

Lake Heights Public School

2019 Annual Report



4011

Introduction

The Annual Report for 2019 is provided to the community of Lake Heights 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 school 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 background

School vision statement

At Lake Heights Public School, we are committed to the pursuit of excellence through quality teaching and learning, and an environment where positive relationships underpin our school culture. We draw on creative and innovative practices that inspire students to become active, confident participants in a rapidly changing world.

School context

Lake Heights Public School is a small school with an enrolment of 148. The school is comprised of students from a range of social and cultural backgrounds with 9% Indigenous, and 23% with a language background other than English. We embrace the diversity that this brings to our learning environment.

Teaching and learning programs are personalised for students, to connect and engage all learners. As an Early Action for Success school (2017 – 2020), Lake Heights has an instructional leader and interventionist who play key roles in building staff skills and knowledge in teaching and assessing literacy and numeracy. They also assist our teachers to customise interventions for individual students through approaches that include Language Learning and Literacy (L3) and Targeted Early Numeracy (TEN).

Student wellbeing measures, such as the KidsMatter framework, the Bounce Back program and inter-agency partnerships have fostered a thriving school climate. We continue to work with parents, our active P&C and the wider community to enable students to reach their full potential.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Student wellbeing

Purpose

A planned approach to student wellbeing processes supports the wellbeing of all students so that they can connect, succeed, thrive and learn. Our purpose is to create a school-wide, collective responsibility for student learning, which is shared by parents and students. We aim to promote the social and emotional wellbeing of all students, to ensure optimum conditions for student learning across the whole school.

Improvement Measures

Improved levels of student wellbeing as measured by the Tell Them From Me survey at the beginning and end of each year.

Attendance levels at 93% or better and a 20% reduction in late arrivals compared to the previous year.

Overall summary of progress

Some of the initiatives we embarked on through Milestoning Included:

- Creation and provision of full scope and sequence for Bounce Back to staff.
- Whole school implementation of Dojo points for on-time students to encourage punctuality and attendance.
- Invites to Class Dojo sent to all parents who are not connected to Dojo.
- Week 10 celebration of students who have been on time during the term.
- Ensuring that systems and processes established in 2017/18 are being maintained – including incident reports and learning and support forms.
- Evaluate effectiveness of targeted behaviour program.
- Conduct E–safety program, Safe on Social for 3–6 students.
- On time and high attendance celebrated.
- School wide collective responsibility for student learning which promotes the social and emotional well-being of all students.
- Implemented a planned, focused and targeted program for students identified with behavioural needs.
- Implemented a new social and emotional learning program.
- Encourage students' safe use of social media.
- Decrease in the number of late arrivals.
- Maintain our attendance rates.
- Improvement in on time arrivals.
- On time and good attendance celebrated.
- Class handover templates completed and meetings held to discuss them with the following year's teachers.
- Launch the Fathering Project which aims to inspire and equip fathers and father figures to engage more with their children – One planned event per term on school calendar.
- Visit schools using a range of programs (Kindness on Purpose) to see how they are being implemented and assess suitability for Lake Heights.
- Make a decision regarding a program for social and emotional learning.
- Trial of The "Every Child Matters" tool, an online decision making resource that assists teacher to find strategies that can help in supporting students with a very full range of K–6 behaviour needs.

Progress towards achieving improvement measures

Process 1: Systems and procedures

Apply the strategies and tools from Bounce Back and Every Child Matters, to the systems and procedures across the school.

Evaluation	Funds Expended (Resources)
Full scope and sequence for Bounce Back was provided to staff, incorporated	\$4,000 for E–safety program

Progress towards achieving improvement measures

into weekly bulletin and happening in classes each week as evidenced on One-Note programs.

Whole school implementation of Dojo points for on-time students and attendance implemented.

Invites to Class Dojo sent to all parents who are not connected to Dojo.

Students attended social media workshops that raised awareness of how easy it is for someone to access personal information about an individual based on the public nature of posts that many people make. Children and parents need to be careful not to post images of children in their school uniform, for example.

The "Every Child Matters" tool is an online decision making resource that assists teacher to find strategies that can help in supporting students with a very full range of K-6 behaviour needs. Teachers were shown this tool in a staff meeting early in Term 3, trialling it for the remainder of this term.

Over all Percentage of late arrivals lowered

\$2000 for Bounce Back investments into resourcing, programming and staff training.

