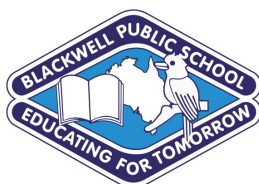# Blackwell Public School

2019 Annual Report

4559

Introduction

The Annual Report for 2019 is provided to the community of Blackwell 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.

School contact details

Blackwell Public School
Blackwell Ave
St Clair, 2759
https://blackwell-p.schools.nsw.gov.au
blackwell-p.school@det.nsw.edu.au
9670 5080

School background

School vision

Blackwell Public School is committed to the pursuit of excellence.

Our vision is to create citizens who BELIEVE in themselves , are PASSIONATE and SUCCESSFUL Lifelong Learners.

We believe we provide a high quality educational setting for every child in our care.

Our motto is "Educating for Tomorrow" where we aim to give every student opportunities to perform and succeed in a diverse, challenging environment.

School context

Blackwell had 649 students enrolled in 25 classes.

We seek to constantly improve by sharing our vision with students, community and staff. We value feedback as our world constantly challenges our beliefs and practices.

Blackwell puts our students at the centre of our learning community.

We seek to constantly improve by sharing our vision with students, community and staff. We value feedback as our world constantly challenges our beliefs and practices.

We "know, value and care" for each student both as an individual but also as a member of our school family. We work long and hard to establish real relationships with our families. Many of our staff have been here 15 years or more and have had the advantage of teaching siblings and sometimes parents. We know our families and have built positive relationships through these associations. Our staff are viewed as integral members of our community.

We are proud members of our STePS - St Clair Erskine Park - Learning Community.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning- Promote successful and engaged learners.

Purpose

To foster a love of learning and to become confident, creative and critical problem solvers who demonstrate resilience and independence to pursue their potential as life long learners, leaders and informed global citizens.

Students will become successful learners who demonstrate engagement, focus and collaboration to communicate their ideas to make sense of a 21st Century world.

Improvement Measures

Improvement measures displayed in student data in; using NAPLAN and PAT data

The school's value-add trend is positive.

Formative and summative assessment indicate appropriate understanding and mastery of skills.

Progress towards achieving improvement measures

Process 1:   Continue to develop our assessment toolkit looking at collection of specific evidence.

Provide opportunities to build strong, teacher collaboration.

Set high expectations for student achievement which are communicated to all

Provide opportunities for stages to share effective resources and strategies.

Use Play and Inquiry based learning models to foster deep understanding and knowledge of content..

Continue to build a shared responsibility for evidence gathering and interpretation.

Evaluation	Funds Expended (Resources)
Staff have developed stage and across school procedures for standardised assessment and data analysis. Benchmarking and stage assessment tasks have provided staff and parents with real information for possible remediation or extension activities. **Future directions:** Students profiles will be developed to assist staff to deliver appropriate teaching learning programs. Profiles will be used to monitor student progress in both literacy and numeracy, especially for those students that have not met school benchmarks. LAST team will continue to support students, staff and parents with Individualised learning plans and the necessary interventions where appropriate. Student welfare programs will continue to foster resilience and positive mindsets and assist students to reach their full potential.	**Funding Sources:** • ($25000.00)

Strategic Direction 2

Teaching- Promote literacy and numeracy understandings and skills within a dynamic contemporary curriculum.

Purpose

To empower students to become creative and dynamic learners with the capacity to effectively apply literacy, numeracy, science and technology skills to meet contemporary demands.

Students need to be given access to a contemporary future focused learning environment where literacy, numeracy, science and technology skills are developed through quality teaching and learning opportunities.

Improvement Measures

- **Improvement measures are evident in student data;**
- **The school's value-add trend is positive. EVERY child has value-added results in NAPLAN and**
- **Formative and summative assessment indicate appropriate understanding and mastery of skills.**

Progress towards achieving improvement measures

Process 1: Literacy
- Comprehensive analysis of PAT, NAPLAN and post assessment data, growth and trends.
- Employ a "Literacy Leader", (Kellie Balloch) years 2 - 6 to develop consistent, high quality practices through collaborative planning, teaching and assessment of writing and grammar.
- Teachers liaise and collaboratively plan with Literacy Leader PL for all staff in "Words Their Way", grammar and writing
- Implement and evaluate DEC developed English scope and sequence by explicitly programming elements of grammar across all areas of literacy, especially spelling, grammar and writing
- Staff engage in collaborative practices so that the skills and language of spelling, grammar and writing are embedded K-6
- Build a collaborative responsibility for student learning and success with high levels of community engagement through spelling and writing workshops
- Stock take and purchase reading resources where it is needed

Evaluation	Funds Expended (Resources)
* All classes K-6 have followed Spelling and writing programs . * Literacy Leader success - most teachers noted upskilling of strategies in teaching Writing. * Data from PAT Literacy testing in November indicated a growth for 90% of students.	**Funding Sources:** • ($25000.00)

Process 2: Numeracy
- Comprehensive analysis of PAT, NAPLAN and post assessment data, growth and trends.
- Collection of data in PLAN 2 in the area of "Additive Strategies" (AdS)
- Professional Learning in stage "Key Skills" and collaboratively developing post assessments for each concept taught.
- Findings used to effectively steer teaching and learning programs to monitor, track and report on student performance
- Staff engage in PL with expert, Carol Spencer/expert teachers, and observing colleagues to ensure the quality, consistency and sustainability of whole-school "A Learning Place" mathematics program
- Build a collaborative responsibility for student learning and success with high levels of community engagement through numeracy workshops
- Stock take and purchase numeracy resources where it is needed

