

2021 Annual Report

Stroud Road Public School



3126

Introduction

The Annual Report for 2021 is provided to the community of Stroud Road 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.

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School vision

At Stroud Road Public School we provide a quality, inclusive learning environment where staff are committed to developing confident, independent and creative learners. Staff work in partnership with parents and carers to maintain ongoing academic growth and an environment where all students are known, valued and cared for.

Through highly effective research-based teaching practices teachers provide quality, differentiated learning programs informed by data analysis to ensure that every student improves every year.

Stroud Road students, staff and community work together to 'Participate, Learn, Succeed'.

School context

Stroud Road Public School is a small rural school on the traditional land of the Worimi people. Stroud Road is situated 8 kilometres north of Stroud and 40 kilometres south of Gloucester on The Bucketts Way. Students come to school from homes based in the township of Stroud Road and from rural holdings in the surrounding area.

The school is set on well-maintained grounds and caters for students from Kindergarten to Year 6. The school has one full-time Teaching Principal and a current enrolment of 8 students, including one Aboriginal student. We pride ourselves on working with each student to develop individualised learning goals supported by personalised teaching programs. These programs take into account the academic, physical, social and emotional needs of each child. The school is well-resourced with students having 1:1 access to a wide variety of technologies.

Stroud Road Public School enjoys strong, positive relationships with parents, carers and the wider community. The community works together to provide a safe, happy and supportive environment where quality education builds a solid foundation for future growth and success. Students develop confidence, co-operation, resilience, responsibility and a desire for lifelong, future focused learning.

Staff, students and the community were consulted in a thorough situational analysis prior to the development of our 2021-2024 Strategic Improvement Plan. Through this process it was identified that we need to move towards quality data-driven practices that result in all students accessing learning at their level. There will be a strong continued focus on embedding quality teaching practices, specifically explicit teaching and feedback, in literacy and numeracy programs. Through professional learning opportunities we will continue to build teacher capacity in using high impact teaching strategies that lead to students achieving expected growth and attainment in their learning. Student progress will be monitored through progressions tracking and students identified as needing additional support will be given individualised intensive intervention.

Students will also be supported in developing a growth mindset that allows them to be leaders of their own learning through goal setting processes.

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students show strong growth and attainment in reading and numeracy through explicit, research-informed teaching practices and the delivery of feedback. Teachers will improve their effectiveness through high-impact professional learning.

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.

- Quality Teaching of Reading
- Quality Teaching of Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$19,620.80

Low level adjustment for disability: \$15,590.80

Aboriginal background: \$437.00

Professional learning: \$3,995.99

Location: \$1,047.00

Literacy and numeracy: \$560.49

Summary of progress

Reading

In 2021, Close Reading was implemented across 3-6 in order to improve student outcomes in reading. Staff worked across our Collegial Leadership Network (CLN) to engage in professional learning around the evidence-based pedagogy. Staff regularly participated in explicit systems that facilitated professional dialogue and collaboration, including joint staff development days, professional learning sessions held via Zoom and the use of a shared drive to store lesson resources. Unfortunately, due to COVID restrictions classroom observations of this practice were put on hold.

As a result of the implementation of Close Reading staff practice has changed in the teaching of reading and student results are reflective of this change. A high percentage of students achieved in the top two bands in NAPLAN as well as above state average and statistically similar school groups (SSSG) in the Check-In Assessments.

Staff changes have resulted in a need to revise the Close Reading pedagogy in 2022 in order to ensure its implementation continues. Through a triangulation of student data we will focus on vocabulary and inferential comprehension.

Numeracy

In 2021, staff undertook professional learning in additive strategies, in particular the embedding of the evidence-based pedagogy Number Talks and open-ended questioning. Staff worked across our Collegial Leadership Network (CLN) to engage in professional learning around the evidence-based pedagogy. Staff regularly participated in explicit systems that facilitated professional dialogue and collaboration, including joint staff development days, professional learning sessions held via Zoom and the use of a shared drive to store lesson resources. Unfortunately, due to COVID restrictions classroom observations of this practice were put on hold.