Process 2: Social and emotional wellbeing

Implement strategies to build upon the social and emotional wellbeing of students, to foster resilience, perseverance and a growth mindset.

Evaluation	Funds Expended (Resources)
<p>Number of fathers or father figures attending – over 50% of families represented</p> <p>Weekly feature on fathering tips started in school news</p> <p>We made a decision not to proceed with Kindness on Purpose and to use Every Child Matters online tool.</p>	<p>\$2000 investment into The Fathering Project inception and delivery</p>

Strategic Direction 2

Quality teaching and learning

Purpose

Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners. Our purpose is to implement effective, evidenced-based teaching methods that optimise learning progress for all students. Teaching and assessment is responsive and personalised to meet the unique needs of each student. Through a collaborative and reflective approach to planning, teaching and assessment, we create a strong, visible culture in the school that promotes and supports improvement in teaching and learning.

Improvement Measures

A significant percentage of students in each grade will be on-track with each aspect of the EAfS targets in literacy and numeracy.

Remain on-track to achieve the Premier's Priority by 2020 – i.e. The proportion of students in the top two NAPLAN bands will increase by eight per cent (30% increase for Aboriginal students as an inclusive part of the 8% increase for the general population)

Overall summary of progress

Some of the initiatives we embarked on through Milestoning Included:

- Development of a scope and sequence for explicit teaching of phonics.
- Establishing the integration of decodable readers into K-1 classes, within existing L3 structures.
- Implementing regular K-2, 3-6 meetings on alternate staff meeting weeks.
- Confirming a decision on a 2-6 spelling program.
- Scheduling professional learning for staff in spelling program.
- Train staff and SLSOs in OneNote (as required).
- Target vocabulary for Creating Texts K-6 with a focus on visible learning and teacher partnerships –Develop scope and sequence for explicit teaching of phonics. 1-2.
- Timetable for observations created mid term 2 with completion by end term 2.
- Staff received professional learning in what is involved in the Quality Teaching Rounds at the T3 school development day.
- Quality Teaching Rounds completed.
- K-1 Scope and sequence for teaching of phonics which aligns with decodables and a 2-6 spelling approach that flows on from this.
- Develop assessment schedule to ensure assessments are valid and purposeful and used by staff. EAfS commitment must remain.
- K-3 teachers to be familiar with the elements of the Literacy and Numeracy Learning Progressions that they can make on the spot valued judgements about student achievement.
- Ensure that teacher pedagogies across all KLAs are strongly based on current evidence of what works best.
- Focus on visible learning and consistent implementation of Learning intentions and Success Criteria in every classroom.
- Increased opportunities for teacher collaboration and partnerships for conversations around pedagogies and data trends with opportunities to observe pedagogies in action.
- All staff to be using OneNote for their programming and sharing them with all staff in order to create collaborative planning with the Instructional Leader, Interventionist, RFF teachers and Learning and Support.
- Maths scope and sequence that is achievable and promotes the use of learning intentions and success criteria by sequencing learning into two week blocks as per the Trio of learning recommendations. Concepts on the scope and sequence aligned across stages, to promote pre- and -post assessment and conversation during stage meeting.

Progress towards achieving improvement measures

Process 1: Evidenced based teaching

Draw on current research to implement effective evidenced-based teaching methods in all classrooms.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Fixed alternate K–2 and 3–6 meeting weeks were trialled for impact, and reverted to starting meetings as a whole staff and splitting when the discussion lends itself to separating.</p> <p>Decision to continue with Word their Way this year and assess in Term 4 and lead into Professional learning.</p> <p>One Note training provided and evidenced in programs.</p> <p>It was decided to take up the Quality Teaching Rounds in Term 3. Two teachers were provided with training in readiness to introduce to staff at the Term 3 school development day.</p> <p>Following on from the staff development day, staff were invited to opt-in to the QT rounds</p>	\$97, 953 (Staffing) under Eafs (Instructional Leader)

Process 2: Personalised learning

Use consistent and reliable evidence, to provide learning and feedback that is personalised and responsive to individual learners.