Evaluation	Funds Expended (Resources)
* NAPLAN data used for future directions and for development of differentiation and support for students by individual class teachers * PL in strategies and collaboration for assessment tasks undertaken by all	**Funding Sources:** • ($15000.00)

Progress towards achieving improvement measures	
Stages. * Purchase of non sustainable resources for class programs	

Process 3: **Science and Technology**
- Engage in Science and Technology network meetings with Rod Cheal.
- Write a Science and Technology scope and sequence to ensure our Primary Connections units align with the NSW Science and Technology syllabus
- Investigate STEMshare and ScopeIT units and programs to compliment "Digital technologies"

Evaluation	Funds Expended (Resources)
* Rod Cheal LANSA spoke with staff and gave contacts. * Science units have been revised - use of Primary Connections and other resources. * STEM kits from the department have been used by Stage 3 classes. Promoted Inquiry and engagement of students.	**Funding Sources:** • ($10000.00)

Strategic Direction 3

Leading - Promote quality professional practices.

Purpose

To develop a school culture that embeds and implements explicitly targeted and engaging professional learning and leadership practices so that all students are provided with opportunities to reach their full potential.

To build capacity in the teaching staff through professional learning to ensure quality teaching remains a focus of our pedagogy. To improve teacher understanding of The Teaching Standards and how they inform practices and improved student outcomes.

Improvement Measures

Increased student engagement and success.

Implementation of Visible Learning Strategies within the classroom.

Increased teacher capacity to understand and link the professional standards to their teaching programs.

Progress towards achieving improvement measures

Process 1:   Process for Maintaining Accreditation explained and set up.

Self Reflection against Standards.

Personal goal identified using Self Reflection.

Stage time PL - staff bring evidence of their goals and discuss what has been learnt and what they are doing with it in class. Once a term.

Surveys to staff for their understanding of Learning Intentions, Self Criteria, Feedback and what they want to know and develop.

Analyse surveys and design professional development session / sessions on Feedback. Include video / youtube on what it looks like in action. Teaching Standards in Action / CESE.

Learning Walk groups - Setting up routines and protocol. Observation of LISC and feedback practices to see if they have impact / feedback and further discussion to move forward. Each teacher in the group leads a session. Focus on English.

Use of Feedback Observation Framework by all teachers.

Collaborative team planning and leading of professional development from staff with expertise.- As part of QTSS

Evaluation	Funds Expended (Resources)
PDP completed by each staff member. Staff used self reflection process and used Standards to develop within an area. * 80% of teachers are updating their professional learning on NESA site. Attendance at Registered courses will need to be promoted for 2020. * Staff have been involved in classroom observations and participated in professional dialogue. Learning Walks will be promoted in 2020 so all teachers get to observe various stages in seeing Visible learning strategies in operation. Questioning of students about their learning will be a future direction. All staff are using Learning Intentions and Success Criteria in classrooms. Some Students have a clear direction of their learning and can explain how and why they are learning. Where to next and directions for 2020 completed; in conjunction with	**Funding Sources:** • ($25000.00)

Progress towards achieving improvement measures	
discussions with Rod Cheal. (LANSA)Focus will be on Learning Walks in English.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	* Employment of AEW 2 days per week. * Yarn meetings * Junior AECG meetings once per term. * Excursion with STEPS school - Banks. * Incursions **Funding Sources:** • Aboriginal background loading ($40 000.00)	Aboriginal events and performances ensured staff, students and parents were involved in a variety of cultural activities that enabled the school community to appreciate our shared history. Our involvement in our STEPS Darug language initiatives provided common goals for all students and staff. Our term Yarn meetings were well attended and our final recognition afternoon was viewed as a high light for our students and parents. **Future Directions** Continued employment of our AEW staff member to ensure Aboriginal students meet necessary benchmarks and provide a real link with our parent body. STEPS art poles to be created to further encourage our links with both primary and secondary schools within our Learning Community. Each school has chosen a feather totem to create a cultural Darug link. Continued with our Darug cultural words and ensure our Junior AECG continues to flourish and be recognised across the schools and wider community.
English language proficiency	* Peabody Kit purchased * PAT testing packs, Screeners for Language purchased. **Funding Sources:** • English language proficiency ($5 000.00)	EALD students have had withdrawal and in class support. The number of children who need vocabulary development is becoming more noticeable. Class teachers are not aware of and using the EALD progressions, particularly in English. Peabody Kit was purchased. Students from Kindergarten placed on their level. Small group work completed in this area. Progress of students - what evidence do we have? Progressions updated regularly in 2020. This will be further decided in 2020. PAT testing takes place, but use of Peabody kit will show growth and progress.
Low level adjustment for disability	* MiniLit Program purchased * Professional development of teacher in administering MiniLit * PAT Literacy and Numeracy test packages purchased for 2 years administration. LEXIA license purchased for all classes K - 6.	New processes of identification of students has been streamlined.. More students have been identified than in previous years because of this. Programs are tailored to support their needs through Individual and group work on Orton Gillingham program, MultiLit, MiniLit, LLI, comprehension. Teachers are aware of new processes. PAT testing in November has shown growth of students from their beginning year test. Records of Anecdotes, minutes of meetings with parents, referrals are now uploaded onto SENTRAL for all teachers to access.

