2023 Annual Report

Stroud Public School

3125

Introduction

The Annual Report for 2023 is provided to the community of Stroud Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

In a strong collaborative environment, we are committed to empowering all learners to achieve their personal best, through the delivery of quality teaching that is driven by evidence based pedagogy and informed by data to ensure every student improves every year. Our core values of care, respect, responsibility and fairness will continue to build empathetic and caring citizens to enable them to participate fully in their community and the global world.

School context

Stroud Public School is located on Worimi Country. Stroud is a small rural town, with strong ties to the local community.

The school has a rich history being established in 1882 and is currently set on ten acres of beautiful grounds with picturesque gardens and trees. There are sporting fields, equipment and outdoor learning areas providing opportunities for a variety of learning experiences. There are currently 74 students, 37 boys and 37 girls, attending the school. Aboriginal students make up 13% of the school population. There are five teaching staff, three administration staff and one teaching principal.

There are high levels of technology for student learning with every child every day able to access different forms of technology. All classrooms are fitted with Multi Learning Displays (MLD) to enhance their learning.

The school works in close, professional and strategic partnership with a small schools network (SSS - Successful Small Schools). These partnerships have built strong cohesive professional learning links which will continue to drive teacher learning and student improvement.

As a result of the school's situational analysis, there will be a strong emphasis on reading and numeracy focusing on the implementation of an evidenced based strategy for both reading and numeracy, integrating high impact teaching strategies with the use of evidence and data to monitor student progress and inform teaching practice. We will also use a formal peer feedback observation schedule to guide our work to ensure student improvement in both reading and numeracy is a focus for all teachers.

Stroud Public School is an inclusive, caring and innovative school. There is a dedicated team of teaching and support staff, an enthusiastic and committed P & C and an emerging Student Representative Council.

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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy through explicit, consistent and research-informed 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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability
Socio-economic background
Aboriginal background
QTSS release

Summary of progress

In reading in 2023, K - 2 teachers embedded their knowledge and understanding of the K - 2 Syllabus through using and refining the Units of Work, collaborative practices and conversations with other small schools in our Community of Schools and engagement with resources in the universal resource hub. Teachers analysed data in PLAN 2 that was sourced from check in assessments and the suite of DoE assessments including the Phonics Screener and the Phonological Awareness assessment. 3 - 6 teachers began professional learning in the 3 - 6 English Syllabus and continued to embed Close Reading as an effective teaching pedagogy for capable readers, focusing on fluency and vocabulary through the use of learning sprints. Teachers taught phonics and phonological awareness well and used decodable texts effectively and close reading practices were refined for our fluent readers. We did not gain as much traction on our reading initiatives as we had a very big focus on number and place value in numeracy. There were inconsistencies in data collation across the school in PLAN 2 for reading.

In 2024, we will narrow our focus for student achievement in reading in Understanding Texts in the National Literacy Progressions, particularly in drawing inferences. We will use the lens of Understanding Texts as part of our teaching and learning cycle, explicit teaching practices and professional learning needs. We will collect, add and interpret data for our students in the literacy progressions for Understanding Texts.

In numeracy in 2023, we engaged authentically and collaboratively in our activities for numeracy through strengthening our skills in number talks, engagement in 'talk moves' and efffective questioning strategies to elicit student understanding, lesson observations and demonstration lessons with our APCI and teachers from other schools and analysing data sets to plan for teaching. Teachers worked hard to develop their understanding and capacity in the Numebr and Place Value numeracy progressions. Staff capacity in tracking student data also improved and strengthened. The CSUS project was instrumental in building staff capacity in planning for teaching in number and place value, evaluating teacher practice and monitoring student achievement.

In 2024, our number talks will be sustained and embedded across our school as an integral part of our numeracy block. As well as collating and monitoring data in number and place value, we will shift our focus to additive strategies and multiplicative strategies.

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
Attendance Increase proportion of students attending greater than 90% of the time to 83%.	The number of students attending greater than 90% of the time or more has increased.

The number of students achieving growth on internal Reading data improves from the previous year.	The Check-in Assessment mean scaled score indicates the percentage of students achieving growth in reading has increased by 6%.
All students K-6 are able to demonstrate growth and achievement in Number and Place Value over the year using the National Numeracy Progressions.	All students K - 6 have have demonstrated progress in number and place value..

