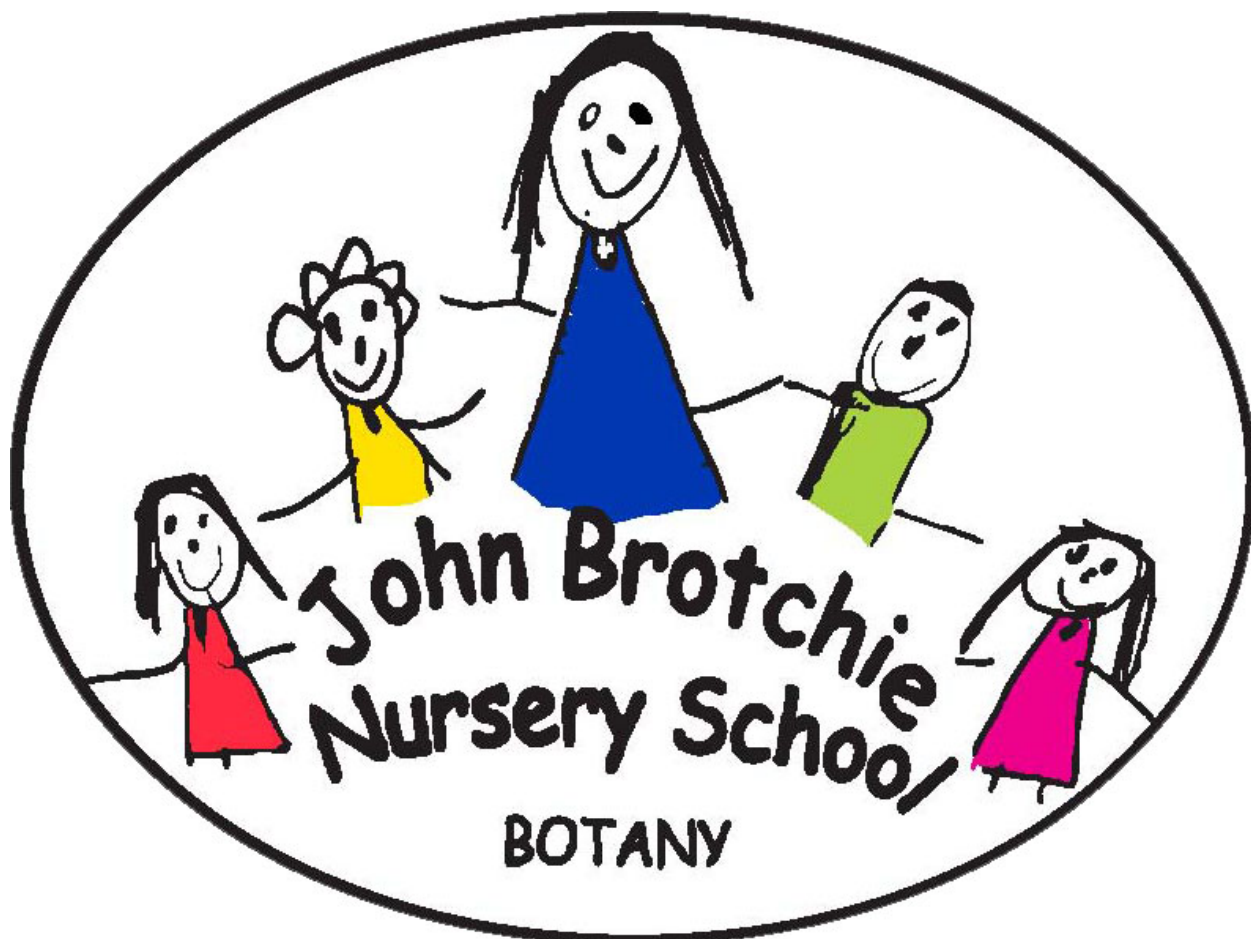


# 2022 Annual Report

## John Brotchie Nursery School



5423

# Introduction

The Annual Report for 2022 is provided to the community of John Broatch Nursery 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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John Broatch Nursery School  
1361 Botany Rd  
Botany, 2019  
<https://johnbroatch-p.schools.nsw.gov.au>  
[johnbroatch-p.school@det.nsw.edu.au](mailto:johnbroatch-p.school@det.nsw.edu.au)  
9316 8825

