

2021 Annual Report

Sutherland Hospital School



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Introduction

The Annual Report for 2021 is provided to the community of Sutherland Hospital 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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Message from the principal

2021 was a year of continued upheaval caused by the global COVID 19 pandemic. The Sutherland Hospital School remained operational but strict education and health guidelines were adhered to. Educational support was provided to all school students on the paediatric ward and we continued our focus on well-being and wellness.

Our Orientation Tour was re-launched as The Sutherland Hospital School e-Tour, a virtual excursion that our local schools have embraced and reviewed positively. One census school teacher wrote " It was truly the best incursion I've experienced in 37 years of teaching!!! Thankyou." The e-Tour is fully booked for 2022.

The Transition to School Program: A Collaboration between Health and Education, continued throughout 2021, with staff working around hospital and pre-school safety guidelines. The program is embedded in our service delivery model and staff are working with The Paediatric Outpatient Clinic to expand the reach of the program.

The school's staff have excelled at pivoting and thinking creatively, to continue supporting our student's education and well-being. We are all excited about the future and look forward to 2022.

Jacqueline Conwell

School vision

The Sutherland Hospital School will prepare young people for rewarding lives by delivering positive, respectful, engaging and inclusive learning experiences in our unique environment. We provide comprehensive, holistic educational support to enable our students to continue their learning even though they find themselves in exceptional circumstances.

School context

Sutherland Hospital School is a small school with a staff allocation of a Teaching Principal, 1.252 classroom teacher, a full time School Administrative Manager and a full time School Learning Support Officer. The school is located within the Child and Adolescent Ward of Sutherland Hospital and provides educational support to hospitalised students from Kindergarten to Year 12 from all school systems.

There are five key components to the structure of the school. Firstly, individual learning programs are devised after consultation with medical staff, parent, the student and where necessary, the home school, and are delivered either in the bright, stimulating school room where socialisation with peers is also encouraged, or for those who are confined to their bed, programs are delivered to the bedside. Students may have short term, long term or recurrent admissions and when student's attendance is longer than three days school staff liaise with the home school regarding shared enrolment and continuity of education.

Sutherland Hospital School also conducts a weekly Orientation Tour for students in Stage 1 from surrounding primary schools and also for students in support units in the local high schools. The tour not only meets the outcomes for History Stage 1, PDHPE and Science but introduces students to the hospital environment in a safe and practical manner. The excursion provides opportunities for students to become familiar with the diverse roles of hospital staff, medical terminology, technology and the hospital environment, making the process of hospitalisation less foreign. Due to COVID restrictions the school has developed an e-Tour which both local and rural schools can access online. Teaching staff present the virtual tour as an incursion in our local schools. In 2022 the e-Tour will be delivered at Moree East P.S.

The school operates a three to ten week out-patient program also. Students who have disengaged from school and who are under the care of The Child and Adolescent Mental Health Service, which includes Mindset and The School Refusal Clinic, attend the schoolroom and engage in a gradual transition back to their home school. The school will complete a proposal in 2022 to establish a stand alone satellite class for our students with anxiety, depression and other complex medical needs.

Sutherland Hospital School collaborates with Community Health to deliver a "Ready For School Program." The program is delivered by an occupational therapist and a teacher from the schoolroom and focuses on fine and gross motor skills, school readiness and social skills. This program is funded under the QTTS funding.

The school has also established a Supporting Transition to School Project in collaboration with the Paediatric team on The Child and Adolescent Ward. The Paediatric/ CARS Clinic refer clients to the school and we then provide additional support during the student's journey to school. This includes; support in their pre-school, support in their home school, report with recommendations and resources.