Strategic Direction 2: Effective Data Practice

Purpose

Through collaborative and consistent assessment practices teachers will analyse and interpret data to inform and modify practice to maximise student outcomes.

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 Data Practice

Resources allocated to this strategic direction

Location
Professional learning

Summary of progress

In 2023 the focus of this initiative was on building staff capacity in effective, data informed teaching strategies in reading using the new English syllabus.
K - 2 teachers focused on embedding their practice following extensive professional learning in 2022. 3 - 6 teachers engaged in a range of HIPL to support their knowledge and understanding of the draft 3 - 6 English syllabus. This included professional learning in tailoring new units of work to meet student learning needs.

Teachers worked closely with an appointed APCI in the second semester to evaluate how effective they were at tracking reading achievement for their students. K - 2 teachers used the phonological awareness assessments and the Year 1 phonics screener to deeply analyse where their students were at by looking closely at PLAN 2 data. The APCI supported teachers to reflect on how best to teach reading in the literacy block, including looking at whole school phonics scope and sequences and tracking student processes.

Teachers continued to implement Close Reading, however, data wasn't regularly tracked for students in Stages 2 and 3 in particular, as the focus had shifted to numeracy and our work with the CSUS team.

Collaborative conversations between staff about reading data improved in frequency. Planning sessions became more focused and ideas around effective reading instruction were refined, particularly around tracking understanding texts and phonological awareness data.

In 2024, all staff will continue to use student reading assessment data to identify student achievements and progress in understanding texts and phonological awareness in order to reflect on teaching effectiveness and inform planning.

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
School Excellence Framework assessment of the element Data Skills and Use indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.
Improvement as measured by the School Excellence Framework **Learning Domain** **Element**: Assessment **Focus theme**: Whole School Monitoring of Student Learning	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the focus theme of Whole School Monitoring of Student Learning in the element of Assessment

(Sustaining and Growing)	
Improvement as measured by the School Excellence Framework **Learning Domain** **Element**: Student performance Measures (Delivering) **Focus Theme:** Internal and external measures against syllabus standards (Sustaining and Growing)	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Student Performance Measures in the focus theme of Internal and External Measures Against Sylabus Standards.

Funding sources	Impact achieved this year
Integration funding support $33,430.00	Integration funding support (IFS) allocations support eligible students at Stroud Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of SLSOs to support students with additional support needs in the classroom. Strategies include social stories, speech support, fundamental movement activities and development of Literacy and Numeracy skills. **The allocation of this funding has resulted in the following impact:** All eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans were monitored and adjusted to meet ongoing student social-emotional and learning needs. **After evaluation, the next steps to support our students will be:** To continue to ensure regular monitoring of student progress and to ensure ongoing consultation with all stakeholders.
Socio-economic background $44,138.75	Socio-economic background equity loading is used to meet the additional learning needs of students at Stroud Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support Literacy and Numeracy programs and to provide intervention activities for students with additional learning needs. **The allocation of this funding has resulted in the following impact:** This funding has allowed for the employment of a Learning and Support teacher to work two days week, supporting students learning needs in numeracy and literacy. Students at risk have been identified and supported. Classroom teachers were supported to provide adjustments for students and support with differentiating evidence-based literacy and numeracy programs. **After evaluation, the next steps to support our students will be:** This funding model will continue in 2024.
Aboriginal background $6,258.05	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stroud Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy **Overview of activities partially or fully funded with this equity loading**

Aboriginal background $6,258.05	**include:** • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways **The allocation of this funding has resulted in the following impact:** Aboriginal students are supported to achieve their personal goals and these are developed and communicated in consultation with their families. **After evaluation, the next steps to support our students will be:** Continue to refine and embed our personalised learning plan processes to ensure smooth transitions between pre school, primary school and high school. In 2024 we will also engage in professional learning to embed authentic Aboriginal pedagogies into teaching and learning programs.
Low level adjustment for disability $32,802.58	Low level adjustment for disability equity loading provides support for students at Stroud Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention program, Multi lit, to increase learning outcomes **The allocation of this funding has resulted in the following impact:** Students with diagnosed disabilities and those with imputed disabilities are identified and supported. The LaST worked closely with classroom teachers, school counsellors and parents to ensure students could access the curriculum and their social-emotional needs were met also. **After evaluation, the next steps to support our students will be:** To continue this model of support and ensure a continued focus on meeting the needs of all students.
Location $6,828.36	The location funding allocation is provided to Stroud Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Data Practice **Overview of activities partially or fully funded with this operational funding include:** • additional staffing for teaching principal release **The allocation of this funding has resulted in the following impact:** Teaching Principal worked closely with APCI, classroom teachers and neighbouring school Principals to develop professional learning schedules and plans that met the needs of staff, based on staff surveys and student data analysis. **After evaluation, the next steps to support our students will be:** Teaching principal to support teachers in embedding data analysis practices in reading through data talks and targeted professional learning opportunities.
Professional learning	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the