## Message from the principal

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John Broatch has continued to provide a creative and stimulating environment for local preschool children. Our educational program provides a perfect opportunity for young children to transition to school developing not only their social-emotional skills but their early literacy, numeracy, and science and technology knowledge. Across 2022, we have continued to provide an Exceeding standard of preschool education according to the National Quality Standards as well as continuing to hold our Excellence rating from ACCEQA.

We continue to provide our extracurricular programs such as music, art, and environmental education. Our Art Program continues to be an asset to our daily curriculum with the children enjoying the Art Gallery excursions during term 2 and producing a masterpiece for the annual Art Show in term 3. This year's focus on birds also saw an impressive collection of paintings and drawings by the children of all our local birds. Our Bush School program continues to grow and develop. John Broatch is now known for our Bush School - outdoor education program and families come looking for this experience and opportunity for their children.

Our staff, always demonstrate the highest level of professionalism and commitment to the school and the children they teach. They have a commitment to constant professional development and providing a high-quality educational program that is focused on outcomes for children.

Our parent community and P&C were again actively involved in the school and our curriculum. Parents were always keen to volunteer at Bush School and our Art Gallery excursions, donate their time and skills at our once a term working bees as well as support our fundraising events. Our families both present and past make John Broatch a strong and vibrant community. We value their input and involvement in our school and is what makes John Broatch such a success.

## School vision

At John Broatchie Nursery School we strive to provide an educational setting that develops **Capable, Confident, and Creative** children who are excited and ready to transition to school. We pride ourselves on being a vibrant and innovative preschool that is committed to delivering excellence within a rich and creative environment.

We are committed to **nurture, guide, inspire and challenge children through a play-based curriculum where children have unhurried time** to find the joy of learning, build their skills and understanding, and make sense of their world. As educators, we will know and understand each individual child and develop their individual potential. Educators will use information about **individual children's capabilities and needs to inform the curriculum so to engage them in rich interest-based learning experiences**.

The educators are committed to providing **nature-based experiences** for the children both inside the gate and in our community. We hope to provide opportunities for the children to make **strong connections with nature**. Inside the gate, we have a large natural play space that includes sand and mud pits, a climbing tree, a fire pit, and animals such as chickens, rabbits, and native bees. Outside the gate, the children use local parklands to participate in our Bush School program.

## School context

John Broatchie Nursery School is a unique school. It is the only stand-alone Preschool in NSW. John Broatchie Nursery School provides a rich education the year before the children start formal schooling. The children are all 4 and 5 years old and will all proceed to kindergarten the following year.

The school is situated in Botany, which is predominately a residential area that includes many small factories for light industry. Botany is also very close to Sydney International Airport and the international shipping port. Our school is situated on Botany Rd and housed in an old Literary Centre owned by Bayside Council.

Our local area is rapidly changing due to the significant residential development. We have 80 children enrolled at John Broatchie. Our children come from a diverse range of socio-cultural and linguistic backgrounds. Forty-two percent of our children come from language backgrounds other than English and two percent identify as First Australians. The school is well supported by a Parent and Citizens Association who contributes significant amounts of funding on an annual basis as well as volunteering in the school.

## 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure that every child has a strong foundation in literacy, communication, numeracy, and social skills enabling them to confidently learn and transition smoothly to kindergarten.

### 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.

- Assessment for Student Growth

### Resources allocated to this strategic direction

**Socio-economic background:** \$2,200.00

**Aboriginal background:** \$1,500.00

**Low level adjustment for disability:** \$3,100.00

### Summary of progress

All teachers have been mentored and supported to collect, analysis, plan and document individual children's growth and development. All teachers now have a good understanding of the school wide processes. Their documentation shows and individual child's starting point, includes future plans and finally a follow up observations that show how the child is working towards the specific outcome. The teachers have had regularly opportunities to meet and critically reflect on the processes. They have added new processes to support the successful implementation of data collection to support individual children's reaching their outcomes. Teachers have expressed their increased confidence and ability to now complete this data collection process independently.