Based on the outcomes of our situational analysis and community consultation with CAMHS, Community Health, Child and Adolescent Ward Nursing Unit Manager, Hospital Executive and local schools, we have determined that wellbeing and engagement of our students remains a priority and the school will focus on its transitions, enabling continuity of learning for our students. Assessment, data analysis and student performance measures will be used to inform our practice and ensure best outcomes for all our students.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, collaborative and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Initiatives

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

- Effective Classroom Practice
- Technology

Resources allocated to this strategic direction

School support allocation (principal support): \$1,858.76
: \$17,794.00

Summary of progress

The activities provided great support for the outcome attainment of Strategic Direction One - Student Growth and Attainment. The new spaces in the classroom have provided us with a junior and a secondary working area. The Hospital School e-tour was very well received by schools, their teachers and students (see evidence attached to activity). The school's Facebook page continues to engage and support our wider community. The school investigated PAT but it is not an appropriate assessment strategy for our school. We will continue to look at better ways to map our impact on the students learning.

Staff completed their Professional Development Plans and they were all reviewed by the Principal. Teachers need to ensure the teaching standards are included in their goal setting. The Principal will provide support for all staff to achieve their professional development goals.

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
<p>Improvement as measured by the School Excellence Framework (SEF):</p> <p>Learning</p> <p>Element: Assessment (D) is planned and undertaken regularly in all classes and data is systematically collected.</p> <p>Teaching</p> <p>Student Performance Measures (WTD)</p> <p>Effective Classroom practice (D) Explicit teaching is the main practice used in the school, reflecting the current evidence base. teachers routinely and explicitly review previous content and preview the learning planned with students in each class.</p> <p>Attendance data will demonstrate Outpatients attendance has an uplift of</p>	<p>Although the teachers use explicit teaching techniques staff need to look at better ways to assess students in the short time we have them. An assessment will be developed using the literacy and numeracy progressions and findings will be sent to census school.</p> <p>The Outpatient Program was on hold all year due to COVID.</p> <p>The Principal met with The St George Hospital School Principal to investigate the possibility of establishing an outpatient stand alone class based on the model developed by the St George Hospital School. After several meetings it was decided that the Sutherland Hospital School would write a proposal for the establishment of The Sutherland Community Class in Term 1, 2022.</p>

5%.	
<p>There will be an uplift of 5% and schools will evaluate both the virtual and in the hospital tour as a valuable resource that supports their curriculum outcomes.</p> <p>In the SEF area of Technology the school will be delivering and technology is accessible to staff and students.</p>	<p>The Hospital School Tour, in house provision, did not operate in 2021 due to COVID. The e-tour was successfully delivered in our local schools. The evaluations demonstrated a 5% uplift. One teacher stated "My students absolutely loved this e-tour and visit. They were so engaged and really enjoyed talking about everything they had learnt. Thankyou so much". The student's response to the tour was outstanding with 95% enjoying learning about the Sutherland Hospital School, 92% learning something new and 85% not feeling so scared about going to hospital. The impact on student learning is evident. The e-Tour incursion will continue into 2022 and replace the Orientation Tour excursion.</p>

Strategic Direction 2: Transition, Engage and Thrive

Purpose

Our purpose is to ensure that transition programs and experiences are a major means of establishing continuity prior-to-school and for re-engagement-to-school, and building upon and extending the supportive relationships and connections that may already exist between families, community and educators. Students will be connected to their specific learning context and feel comfortable, valued and successful in school.

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.

- Transitions and continuity of learning
- Student wellbeing

Resources allocated to this strategic direction

QTSS release: \$6,016.00

Socio-economic background: \$2,483.00

Summary of progress

Although we had to cancel our planned professional learning day with Nathan Wallis the staff did attend The NSW Hospital School Association Conference. The program was excellent and staff gave the DoE Technology staff the highest evaluation. The school also purchased more resources recommended by the IT guys. The transition programs continue to be successful. The Ready for School Program, although being delivered virtually this year, has had excellent feedback from staff and parents. Evaluations will be completed at end of the year by family/carers.