$8,486.60	Professional Learning for Teachers and School Staff Policy at Stroud Public School.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Effective Data Practice
	Overview of activities partially or fully funded with this initiative funding include: • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses
	The allocation of this funding has resulted in the following impact: Teachers had the opportunity to work shoulder to shoulder on developing their skills and capacity in navigating, annotating and understanding the new English Syllabuses. Teachers adapted the units of work to suit our multi-stage classroom context. Teachers developed skills in analysing reading data and determining areas of focus for students.
	After evaluation, the next steps to support our students will be: Continue to refine how the English Syllabus is taught to multi-stage classes to ensure all students' learning needs are met. This will be achieved through 5 weekly teaching and learning data cycles, scheduled opportunities to discuss data and monitoring the annotation of English Units of Work in teacher programs.
QTSS release $14,204.16	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stroud Public School.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Numeracy
	Overview of activities partially or fully funded with this initiative funding include: • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum
	The allocation of this funding has resulted in the following impact: A continued focus on quality teaching and learning in all classrooms supported by the Teaching Principal in the instructional leadership role.
	After evaluation, the next steps to support our students will be: To continue this staffing model to maintain a focus on high impact pedagogical practice.
COVID ILSP $27,516.64	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 2023.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Other funded activities
	Overview of activities partially or fully funded with this targeted funding include: • employment of teachers/educators to deliver small group tuition
	The allocation of this funding has resulted in the following impact: Analysis of data indicates that all students in the program have shown growth in Reading and Numeracy.

COVID ILSP $27,516.64	**After evaluation, the next steps to support our students will be:** To continue small group tuition program for identified students by a trained SLSO.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	29	28	33	37
Girls	36	34	36	36

Student attendance profile

School				
Year	2020	2021	2022	2023
K	87.3	94.5	86.3	90.5
1	88.2	77.7	90.8	89.9
2	89.2	90.1	78.3	91.1
3	86.9	87.3	83.7	76.1
4	87.0	86.0	81.6	86.3
5	90.1	90.3	83.2	90.5
6	90.4	92.6	81.3	90.6
All Years	88.5	89.3	84.5	88.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.51
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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 2023, 2.5% 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[1]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	68,617.96
Revenue	993,765.12
Appropriation	958,861.32
Grants and contributions	32,690.03
Investment income	2,213.77
Expenses	-978,731.74
Employee related	-868,841.37
Operating expenses	-109,890.37
Surplus / deficit for the year	15,033.38
Closing Balance	83,651.34

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	33,430
Equity Total	83,199
Equity - Aboriginal	6,258
Equity - Socio-economic	44,139
Equity - Language	0
Equity - Disability	32,803
Base Total	732,226
Base - Per Capita	17,958
Base - Location	6,828
Base - Other	707,439
Other Total	65,694
Grand Total	914,549

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2023, the school community, including teachers, students and the wider parent community evaluated school values. This was part of an evaluation of Stroud Public School's behaviour expectations, core values and wellbeing processes and practices.

All students, teachers and parents were invited to complete a survey, identifying values they believed were at the heart of Stroud's ethos. These were refined, clarified and shared at various forums including P & C meetings, newsletters, social media and other communication platforms.

The final three values of 'Learn, Respect and Belong' have been met with widespread satisfaction and we look forward to incorporating these into rejuvenated signage in 2024., alongside the explicit teaching and sharing of school wide behaviour expectations in all school settings.

Students indicated how they would like to be involved in Student Representative Council and students were actively engaged in SRC throughout the year.

Teachers indicated through surveys how much they have grown in their understanding of data informed practices in numeracy and how eager they are to transfer these skills to other areas of their teaching.

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.