### 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
100% of teachers are using school based processes to gather formative assessment / data to show student growth.	All teachers participated in training and mentor sessions and are now consistently using school based processes to gather information and data to show student growth. Through our evaluation we reflected that we could add a check in assessments to collect extra data about the children's skills and abilities at the beginning of the year. The information gathered during this assessment will support teachers to develop the children's early literacy and numeracy skills before starting school.

## Strategic Direction 2: Effective teaching through commitment to professional learning

### Purpose

In order to ensure our educational programme are innovative, supporting children to work towards the Early Years Learning Framework's (EYLF) outcomes as well as meeting the expectations of the National Quality Framework we will support our educators to develop their quality teaching through continued professional development, collaboration and self reflection.

### Initiatives

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

- Whole school Action Research Project
- Community of Practice (CoP)

### Resources allocated to this strategic direction

**Professional learning:** \$4,000.00

**Literacy and numeracy:** \$1,399.00

**QTSS release:** \$6,500.00

### Summary of progress

All teachers have been involved in professional learning here at John Brothie and attended network meetings at other local department of education preschools. Both the professional learning and the network meetings had a focus on numeracy. From the involvement in the professional learning and network meetings teachers have indicated a refresh of skills and knowledge on supporting numeracy learning in the preschool as well as new knowledge linked to the new K-2 mathematics syllabus. Teachers also indicated implementing new teaching strategies in their intentional teaching strategies as well as planned teaching intentions for individual children. Due to the continued and ongoing staffing issues from Covid we were not able to complete all our activities however we will carry these over into 2023 as we continue to focus our learning on numeracy.

### 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
Teachers engage in professional learning to improve teaching and learning with a focus on numeracy.	All teachers were involved in professional learning led by our leadership team. The focus was on the development of numeracy concepts during the preschool years and how best to support numeracy in a play environment. We were hoping to use the ERCES-e to critically reflect on our mathematical teacher and the environment we provide however due to the ongoing staffing shortage we were unable to complete this activity, however we will move it into the 2023 plan.
Teachers will network with local department preschool teachers to engage in professional learning on numeracy to improve teaching and learning for children.	Across the year the teachers attend a network meeting each term, hosted by one of the local preschools. For each meeting, there was a online module to complete before the meeting and then discussion and reflection was shared at the meeting. Teachers indicated learning from their colleagues and taking on different perspectives. The teachers also found it informative hearing from guest speakers from the primary sector, this helped to bridge the gap between the preschool and kindergarten curriculum.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$2,200.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at John Brothie Nursery 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>• Assessment for Student Growth</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>• employment of extra SLSO to provide support to students with additional learning needs</li> <li>• staff release to support individual planning and needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All children reaching their learning outcomes through supported differentiated learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to develop and implement processes that easily and quickly identify children's current skills and abilities when they start preschool so we can set individualised learning plans.</p>
<p>Aboriginal background</p> <p>\$1,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at John Brothie Nursery 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><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>• Assessment for Student Growth</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>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All children reaching their learning outcomes through supported differentiated learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> All children reaching their learning outcomes through supported differentiated learning.</p>
<p>Low level adjustment for disability</p> <p>\$3,100.00</p>	<p>Low level adjustment for disability equity loading provides support for students at John Brothie Nursery 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>• Assessment for Student Growth</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</li> </ul>