Evaluation	Funds Expended (Resources)
<p>Instructional Leader is steering formative assessment and associated use of Progressions as a tool for assessment.</p> <p>Data entry expectations clarified by IL and they are now more straight forward and integrated with day to day teaching.</p> <p>Teachers are collaborating on learning intentions and success criteria. They have been on the agenda of multiple staff meetings.</p> <p>The weekly behaviour focus is an example of a whole school learning intention with agreed success criteria that is published weekly on the staff bulletin and displayed on A–frame boards around the school.</p> <p>Lesson observations have become more flexible and are provided by the Interventionist</p> <p>Team developed a "Community of Learners" concept and began sharing this with staff at the T3 School Development day.</p>	\$11, 862 Professional Learning costs

Strategic Direction 3

Innovation for learning

Purpose

Successful learners are creative and productive users of technology who think deeply and logically to solve problems. The physical environment of the school is flexible, promotes collaboration and is responsive to the changing needs of learners. Teachers facilitate meaningful student-led inquiry that promotes discussion and develops critical and creative thinking.

Improvement Measures

Students engaged in authentic, challenging learning and play that results in fewer conflicts and higher levels of problem solving as reported by teachers who monitor the playground spaces. Student surveys in relation to their play time indicate that their playground experience has variety and high interest.

In 2018, staff participate in professional learning that focuses on the vision and purpose of adventure play with a goal to determine improvement measures.

Overall summary of progress

Some of the initiatives we embarked on through Milestoning Included:

- Conducting a school walk-around to investigate signage that teaches (adventure playground/ bubblers/hats/walk areas). Also involve parents/community group to look at the upper school entry and other parts of the school that they will be aware of as visitors.
- Installing a bubbler on the top playground.
- Providing tables and seating to the 3–6 sheltered area (Primary Cola) and open up the 3/4 classroom to this space to create a collaborative and flexible learning space.
- Design and installation of a sports shed (relocatable) to promote easy access to sporting equipment and free up a storage space for the community garden group.
- Design and installation of a sandpit area and play boat in the Adventure Playground to expand opportunities for the development of more creative and critical thinking habits.
- Behaviour matrix supported by signage around outdoor play spaces, shared learning spaces such as the maker space, kitchen and library.
- Reshuffling teacher texts, big books, Science kits and Maths and movement.
- Furnish and equip the Makerspace in the Learning Hub with suitable work benches for STEM, Science and other innovative group learning.

Progress towards achieving improvement measures

Process 1: Innovative Learning Environments

Draw on current research to provide physical learning environments that are flexible, promote collaboration and meet the changing needs of learners.

Evaluation	Funds Expended (Resources)
Walk-around conducted with parent community garden group and priorities identified: Top pedestrian entry to school • stairway to be widened • School signage needed • welcome seat at footpath level suggested Bubbler and other works scheduled for completion All works on track: • Sports shed in place and surrounds completed by end of March in time for	Bubbler, bin, plumbing and concrete paving at top of stairs (\$7,000) Signage (\$1,000) Primary sheltered area furniture (\$21,000) Sports storeroom, delivery, installation, surrounds (\$48,000)

Progress towards achieving improvement measures

school cross country

- Sand pit and boat installed and has created many new learning opportunities

Addressed lunch and recess supervision challenges with so many places being available to students.

The completion of our additional playground installations has contributed to a vibrant and harmonious playground atmosphere. The new sports room has given sports leaders responsibility for our sports equipment that is now well maintained and cared for. Students line up to borrow equipment and return it. Losses have been almost eliminated. Playground behaviour incidents are seldom.

Music that the leaders play from an iPad in the sports room help to create a vibe on the playground that is conducive to cooperative play behaviour.

Sandpit and boat for adventure play (\$8,000)

Process 2: Creative and Critical Thinking

Provide challenging and meaningful opportunities for students to draw on creative and critical thinking skills across the curriculum.