Low level adjustment for disability	Funding Sources: • Low level adjustment for disability ($20 000.00)	Students for 2020 are identified. from these tests as a beginning screener. Students who are on MiniLit, will stay on MiniLit until all 80 lessons have ben completed. It is estimated to take 6 months but teachers are finding that 1 lesson will cover 2 days. This will be continued in 2020. Kinder 2019 students will be picked for MiniLit in 2020.
Quality Teaching, Successful Students (QTSS)	* Employment of classroom teacher * Release of executive teachers to enable team teaching model in Stages. * Resources for Spelling "Words their Way". **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($109 000.00)	Development of Writing in Years 2 - 6 continued with the support of an 'expert' class teacher. This teacher was off class and so funds were used for her full time teaching and collaboration with staff. Student samples of work showed progress from pre and post assessment tasks. Learning Intentions and Success Criteria was developed for the Writing sessions. Skills and strategies that have been observed are transferring back into individual classrooms by both teachers and students.
Socio-economic background	* Peer tutoring - resources purchased. * Breakfast Club - Items and food purchased. * Professional development on play based learning. * Incursion for Bonce Back program- supplemented costing **Funding Sources:** • Socio-economic background ($20 000.00)	* Peer tutoring delivered program with set teacher expectations and guidelines. * Buddy program well received with Year 6 students forming real bonds with our Kindergarten students. This will continue for 2020. * Breakfast Club was a great team exercise in building relationships and organising with our SRC students. Moneys raised supported our charities. * Executive attended Berry Street Model of Education - staff were developed in the overview and pedagogy of this framework. * Bounce Back continues within individual classes however mindfulness techniques and "I Hear You" programs have developed from this. These initiatives will continue into 2020. **Future Direction:** Buddy program to continue with regular exchanges and events with Year 6 and Kinder students. Other staff will be invited to workshops on Berry Street model as they arise. Peer support will be redesigned and implemented 2020 in term 1 to support student well being.
Support for beginning teachers	* Release of 2 teachers for 2 days over each term * Release for observation time by Beginning teachers.	2 Permanent teachers have submitted their accreditation. Mentoring for these teachers continued throughout 2019. This is their last year of funding. Professional learning with other Beginning teachers continued. Having

| Support for beginning teachers | **Funding Sources:**
• Support for beginning teachers ($20 000.00)
• ($0.00) | full days for their Beginning Teaching allocation proved to be more successful as time is better utilised and more can be achieved. This will be how funding for relief will be allocated for future Beginning teachers.

They have been endorsed as being proficient. Classroom observations by Deputy Principal and Stage supervisors continued. Guidance in obtaining evidence, and collating for accreditation, along with support in annotations was achieved over the full year. Professional Development Plans of these teachers reflected an area of development of a Standard/s. |

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	311	338	331	336
Girls	300	317	318	329

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.3	94.5	93.2	90.5
1	93.8	94.4	92.7	92.8
2	93.9	93.1	93.2	93.4
3	93.2	94.0	93.0	92.3
4	94.7	92.8	93.1	91.6
5	92.5	94.8	92.4	93.6
6	91.7	92.2	93.2	91.0
All Years	93.5	93.7	92.9	92.2
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	94.0	93.5	93.0
3	94.2	94.1	93.6	93.0
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	94.0	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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.32
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.26

*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	1,039,310
Revenue	5,887,703
Appropriation	5,591,212
Sale of Goods and Services	24,234
Grants and contributions	265,781
Investment income	6,476
Expenses	-5,707,214
Employee related	-4,923,903
Operating expenses	-783,311
Surplus / deficit for the year	180,488

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 **SBAR Adjustments** ($)
Targeted Total	78,985
Equity Total	522,426
Equity - Aboriginal	26,142
Equity - Socio-economic	264,418
Equity - Language	52,458
Equity - Disability	179,407
Base Total	4,302,523
Base - Per Capita	152,280
Base - Location	0
Base - Other	4,150,243
Other Total	444,896
Grand Total	5,348,830