<p>Low level adjustment for disability</p> <p>\$3,100.00</p>	<p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> <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 the following impact:</b> Individual children's skills and needs were identified and then individual learning plans were developed. Extra support was given to these children to reach their outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to early identify children that need extra support.</p>
<p>Professional learning</p> <p>\$4,000.00</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 John Brothie Nursery 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>• Whole school Action Research Project</li> <li>• Community of Practice (CoP)</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>• extra staff employed to relieve leadership team to research and prepare professional development activities</li> <li>• Teaching resources / reference books purchased</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teaching and learning has been focused on numeracy and children have been achieving expected levels before transitioning to school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue our focus on numeracy and include the use of the ECERS-e rating scale.</p>
<p>Literacy and numeracy</p> <p>\$1,399.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at John Brothie Nursery 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>• Whole school Action Research Project</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>• no funding allocated as we do not implement a K-6 curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> no funding allocated as we do not implement a K-6 curriculum</p> <p><b>After evaluation, the next steps to support our students will be:</b> no funding allocated as we do not implement a K-6 curriculum</p>
<p>QTSS release</p> <p>\$6,500.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at John Brothie Nursery 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>• Whole school Action Research Project</li> <li>• Community of Practice (CoP)</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>



<p>QTSS release</p> <p>\$6,500.00</p>	<p><b>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> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved teaching and learning particularly in the area of numeracy. Teachers have gained curriculum knowledge and had time to collaboratively plan and implement new and innovative approaches to teaching and learning in mathematics.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued focus on numeracy in 2023.</p>
<p>COVID ILSP</p> <p>\$11,000.00</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 2022.</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>• Other funded activities</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>• employing/releasing staff to coordinate the program</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified children participated in small group work focusing on literacy and numeracy skills, the children improved and were working towards the desired outcomes and skills necessary for transitioning to school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue small group work with a focus on children that identify with gaps in their learning</p>

## Attendance

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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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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*
Classroom Teacher(s)	1.36
Teacher Librarian	0.08
School Administration and Support Staff	3.1
Other Positions	1

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	281,691
<b>Revenue</b>	833,757
Appropriation	759,316
Sale of Goods and Services	4,868
Grants and contributions	65,627
Investment income	3,846
Other revenue	100
<b>Expenses</b>	-769,334
Employee related	-735,882
Operating expenses	-33,452
<b>Surplus / deficit for the year</b>	64,423
<b>Closing Balance</b>	346,113

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	7,062
Equity - Aboriginal	1,588
Equity - Socio-economic	2,295
Equity - Language	0
Equity - Disability	3,179
<b>Base Total</b>	370,841
Base - Per Capita	4,889
Base - Location	0
Base - Other	365,952
<b>Other Total</b>	347,191
<b>Grand Total</b>	725,095

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

Our families were interviewed and surveyed to provide a picture of their and their children's satisfaction with our educational programme and how their child/ren had benefited from being engaged in our transition to school program.

The feedback from a large proportion of our families had many overlapping themes. These included a growth in their child's readiness for school both socially and emotional as well as cognitively. Our weekly library programme, where children can borrow fiction and non-fiction books as well as learn new library knowledge. Our other extra curricular programs such as Bush School and the art programme. And lastly, the new focus on our local First Nations language - Dharawal.

One parent commented, " Instead of learning numbers and alphabet by rote, my child has developed number sense and improved his recognition of numbers through playing board games, coding robots, identifying numbers while walking to Bush School and writing his name to sign in his attendance." Another parent commented "Through individual observations the teacher have pinpointed that our son is interested in numbers and they have challenged his young mind in this area using the play setting. This encouragement has done wonders for his numeracy skills. On the flip side, our side need support with his writing and cutting and again through the play setting they supported him, it was fantastic to bear witness to his progress term after term."

"The weekly trip to the John Brothie library and borrowing a new book has really improved our child's enjoyment of reading. Every week he is picking a new book (or two) to read. It has also encouraged us to read stories to both our boys on a nightly basis which we know will have a positive impact on their long term passion of reading" and "The library days have encouraged us to join our local library, expanding his book repertoire whilst giving him a sense of responsibility in caring for someone else's books"

Our Bush School programme is innovative and a one of a kind for the local area. A parent commented "I have noticed our child really come out of his shell in a physical sense this year which I can only attribute to the exploration, adventure and physical activity encouraged through Bush School. He has a new confidence in his physical ability whilst maintaining a sense of safety, a balance which Bush School strikes perfectly.

# 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.