Evaluation	Funds Expended (Resources)
<p>Storage benches purchased and in place. Additional shelving required.</p> <p>Two teams worked on specifics of uses and resources in the makerspace.</p>	<p>Makerspace furniture and equipment allowance (\$7,000)</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14, 881	<p>Creation of Personalised learning plans at year's beginnings to ensure all students are known, valued and cared for. Ongoing revisiting of plans throughout the year.</p> <p>Investment of Executive time to ensure positive attendance patterns and follow up all absences, partial and whole. This has seen an improvement in attendance patterns.</p> <p>Specific Professional learning for teaching staff, including Instructional Leader and Principal in effective practices in Aboriginal Education to improve outcomes for all Aboriginal Students.</p> <p>Maintenance of Dreaming Garden and totem poles celebrating Aboriginal Culture.</p> <p>Use of SLSO time in each classroom to assist students with learning.</p>
English language proficiency	\$16, 744	<p>These funds enabled Learning and Support teachers with specific EAL/D skills to work with students through targeted interventions to develop English Skills. Resources to support each phase of English Language Learning were purchased to enable Learning and Support processes.</p>
Low level adjustment for disability	<p>\$42, 686 (Staffing)</p> <p>\$18, 428 (Flexible)</p>	<p>Funds supported employment of a Learning and Support Teacher to work alongside an interventionist and Instructional Leader, enabling delivery of comprehensive learning and support. Funds also allowed additional Student Learning and Support Officer time to provide individual support to students. Resources such as weighted items, trinkets, and assistive technologies were also purchased with this funding allocation.</p>
Quality Teaching, Successful Students (QTSS)	\$26, 252 (Staffing)	<p>In 2019, the QTSS funds enabled the design and delivery of Quality Teaching Rounds, including associated professional development packages. The PDP process was also supported by these funds, allowing coaching and individual support to teachers to develop their practice and deliver improved student results.</p>
Socio-economic background	<p>\$10, 672 (Staffing)</p> <p>\$173, 365 (Flexible)</p> <ul style="list-style-type: none"> • Learning and Support Teaching to assist student learning outcomes • Bubbler, bin, plumbing and concrete paving at top of stairs (\$7,000) • Signage (\$1,000 allowance) • Primary sheltered area furniture (\$21,000) • Sports storeroom, delivery, installation, surrounds (\$48,000) 	<p>Funds used to support school strategic directions, maximising opportunities to explore innovative practices that support continuous improvement in student achievement. In particular in 2019, Socio Economic Background funds were used to support the development of Strategic Direction 3 – Innovation for learning through Physical Learning Spaces. The addition of classroom teaching staff enabled through this funding source was able to reduce class sizes and provide additional learning support to students.</p>

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Sandpit and boat for adventure play (\$8,000) • Above centrally identified classroom teacher (\$93,600) 	<p>Funds used to support school strategic directions, maximising opportunities to explore innovative practices that support continuous improvement in student achievement. In particular in 2019, Socio Economic Background funds were used to support the development of Strategic Direction 3 – Innovation for learning through Physical Learning Spaces. The addition of classroom teaching staff enabled through this funding source was able to reduce class sizes and provide additional learning support to students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	73	76	67	66
Girls	63	72	79	63

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.7	94.3	93.4	92.7
1	91.9	92	93	92.6
2	91.7	95	89.9	91.5
3	96.5	90.6	93.6	90
4	93.1	94.7	92.7	90.1
5	93.9	92	91.8	89.4
6	91	94.3	90.6	91.4
All Years	93	93.2	92.1	91.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	1
Classroom Teacher(s)	5.9
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.63

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	146,366
Revenue	1,751,045
Appropriation	1,721,854
Sale of Goods and Services	3,168
Grants and contributions	25,631
Investment income	391
Expenses	-1,715,974
Employee related	-1,441,115
Operating expenses	-274,859
Surplus / deficit for the year	35,071

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.

	2019 Approved SBA (\$)
Targeted Total	24,082
Equity Total	276,776
Equity - Aboriginal	14,881
Equity - Socio-economic	184,037
Equity - Language	16,744
Equity - Disability	61,114
Base Total	1,182,720
Base - Per Capita	34,257
Base - Location	0
Base - Other	1,148,462
Other Total	184,118
Grand Total	1,667,695

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Through discussions with the parents of the school, they all liked the fact that Lake Heights was a small school and how this contributed to the children being individually known and cared for. They all valued the commitment and approachability of the teaching staff at the school. The parents also felt the school was one that endeavoured to make parents feel welcomed and actively encouraged parent participation in all school events. They stated that the school kept parents well informed through various means of communication. The PandC felt well supported and had a good working relationship with the school.

The students surveyed all expressed a positive attitude towards the school. As Lake Heights is a small school, they felt that all the teachers know the students well and cared about them. They appreciated how well resourced the school was and commented on how nice the physical landscape of the school was, especially all the outdoor play spaces.

During open discussions with the teaching staff, a strong sense of commitment to the academic and emotional wellbeing of the students at the school was evident. Teachers acknowledged how well resourced the school was in regards to technology, classroom learning areas and outdoor play/learning spaces. The teaching staff acknowledged a strong collegial working environment in which they felt supported and provided with opportunities to continually improve their teaching practices.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.