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.
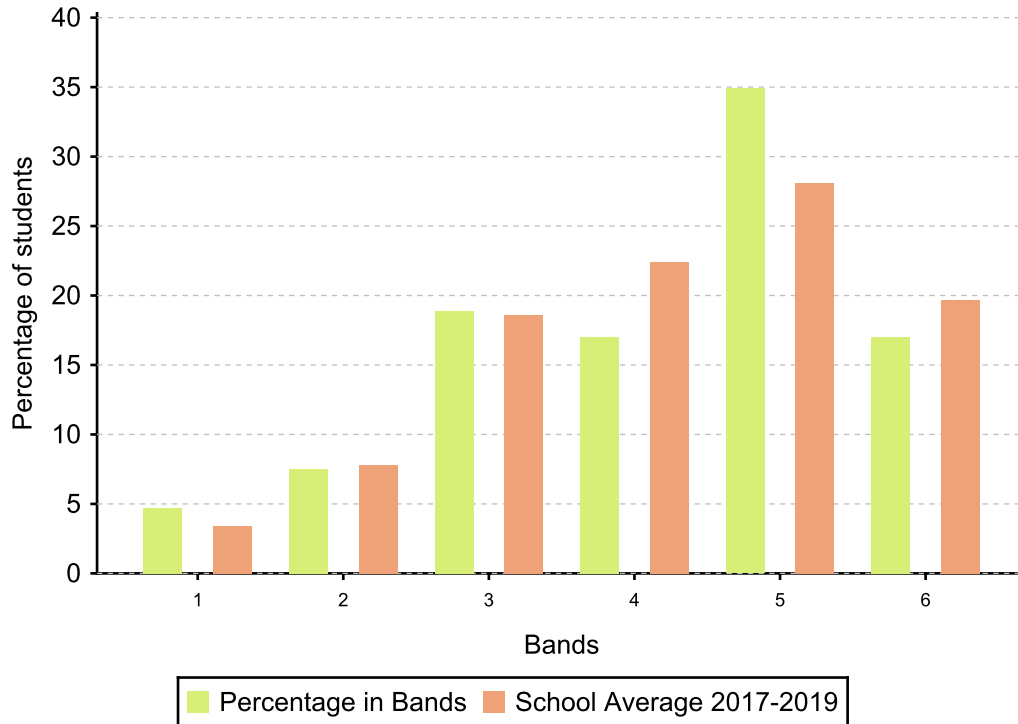
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
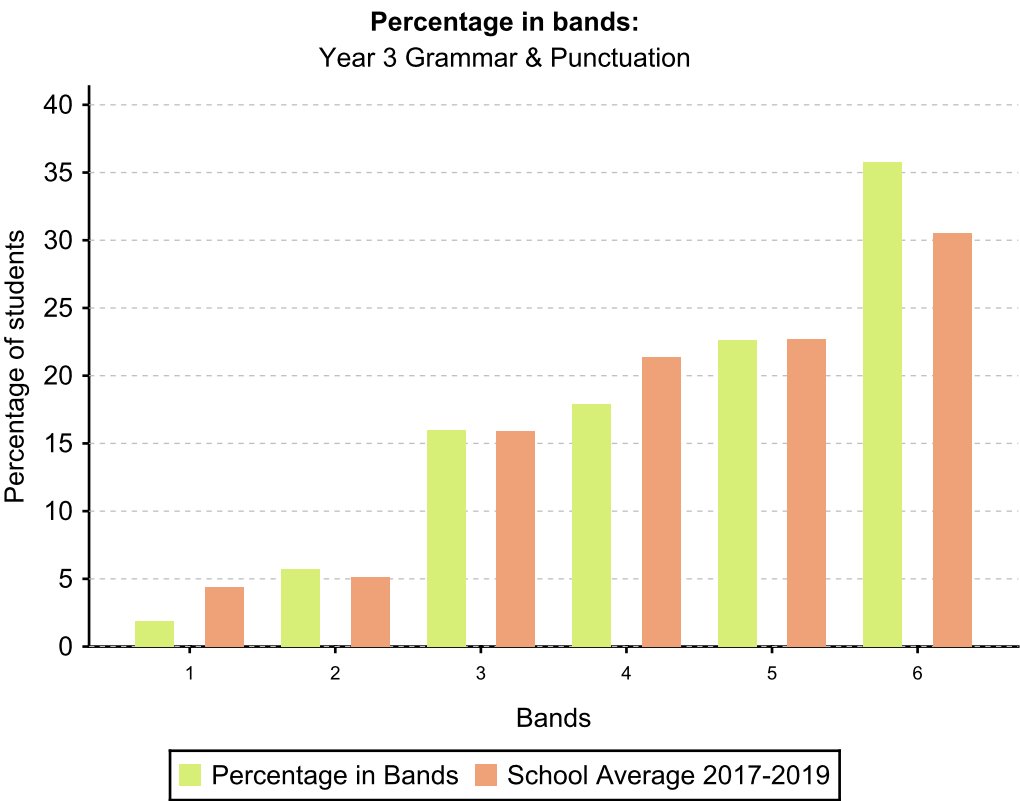
Band	1	2	3	4	5	6
Percentage of students	1.9	5.7	16.0	17.9	22.6	35.8
School avg 2017-2019	4.4	5.1	15.9	21.4	22.7	30.5