The Supporting Transition to School Program has supported 9 students attending Kindergarten in 2022.. Anecdotally we know the support is very welcomed but in term 1, 2022 we will be asking families and census school staff to complete an evaluation to gather further data on the support given. A review meeting was held in term 3 with Dr Elly Berger - Outpatient Paediatrician, Peta Taylor- Clinical Nurse, CARS Clinic and Hospital School Staff. The outcome of this review was the overwhelming support to continue the program into 2022.

The Transition to High School Program has also been well received by both year 6 teachers and the High School Support units. The evaluations were completed by teachers and the transition teacher was able to visit schools in November to carry out observations. An evaluation will be completed in term 1, 2022.

Although The Outpatient Program was not operational in 2021 due to COVID, staff met with The Child and Adolescent Mental Health Team to discuss the programs continuation. Referrals will be reviewed in 2022 and outreach students will be allowed back into the hospital setting.

Our student's well-being is paramount at the Hospital School. The introduction of social skills lessons in our daily timetable has been a positive introduction to our teaching day.

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
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning</p> <p>Element: Transitions and Continuity of Learning (D) The school actively plans for student transitions. The school clearly communicates its transition activities to the school community.</p>	<p>The school is making progress towards the improvement measures.</p> <p>The Outpatient Program was on hold due to COVID. In 2022 the establishment of a satellite class for adolescent students with anxiety/school refusal/ complex social/emotional needs will be investigated. The staff of St George Hospital School have been supportive and are providing information around their own journey to establish an outreach class.</p> <p>The Supporting Transition to School Program continued to be well received by The Paediatric Outpatient Clinic and The Ready for School Program by</p>

<p>Element: Attendance (D) Staff regularly and accurately monitor attendance and take prompt action to address individual students. The school community celebrates regular and improved attendance.</p> <p>There is an uplift of 5% for students involved in The Outpatient Program returning to their census school or alternative educational facility.</p> <p>An uplift of 5%with parents/carers positive about the transition support provided to their child.</p>	<p>families. There was an uplift of 5% demonstrated in evaluations in survey monkey.</p>
<p>Improvement as measured by The School Excellence Framework:</p> <p>Wellbeing</p> <p>Element: Individual Learning Needs (D) the needs of all students are explicitly addressed in teaching and learning.</p> <p>Element: A Planned Approach to Wellbeing (D) The school plans for and monitors a whole school approach to student wellbeing and engagement.</p> <p>There is a 5% uplift in student's wellbeing after attending the Hospital School.</p>	<p>Staff consistently work with students around their well-being. Student exiting slips demonstrated targets have been met and student evaluations demonstrate a 5% uplift in their well being. The Sutherland Hospital School staff work closely with census schools, always ensuring shared enrollments are completing curriculum based assessments and engaged in their learning.</p>

