



# 2022 Annual Report

John Hunter Hospital School



# JOHN HUNTER HOSPITAL SCHOOL

SCHOOL | FAMILY | COMMUNITY

5558

# Introduction

The Annual Report for 2022 is provided to the community of John Hunter 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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## School vision

To be a professional and collaborative staff, connecting with students through an innovative curriculum to achieve individual educational goals whilst meeting emotional and social needs in a friendly, safe and uniquely engaging environment.

## School context

John Hunter Hospital School (JHHS) is a Kindergarten to Year 12 school operating within the John Hunter Children's Hospital. (JHCH) JHHS provides educational support to hospitalised students, from all educational systems. Our school focuses on student welfare, encompassing mental health and social and emotional wellbeing, as well as individual academic achievement.

Assistive technology is used to support all key learning areas and increase engagement in academic programs.

The total student population per term is approximately 250 students.

The Hospital School is located in Newcastle, at the John Hunter Hospital, serving a diverse regional population. Students may have varying lengths of hospital stays and some students may have recurring admissions. Students are hospitalised due to illness, trauma, medical procedures and/or psychological disorders.

The school maintains a culture which is based upon continuous improvement and quality service. The school's multi-skilled and professional staff continually enhance student's educational opportunities. Our school has a holistic approach to education and works collaboratively with medical staff, paraprofessionals, students, families and census schools to maximise student health and education outcomes.

JHHS has three permanent teacher positions which includes a principal, a classroom teacher and a dedicated ward teacher. Additionally, the school has one SLSO, one part time SAO and a SAM.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

An individual case management approach, based on Visible Learning strategies, will be used to achieve improved student's learning outcomes and build staff capacity.

### 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.

- High Expectations
- Teaching and Learning
- Transition and outreach services

### Resources allocated to this strategic direction

**6100:** \$88,140.00

**Location:** \$647.00

**QTSS release:** \$17,812.76

**SSP quality teaching support:** \$13,537.93

**Literacy and numeracy:** \$1,399.43

**Socio-economic background:** \$600.00

### Summary of progress

#### High Expectations, Teaching & learning

The activities the school undertook in this strategic direction were designed to continue to instill the high expectations culture across the school and to promote student growth and attainment in literacy and numeracy. The school engaged in professional learning around visible learning and implementing PLAN2 to track and monitor student growth against the literacy and numeracy progressions. Each week staff engaged in collaborative planning sessions to focus on professional learning, program development and embed consistency in learning intentions and success criteria. This collaborative planning also allowed for a common language around learning dispositions and to reflect and evaluate their impact on student learning.

The school will continue to enhance student growth and attainment by providing all staff with Curriculum Reform professional learning as they navigate the implementation of the new syllabus in 2023. Visible Learning will continue to be embedded across all teaching and learning programs with a strong focus on timely and effective feedback and student goal setting.

#### Transition and Outreach Services.

In August this year the school responded to the need of an outreach service being established at Maitland Hospital to cater for the teaching and learning of school aged students admitted to this hospital. This has ensured that students can continue their schooling during their admission. This is a vital service for students who have an eating disorder where the hospital school program is an integral part of their rehabilitation. The outreach program runs two days per week and due to its success and positive feedback received from the Nursing Unit Manager at Maitland hospital, as well as doctors and other members of the medical teams the school liaises with on a daily basis, this outreach will continue in 2023.

Due to staffing the re-engagement transition program has been delayed until 2023.

### 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
All staff share a common language of Learning Dispositions and reflect and evaluate the efficacy of the Learning Dispositions and their impact on	All students have daily opportunity to engage in discussions and learning activities to enhance their knowledge of learning dispositions and identify when they can use these dispositions in their learning and situations in wider context.