Percentage in bands:
Year 3 Reading
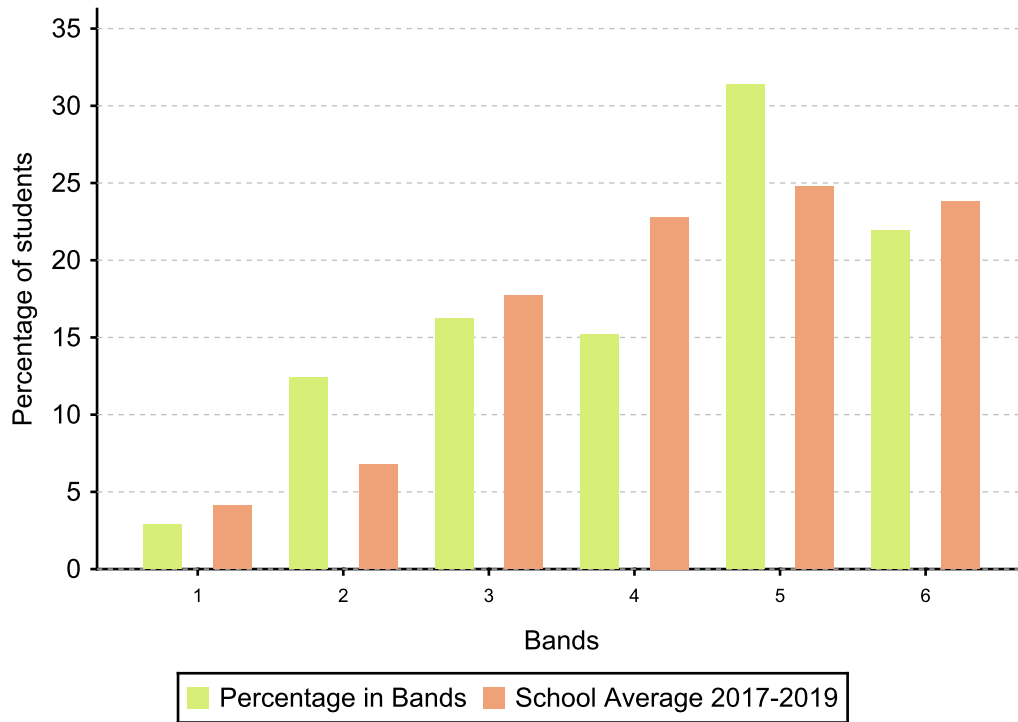
Band	1	2	3	4	5	6
Percentage of students	2.9	12.4	16.2	15.2	31.4	21.9
School avg 2017-2019	4.1	6.8	17.7	22.8	24.8	23.8

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	4.7	7.5	18.9	17.0	34.9	17.0
School avg 2017-2019	3.4	7.8	18.6	22.4	28.1	19.7

Percentage in bands:
Year 3 Writing
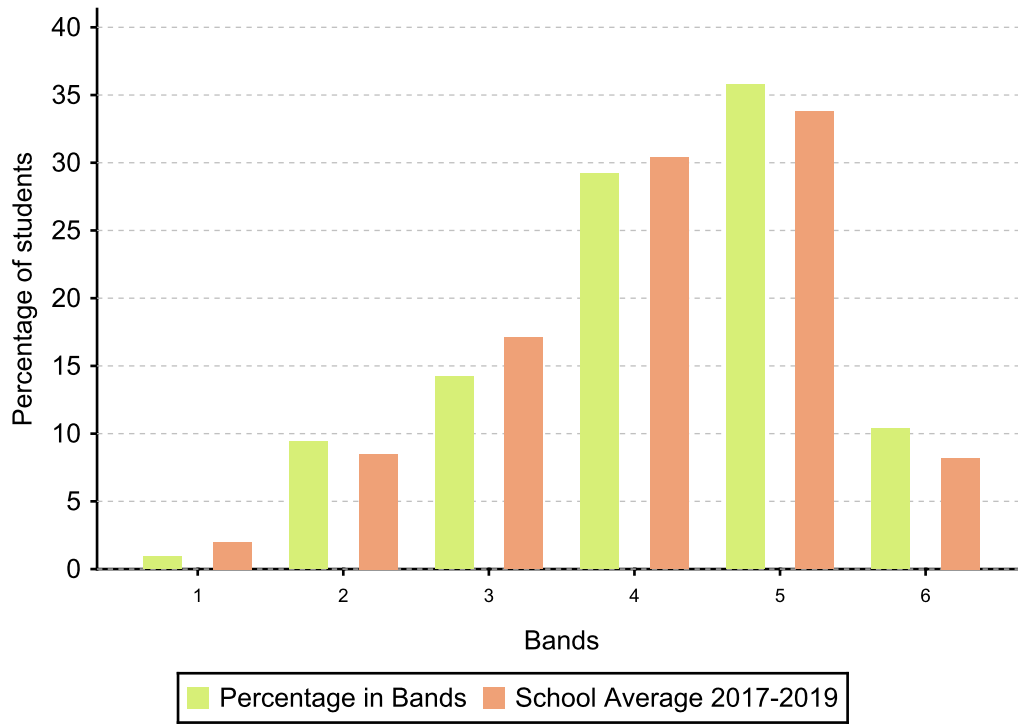
Band	1	2	3	4	5	6
Percentage of students	0.9	9.4	14.2	29.2	35.8	10.4
School avg 2017-2019	2	8.5	17.1	30.4	33.8	8.2