As a result of the implementation, Number Talks and open-ended questions were embedded across numeracy programs K-6. Results from 'Check-in' assessment data showed students were sitting above state average and a high percentage of students were sitting in the top two bands in NAPLAN.

Staff changes has resulted in a need to revise the additive strategies professional learning, including the implementation of Number Talks and open ended questioning within the numeracy session. Through a triangulation of data sources Statistics and Probability has been noted as an area of focus for 2022.

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
Improvement in the percentage of students in the Great Lakes Small Schools Network achieving in the top 2 bands of NAPLAN reading to be above the system negotiated Great Lakes Small Schools Network target baseline of 28.8%.	An increased percentage of students achieving in the top two bands for reading. Due to the small size of the cohort actual percentages can not be reported.
Improvement in the percentage of students in the Great Lakes Small Schools Network achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated Great Lakes Small Schools Network target baseline of 14.7%.	An increased percentage of students achieving in the top two bands for numeracy. Due to the small size of the cohort actual percentages can not be reported.
A minimum of 60% of students achieve expected growth in NAPLAN reading and numeracy.	Students achieved above the minimum target of 60% for expected growth for reading and numeracy. Due to the small size of the cohort actual percentages can not be reported.
School self-assessment of the Teaching Domain element Effective Classroom Practice indicates the school has improved from Delivering to Sustaining and Growing in the themes of Explicit Teaching.	Self-assessment against the School Excellence framework shows the theme of Explicit Teaching to be Sustaining and Growing.

Strategic Direction 2: Data Driven Practices

Purpose

To maximise student learning outcomes for every student and provide opportunities for students to achieve their potential growth, teachers will collaboratively develop, analyse and use assessment data to inform and modify their teaching programs in order to cater for the individual learning needs of all students. Students will utilise teacher feedback as an effective way of determining and monitoring their own learning goals.

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.

- Personalised Learning and Engagement
- Data Analysis and Use

Resources allocated to this strategic direction

Socio-economic background: \$1,681.50

Literacy and numeracy: \$899.00

QTSS release: \$1,906.00

Summary of progress

Personalised Learning and Engagement

In 2021, staff participated in professional learning through the Smiling Minds program and High Potential and Gifted Education training. The Smiling Minds program was implemented across the school in line with the Physical Health and Development program. Termly meetings with parents, students and teachers were implemented to set personalised learning goals for every student in numeracy and reading.

As a result of the implementation of personalised learning goals all students were aware of their numeracy and literacy learning goals at the end of 2021. In 2022, timeline expectations for goal setting with students will need to be reviewed to ensure the processes in place are manageable and students have sufficient time to reach their goals.

Data Analysis and Use

In 2021, staff participated in high impact professional learning in using data to inform practice. Our assessment schedule was redeveloped in order to embed sustainable practices and processes for whole school collection of student data. Due to COVID restrictions collaborative practices in order to ensure consistent teacher judgement (CTJ) with our CLN were unable to take place.

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
Increase proportion of students attending >90% of the time from 58.3% (Baseline data - 2020) to 70%.	An increased percentage of students reached >90% attendance. Due to the small size of the cohort accurate/actual percentages cannot be reported.
School self-assessment of the element Assessment indicates the school is performing in the domain of Delivering.	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the Assessment element .
All students have and are aware of, their personalised literacy and numeracy goals, aligned to the progressions, which are reviewed and updated every five weeks.	At the end of 2021 all students have and are aware of their personalised literacy and numeracy goals.

The introduction of the HPGE (High Potential, Gifted Education Policy) policy. Staff made aware of the program during staff meeting sessions and to identify students with higher potential across all four domains.