<p>student learning.</p>	
<p>Opportunities are given in the classroom for students to build confidence and capacity to give and receive feedback from teachers and peers. Staff effectively use the K-2 English and Maths syllabus documents along with literacy and numeracy learning progressions to support students in setting individual learning goals.</p>	<p>Observations during walk-through and reflective conversations during staff meetings indicate that all staff utilize feedback in their lessons to assess understanding and develop future learning goals in collaboration with students.</p> <p>Delays in new syllabus professional learning has resulted in this initiative being implemented in 2023.</p>
<p>A system is established for the process of classroom walk-throughs to improve teaching practice. All staff implement professional learning in their daily practice, in reference to visible learning.</p>	<p>All staff are active participants in weekly collaborative consultations examining the impact of teaching practice resulting in ongoing responsive professional learning to meet both individual and collective staff needs. Evidence of Visible Learning is embedded in daily teaching and learning and consistent learning intentions and success criteria have been established for all lessons.</p>

## Strategic Direction 2: Inclusive Personalised Learning

### Purpose

To build educational aspiration and equity through collective efficacy and responsive whole school processes, based on a culture of inclusivity, so that all students can connect, learn, succeed and thrive.

### 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.

- Well Being Framework
- Cultural Competency

### Resources allocated to this strategic direction

Professional learning: \$6,972.37

6100: \$0.00

Socio-economic background: \$4,490.99

SSP supplementary funding: \$54,482.44

### Summary of progress

#### Wellbeing

The activities the school undertook in this strategic direction were designed to improve student outcomes in their overall sense of wellbeing and engagement in their learning. The calming and support plans are an integral part of identified students individualized learning plans. These provide staff and students with an understanding of student's triggers of emotional distress and strategies to cope with these and then how to re-engage in learning. Staff have received professional learning around developing, monitoring and evaluating the calming and support plans. Daily wellbeing practices of morning circle check-ins, explicit teaching of learning dispositions, namely; open-minded, curious, resilient and motivated, continue to create a safe school environment where student feel they can connect and thrive. In 2023 the school will focus on further refining wellbeing practices and aligning them with the new IER policy. New staff will undergo training in the calming and support plans to ensure consistency with this wellbeing practice.

#### Cultural Competency

In 2022 John Hunter Hospital School continued the implementation of their RAP. The employment of an AEO continued for three days per week to cater for the education of Aboriginal students and provide cultural competency professional learning for staff and students. This has resulted in authentic and rich teaching and learning practices that embed cultural awareness of the First Nations People. Involvement in our local community of schools Aboriginal Languages Hub also commenced and one of our staff members was acknowledged for her commitment to Aboriginal Education at the 'Muloobinbah LAECG Make a Difference Awards'.

### 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
All identified long term and recurrent students have a calming and support plan completed with strategies to implement in a classroom context. This will be evidenced by students ability to manage their emotional distress and re-engage in academic programs.	All identified students have co-developed calming and support plans in place. All staff contributed to the completion of the Well-being Framework self assessment tool to identify areas for improvement and drive the development of whole school well-being plan
A whole school well-being plan is	

developed, addressing well-being across the five domains.

The RAP is progressed to the next level to allow for an Innovation RAP to be completed, establishing the best approach for advancing reconciliation in our school community. The RAP is shared across the Community of Schools.

Innovation RAP completed and regular meetings held with the RAP team. Cultural competency is embedded in weekly staff meetings and throughout teaching and learning programs.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,090.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at John Hunter Hospital 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>• Teaching and Learning</li> <li>• Cultural Competency</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>• staff release to learn from effective practice from other schools</li> <li>• continuation of Reconciliation Action Plan and building capacity of school staff to support Aboriginal Education</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in the areas of literacy and numeracy, evidenced by internal assessments and individual learning plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The implementation of a re-engagement program to support student transition, attendance and engagement.</p>
<p>Location</p> <p>\$647.00</p>	<p>The location funding allocation is provided to John Hunter Hospital School to address school needs associated with remoteness and/or isolation.</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>• High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching principal release to allow time for walk throughs</li> <li>• all teaching staff to establish consistent format for providing feedback to students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes in teacher's ability to provide timely effective feedback to students resulting in all students gaining a deeper understanding of their learning, achievements and where to next, evidenced by internal assessments and individualized learning plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation of visible learning and timely effective feedback to support students outcomes in literacy and numeracy as well as developing positive and effective work habits.</p>
<p>Professional learning</p> <p>\$6,972.37</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 Hunter Hospital 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>• Well Being Framework</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>• staff engage in targeted professional learning to support students wellbeing and transition</li> </ul>