Percentage in bands:
Year 5 Grammar & Punctuation
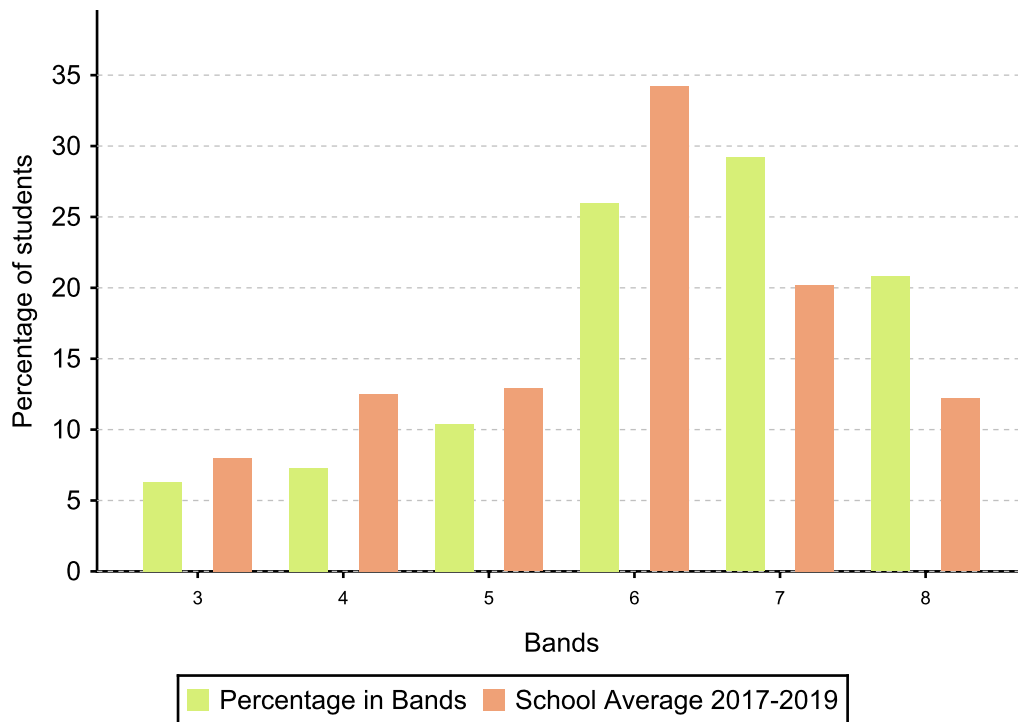
Band	3	4	5	6	7	8
Percentage of students	6.3	7.3	10.4	26.0	29.2	20.8
School avg 2017-2019	8	12.5	12.9	34.2	20.2	12.2

Percentage in bands:

Year 5 Reading
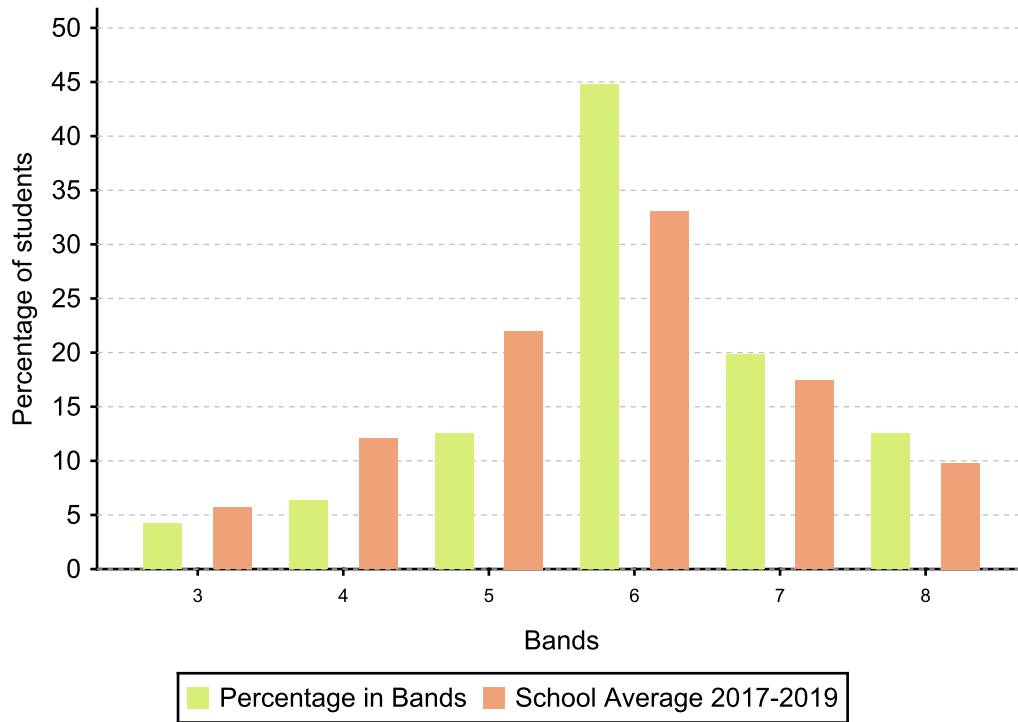
Band	3	4	5	6	7	8
Percentage of students	4.2	6.3	12.5	44.8	19.8	12.5
School avg 2017-2019	5.7	12.1	22	33	17.4	9.8

Percentage in bands:

Year 5 Spelling
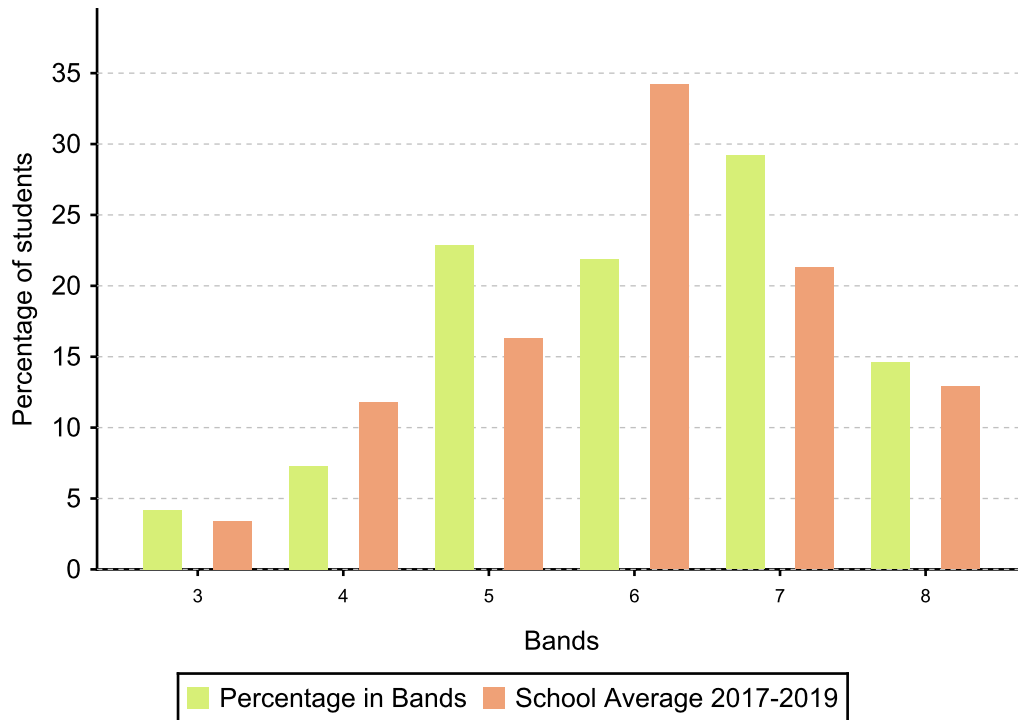
Band	3	4	5	6	7	8
Percentage of students	4.2	7.3	22.9	21.9	29.2	14.6
School avg 2017-2019	3.4	11.8	16.3	34.2	21.3	12.9

Percentage in bands:
Year 5 Writing
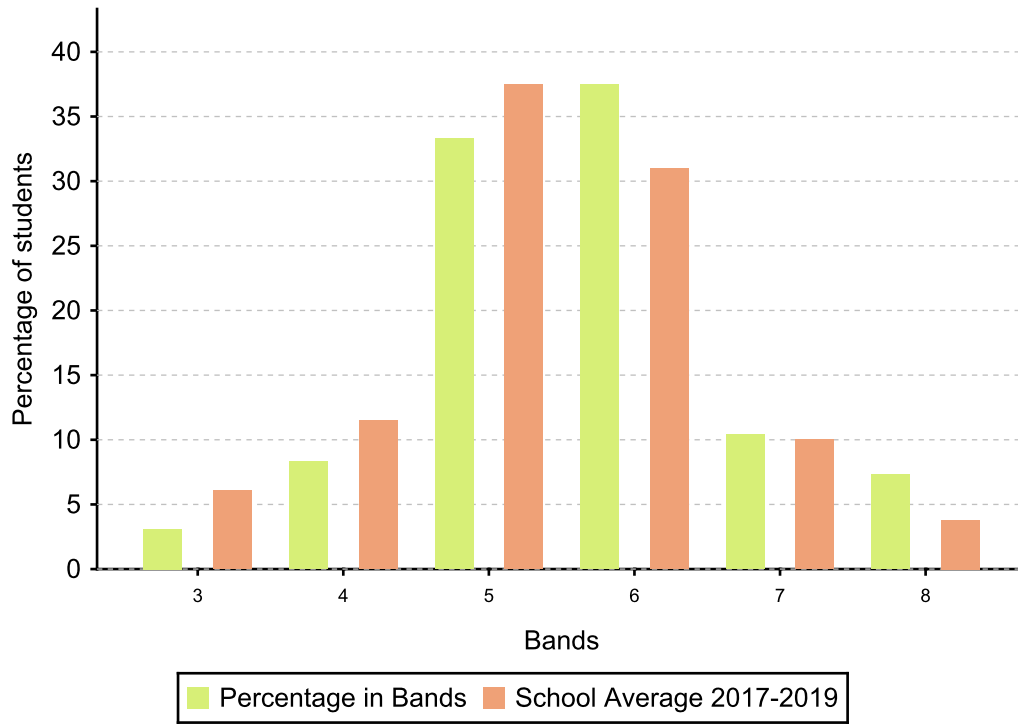
Band	3	4	5	6	7	8
Percentage of students	3.1	8.3	33.3	37.5	10.4	7.3
School avg 2017-2019	6.1	11.5	37.5	31	10	3.8