During 2021 staff participated in high impact professional learning in using data to inform practice that included areas such as HPGE.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$21,302.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stroud Road 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"> • Quality Teaching of Reading • Personalised Learning and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an additional teacher to support students with additional learning needs in literacy and numeracy, and • professional development of additional staff in the areas of phonics, phonological awareness and writing strategies to support student learning. <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional development of staff through a detailed phonics program to support targeted student learning for students not achieving at expected levels of reading.</p>
<p>Aboriginal background</p> <p>\$437.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stroud Road 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"> • Quality Teaching of Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to enable targeted and differentiated teaching in Literacy and Numeracy. <p>The allocation of this funding has resulted in: Staff and students being more involved in Aboriginal learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Training for teachers in the 8 ways Aboriginal program to build understanding in the areas of Aboriginal Education.</p>
<p>Low level adjustment for disability</p> <p>\$15,590.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Stroud Road 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"> • Quality Teaching of Reading <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$15,590.80</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in: Professional development of staff through a detailed phonics program to support student learning in literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to employ additional staff to support and differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs in literacy.</p>
<p>Location</p> <p>\$1,047.00</p>	<p>The location funding allocation is provided to Stroud Road 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"> • Quality Teaching of Reading <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • observations of other schools classroom practice, providing feedback, this is based on the identified goals and the PL received in the area of literacy. <p>The allocation of this funding has resulted in: The addition of additional staff to support the teaching of reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: To develop and deliver professional learning that supports our small school network to increase collaboration at same stage/year level by combining with other small schools.</p>
<p>Literacy and numeracy</p> <p>\$1,459.49</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Stroud Road 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"> • Quality Teaching of Numeracy • Data Analysis and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchasing of literacy resources such as quality picture books for guided and shared instruction. <p>The allocation of this funding has resulted in: A clear line of sight from data collection to analysis and tracking has been developed.</p> <p>After evaluation, the next steps to support our students with this funding will be: To have a consistent schedule for collection of data so that when the CLN meet we can all be basing conversations and observations around the same practice.</p>
<p>QTSS release</p> <p>\$1,906.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stroud Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$1,906.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Data Analysis and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum, and • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in: Teachers use PLAN2 to help identify patterns and teaching priorities and then make effective changes to teaching practice to support student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure all teachers have the knowledge and confidence to identify students with difficulties in literacy and numeracy.</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> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of educators to deliver small group tuition for identified students, and • releasing staff to analyse school and student data to identify areas of need and monitor progress of students and the program. <p>The allocation of this funding has resulted in: Providing intensive small group tuition for identified students who were falling behind in literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of educators to deliver small group tuition to support the learning needs and outcomes of identified students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	6	7	6	4
Girls	7	6	6	4

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.2	85.8		
1	0	92.7	73.4	
2	97.5		84.6	
3	96.8	89.1		90.8
4		93.8	91.5	
5	89.7	96.9	83	90.9
6	85.7	85.6	90.4	90.6
All Years	89.7	89.8	86	90.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1		
1	93.4	92.7	91.7	
2	93.5		92	
3	93.6	93		92.7
4		92.9	92	
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	91.9	92.1

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)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	119,748
Revenue	387,818
Appropriation	373,184
Grants and contributions	14,558
Investment income	76
Expenses	-390,489
Employee related	-343,608
Operating expenses	-46,882
Surplus / deficit for the year	-2,671
Closing Balance	117,076

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	0
Equity Total	40,742
Equity - Aboriginal	1,783
Equity - Socio-economic	23,368
Equity - Language	0
Equity - Disability	15,591
Base Total	309,721
Base - Per Capita	2,958
Base - Location	1,047
Base - Other	305,716
Other Total	21,509
Grand Total	371,972

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. At Stroud Road Public School this was achieved through paper based surveys throughout 2021.

Parent survey responses indicate that;

- they felt welcomed and valued by the school
- they were appropriately informed of their child's progress, behaviour, social and emotional development
- they believed the school supported positive behaviour
- mental and physical health are equally important
- mental health and well-being should be taught in schools
- there was good progress in the areas of Literacy and Numeracy
- the school supports the individual needs of the students at the school

Staff survey responses indicated that;

- the professional learning that was conducted was informative, engaging, appropriate and helped them reflect on their own teaching practice
- the school is continually looking at ways to improve its performance
- staff are continually updating their own skills to enhance student learning
- staff feel supported and are proud to be a part of the school

Student survey responses indicate that;

- they felt that the teachers at Stroud Road Public School understood how they learn
- school staff make their learning interesting and enjoyable
- other students were kind, respectful and felt safe at school
- they were improving in the areas of Literacy and Numeracy
- they were confident, engaged and happy about being at school and mixing with their peers

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.