Professional learning \$6,972.37	<p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for all students in the areas of literacy, numeracy and well being, evidenced by internal assessments and individualized learning plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of collaboration with other Hospital schools and attending the annual Hospital Schools conference to ensure staff receive current professional learning relevant to our unique setting to support students outcomes in literacy, numeracy and well being.</p>
Literacy and numeracy \$1,399.43	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at John Hunter Hospital 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>• Teaching and Learning</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>• online program subscriptions to support literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in the areas of literacy and numeracy, evidenced by internal assessments, tracking on PLAN2 and individualized learning plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation of the literacy and numeracy progressions to support students outcomes in literacy and numeracy.</p>
QTSS release \$17,812.76	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at John Hunter Hospital 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>• Teaching and Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in the areas of literacy and numeracy, evidenced by internal assessment data, individualized learning plans and student's learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation of specialized intervention programs and employment of additional staff to support individual student outcomes in literacy and numeracy.</p>
COVID ILSP \$8,970.00	<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>COVID ILSP</p> <p>\$8,970.00</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>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in the areas of literacy and numeracy, evidenced by internal assessment data, tracking against PLAN2 and individualized learning plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation of remedial intervention to support students outcomes in literacy and numeracy.</p>
<p>SSP supplementary funding</p> <p>\$54,482.44</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at John Hunter Hospital 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>• Cultural Competency</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• increase capacity for Aboriginal Education Officer (AEO) and other staff members to be utilised for targeted student support across the school</li> <li>• employment of external support services including the engagement of dedicated specialists to address areas of specific student need</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for Aboriginal students, staff and community in the areas of cultural connection and awareness, evidenced through school based observations, parent surveys and RAP team evaluations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation of the RAP initiative and embedding cultural competency across all teaching and learning programs to support students outcomes in Aboriginal Education.</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*
Principal(s)	1
Classroom Teacher(s)	2.41
Teacher Librarian	0.08
School Administration and Support Staff	2.21

\*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 Actual (\$)
<b>Opening Balance</b>	326,566
<b>Revenue</b>	900,278
Appropriation	898,421
Investment income	1,857
<b>Expenses</b>	-918,094
Employee related	-769,930
Operating expenses	-148,164
<b>Surplus / deficit for the year</b>	-17,816
<b>Closing Balance</b>	308,750

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>	5,091
Equity - Aboriginal	0
Equity - Socio-economic	5,091
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	743,296
Base - Per Capita	14,100
Base - Location	647
Base - Other	728,550
<b>Other Total</b>	97,953
<b>Grand Total</b>	846,341

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

Parent satisfaction surveys are always very positive and support the school's endeavour to providing continuity of learning throughout their child's hospitalisation. Parent comments are positive in regards to the caring and empathic nature of the school staff and the efforts made, by all staff, to make the learning engaging and relevant to the child's needs and interests. Communication is also regarded highly by parents and they appreciate the lengths that the school goes to to keep the students connected to their census school and classroom teacher. Parents also acknowledge and appreciate the school's focus on wellbeing and the range of activities and strategies offered, by the school, to cater for the mental health and wellbeing of the students, as well as the educational content offered. Parents comment that the school is more than just a distraction for their child, it actually supports their child to continue with their learning in a meaningful and engaging way. Transition is also another area where the parents are grateful for the time and effort the school invests in ensuring the move back into their mainstream school setting is relatively smooth. The school attempts to ensure, in all cases, that the transition back to their census school is as anxiety free as possible.

# 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.