Percentage in bands:
Year 3 Numeracy
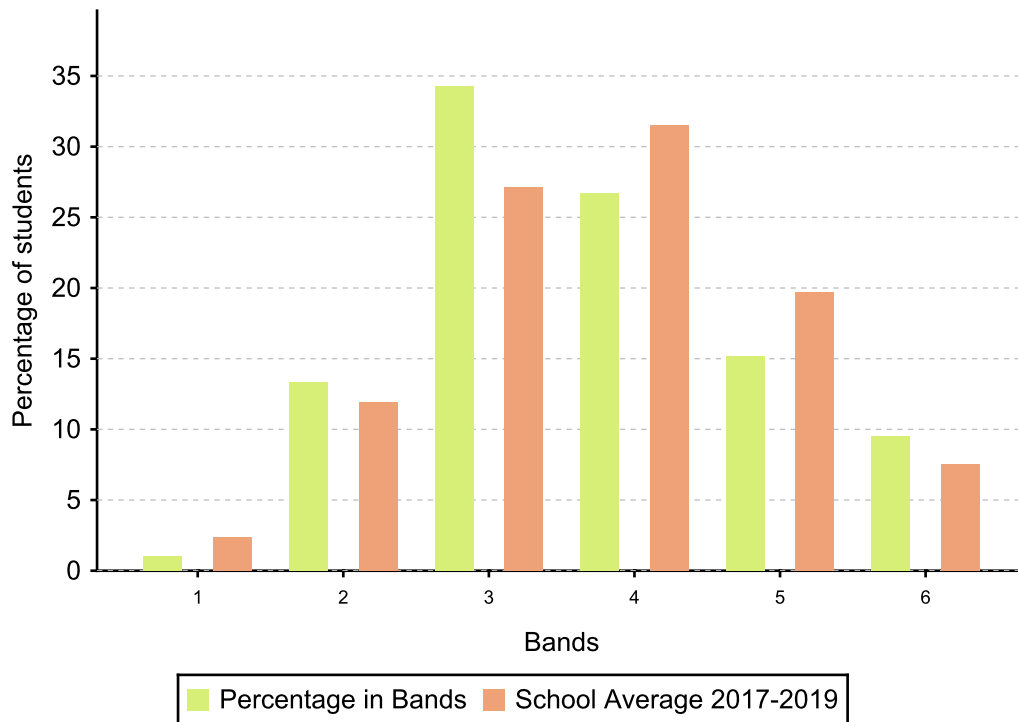
Band	1	2	3	4	5	6
Percentage of students	1.0	13.3	34.3	26.7	15.2	9.5
School avg 2017-2019	2.4	11.9	27.1	31.5	19.7	7.5

Percentage in bands:
Year 5 Numeracy
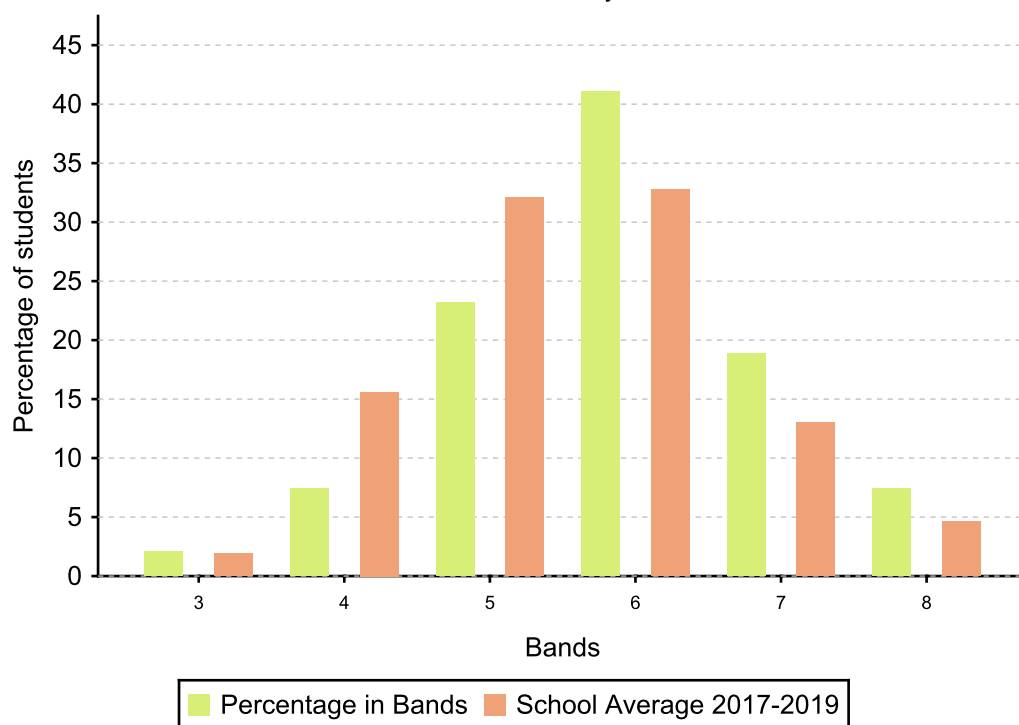
Band	3	4	5	6	7	8
Percentage of students	2.1	7.4	23.2	41.1	18.9	7.4
School avg 2017-2019	1.9	15.6	32.1	32.8	13	4.6

Parent/caregiver, student, teacher satisfaction

During 2019 the school conducted 2 surveys using the "Tell Them From Me" site.

The surveys are completed by students in Year 4 and Year 5, staff and parents.

The surveys are conducted at the end of Term 1 and early Term 3. Data is sent to the school for analysis. Survey questions considered a student's sense of belonging, support for their individual needs and expectations for their success. Aboriginal students are also surveyed regarding their sense of cultural identity.

Survey results indicated that:

* **92%** of the students felt they were supported for their individual academic needs and wellbeing.

* **84%** of our cohort indicated a high sense of belonging. This deals with positive relationships with both peers and teachers which are essential to student well being.

The cohort felt there was support in place to help them build social and emotional skills.

* **99%** of the cohort indicated there was a supportive classroom environment in which students experienced consistent, clear and high expectations and received help from teachers and peers.

Our Aboriginal students identified there was a strong sense of cultural identity within the school.

Future Direction:

The school will continue to provide programs that foster advocacy and wellbeing.

Our Learning and Support Team will continue to provide additional support for those students requiring individualised learning plans.

Our newly appointed chaplain will work on providing strong links with parents and outside agencies where required.

Our Aboriginal Education Worker will continue to support our Aboriginal families and the wider community.

The survey results on both occasions indicate that Blackwell Public School maintains above State average results, in all sections of the survey.

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.