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$5,333.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sutherland Hospital School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Organise Professional Learning Day, featuring neuropsychologist Nathan Wallis, for up to 80 participants <p>All Hospital School staff attend the Annual NSW Hospital School Association Conference.</p> <p>The allocation of this funding has resulted in:</p> <p>All staff from the Hospital School attend The Annual NSW Hospital School's Conference. Staff gave positive reviews of the day. The DoE T4L presenters were the most valued for our unique setting and we purchased great resources recommended by them.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 this funding will be used for all staff to attend The SEPLA Conference and for teachers to attend PL on Literacy and Numeracy teaching/learning strategies.</p>
<p>Socio-economic background</p> <p>\$2,483.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sutherland Hospital 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"> • Student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • The school purchases a variety of magazines and the students can select from a wide range of specialist subjects e.g. surfing, yoga, soccer, fishing, wellness. This encourages all students to be involved in reading, especially when they are unwell and not able or willing to participate in curriculum based school work. <p>The allocation of this funding has resulted in:</p> <p>The variety of reading materials available for students from age 4 to 18 provides a great resources and a well used resources. These magazines are requested every day by a variety of students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to monitor the impact and usefulness of this program.</p>
<p>School support allocation (principal support)</p> <p>\$1,858.76</p>	<p>School support allocation funding is provided to support the principal at Sutherland Hospital School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>School support allocation (principal support)</p> <p>\$1,858.76</p>	<ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Review school evaluation processes, running records and student data collection- focusing on literacy and numeracy targets i.e. all students in the schoolroom complete literacy and numeracy curriculum based on the progressions and their competencies. <p>The allocation of this funding has resulted in: Staff reviewed all evaluation sheets and also introduced a formative assessment sheet as part of this process. They also re wrote the adolescent survey. (see in attached evidence).</p> <p>After evaluation, the next steps to support our students with this funding will be: Teaching staff will develop a pre and post assessment based on a lesson using the literacy and numeracy progressions. This information will be sent to students census school.</p>
<p>QTSS release</p> <p>\$6,016.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sutherland Hospital 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"> • Transitions and continuity of learning <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 • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Meet with Frances Dobson, Occupational Therapist, Caringbah Community Health, and begin planning for The Ready for School Program, which runs for 10 weeks in term 3. <p>The program will now run in Term 4 and will be accessed through telehealth. Staff will make up packs to be picked up by parents by Week 10, Term 3.</p> <p>The allocation of this funding has resulted in: Planning for the Ready for School Program is complete. Hospital School staff have organised all the students homework folders and dates for term 3 are set. The 2020 evaluations (see attached) are evidence for the continuation of this very successful collaborative program.</p> <p>Changes have been made to accommodate the current situation in NSW. The program will run in Term 4 through telehealth.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Ready for School Program will continue in 2022 due to the successful collaboration between The Sutherland Hospital School and Community Health.</p>
<p>COVID ILSP</p> <p>\$6,877.82</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

COVID ILSP

\$6,877.82

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

- Teacher will focus on long term students who are at risk of falling behind in their curriculum assessments and at risk of dis-engaging from their census school.

The allocation of this funding has resulted in:

The funding provided intensive support for our long term students with a mental health diagnosis and enabled them to complete their curriculum assessment tasks, reducing the risk of disengagement from school.

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

The school will continue to provide individual support to students at risk of disengaging from their education.

Student information

Students attending Sutherland Hospital School are predominantly inpatients of Sutherland Hospital. Outpatients are able to access our educational facility while they are being treated by the Child and Adolescent Mental Health Service (CAMHS). Students remain enrolled in their home school but their attendance is shared through ERN.

During 2021 Sutherland Hospital School averaged 22 students each week. The length of hospital stay ranged from 1 to 30 days. Students attended from government and non-government schools

The Sutherland Hospital Hospital School provides an education to all school students. 83% attend government schools and 17% attended from non-government schools.

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.22
Teacher Librarian	0.08
School Administration and Support Staff	2

*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	621,934
Revenue	591,645
Appropriation	591,527
Investment income	118
Expenses	-600,108
Employee related	-555,611
Operating expenses	-44,497
Surplus / deficit for the year	-8,463
Closing Balance	613,471

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	2,483
Equity - Aboriginal	0
Equity - Socio-economic	2,483
Equity - Language	0
Equity - Disability	0
Base Total	540,410
Base - Per Capita	6,878
Base - Location	0
Base - Other	533,533
Other Total	43,027
Grand Total	585,921

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.

Parent/caregiver, student, teacher satisfaction

- Students loved the experience and were so engaged in the incursion. Presenters were fantastic! So knowledgeable, approachable and kind to the students. Teacher, San Souci PS
- The Hospital School e-Tour was a highly engaging and educational morning. the professionally recorded video brings the hospital to school. The hospital school staff presenting in the tour explained the content so well it could be shown on ABC kids TV. Thank you all. - Teacher, Heathcote PS.
- Molly said that the doctors and teachers were amazing and she really wants to come back to the schoolroom. - Year 4 Parent.
- They made a difference by helping me complete work, showing me ways of doing things and always having a smile on their faces and a relaxed classroom. - Year 8 student
- I wasn't aware of the Hospital School before now. I think it is great. It breaks up the day and provides stimulation, a change of scenery and something to look forward to. Year 2 Parent.

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.