total</b>	11,783
<b>Grand Total</b>	554,840

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Amidst a year of Pandemic turmoil, it was gratifying to note that students and parents responded warmly to the support and connections made throughout Lockdown. Comments received through various sources including emails, jamboards and personal notes, demonstrated a true understanding of, and appreciation for, the efforts to maintain the close connection between home and school while continuing to provide quality education for each and every student.

*"It is so evident that the teachers know and care for the children and are always supporting them to be their best." - parent email.*

*"It certainly hasn't been an easy year but the support from everyone at the school has been amazing and we made it through!!"- parent email*

*"Blown away by the support from the MDPS team." - parent Jamboard*

Circle Times provide the opportunity for student feedback. After reviewing responses throughout the year, it was quite evident that students felt comfortable in sharing their concerns and praise. Students also acknowledged that issues raised were always followed up by staff. Student Jamboard comments made during Lockdown indicated a true sense of belonging and connection with their class and a strong desire to return to school.

*"I have grown stronger in my learning; I can finish my work and I am proud of what I have done!"- student Jamboard*

The staff at Middle Dural have a strong bond which became even more evident during the Pandemic struggle. Throughout the year teachers felt a strong sense of support and unity enabling them to assist all of our students as a team. A recurring theme amongst staff was that of our Write Stuff program, as teachers shared successes they had within the classroom and tapped into each others' strategies to further student achievement.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.