

# Cammeray Public School

## 2019 Annual Report



1485

## Introduction

The Annual Report for 2019 is provided to the community of Cammeray 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

Cammeray Public School

Palmer St

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## School background

### School vision statement

At Cammeray School we equip students with the tools to be successful, confident, creative individuals. This is achieved in a high performing school that is inclusive and works in partnership with our community. Our staff is innovative and dynamic, providing leadership that inspires learning. This quality education is provided in a nurturing environment so that all students can become active, confident participants in an ever-changing world.

### School context

Cammeray school is located on the lower north shore of Sydney close to the city centre.. A strong community partnership enhances our school identity further.

Student enrolments are large, with a recent average of 940 enrolled. 25% of this student population includes children from a non-English speaking background. The school values the richness and diversity of its student population.

The school grounds are diverse and interesting. A variety of playground areas have been developed to encourage creative and imaginative play. Boardwalks meander through wetlands and link to the adventure playground area. The parent community have actively supported and created these areas in partnership with the school.

Students are given the opportunity to participate in a large and vibrant band program, many and varied sports programs, public speaking and debating programs and performing arts including dance, choir and drama.

Strong partnerships have developed with local community groups offering further experiences and opportunities for our students.

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

## Strategic Direction 1

### Engaged Learners

#### Purpose

To create a climate of learning that engages all stakeholders. All learners will be encouraged to actively reflect and have a voice, by understanding future directions for success through collaboration, feedback and effective partnerships. Professional learning programs will extend and deepen teachers' explicit knowledge of curriculum through professional dialogue and analysis of student work, leading to improved pedagogy and improved student outcomes in the focus areas of Literacy and Numeracy.

#### Improvement Measures

- Improvement in student outcomes with an increase in the percentage of students demonstrating expected growth in literacy and numeracy. Over 90% of students demonstrating expected growth through literacy and numeracy progressions and NAPLAN.
- Collective teacher efficacy and a shared responsibility for student growth in Literacy and Numeracy is evident through grade planning and programs and through teacher reflection and feedback.
- An increased use of rich literature to engage learning and enrich high performance.

#### Overall summary of progress

The Spirals of Inquiry professional learning program continues to enhance collaborative planning resulting in a depth of professional dialogue around assessment and the development of targets in Literacy and Numeracy. Our instructional leaders are supporting our teachers in developing their capacity to use the Literacy and Numeracy Learning Progressions to identify areas for growth so that all students can meet their potential.

#### Progress towards achieving improvement measures

- Process 1:**
- Introduce and embed 'Spirals of Inquiry' into professional learning to extend and deepen teachers' explicit knowledge of learning through professional dialogue and a shared responsibility for student improvement.

Evaluation	Funds Expended (Resources)
Our results in NAPLAN place our school as the number one position for numeracy and the number 2 position for English against our school network for the top two bands..	RAM funding is used to employ extra support staff and to release teachers to plan individual learning programs with specialist staff

- Process 2:**
- Grade planning and collaboration that adjusts learning to meet individual student needs, that challenges and improves learning through a deep understanding and application of curriculum.

Evaluation	Funds Expended (Resources)
There is equity of access for all staff through the opportunity to take part in the collegial dialogue offered through the Spirals of Inquiry process.	QTSS funds have been used to implement the Spirals of Inquiry professional learning program and professional learning funds are used to provide teachers with access to the expertise of universities and the professional associations.

- Process 3:**
- Embedding Literacy and Numeracy progressions into student assessment, school projects and reporting systems.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
Collaborative grade programs using Google Docs provides an opportunity to adjust units of work in both English and mathematics to plan for differentiated learning.	School funds have been used to purchase resources and professional learning funds used to release teachers to observe best practice in peer classrooms.

## Next Steps

The Spirals of Inquiry program will continue in 2020. The focus for every grade will begin with data collection and discussions will follow about engaged learners and how technology can have an impact when embedded within English and mathematics programs. There will continue to be an emphasis on open-ended tasks which encourage critical and creative thinking.

## Strategic Direction 2

### Creative & Critical Thinkers

#### Purpose

To enhance in all stakeholders the skills of communication, collaboration, critical and creative thinking through innovative and purposeful projects requiring a redesign of teaching and learning programs and flexible use of classroom space. Immersion in curriculum that is purposeful and challenging will encourage 21st century learning through inquiry and problem solving skills. A focus on Science, Maths and Technology will create engaging learning opportunities for all students and teachers. The role of curiosity will be nurtured.

#### Improvement Measures

- Improve student outcomes in Mathematics through a focus on mathematical thinking and problem solving that engages students in critical and creative ways. Evidence of success will include teaching and learning programs, student work samples, improved results in NAPLAN & improved student attitude towards Mathematics.
- Improved implementation of Science, History and Geography through an inquiry approach to curriculum design. Outcomes are contextualised in authentic learning opportunities, as evidenced by student work and school projects.
- The creation of 21st century classrooms that use technology in meaningful ways, have flexible learning spaces and empower students in directing their learning. Evidence of success will include: student & teacher surveys, innovative projects and products created, monitoring of technology use.

#### Overall summary of progress

Our teachers are developing a depth of understanding about pedagogy and curriculum which is informing their decisions about connected learning leading to authentic student-centred education and growth. Feedback from Spirals sessions shows a significant improvement in the depth of professional discussion through analysis of data. As a result of these data driven, targeted professional learning opportunities, our teachers are creating authentic critical and creative learning opportunities and assessments to support consistent teacher judgement of work samples, providing evidence which is complemented by standardised summative assessments.

NAPLAN results in Numeracy show outstanding student achievement with the following results:

Year 3 – 45.5% placed in the top two bands, as compared to 27.2% for similar school groups

Year 5 – 53.3% placed in the top two bands, as compared to 34.4% for similar school groups

NAPLAN results in Reading show outstanding student achievement with the following results:

Year 3 – 83.1% placed in the top two bands, as compared to 80% for similar school groups

Year 5 – 78.2% placed in the top band, as compared to 68.7% for similar school groups

#### Progress towards achieving improvement measures

**Process 1:** • Implement a whole school approach to the teaching of Mathematics that extend, expand and challenge students thinking in critical and creative ways.

Evaluation	Funds Expended (Resources)
Grades have developed a whole school scope and sequence in mathematics and the Girls in Mathematics project has successfully engaged students to reach their potential.	QTSS funding has been accessed to support critical and creative thinking in mathematics; school funds have been used in order to participate in mathematics projects with MANSW

**Process 2:** • Research informed pedagogy – Draw on research to develop and implement Inquiry based learning in Science, History & Geography and expand teaching practice.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Staff are demonstrating Improved confidence in implementing the digital coding component of the Science and Technology syllabus</p> <p>Innovation is demonstrated in classrooms where flexible furniture supports a range of groupings and creative use of space</p>	<p>Professional learning funds were used to support the introduction of the new Science and Technology syllabus</p> <p>School funds were used to purchase digital resources additional to those borrowed from STEM SHARE</p> <p>P&amp; C contributions and school funds have been used to extend purchases of flexible furniture, laptops and chromebooks.</p>

## Next Steps

Innovating practice will continue to grow, supported through further 'rollouts' of flexible furniture and the continuous updating of technology. Conceptual planning will continue to be supported through a range of communication tools enabling teachers to collaboratively plan for differentiated learning. Embedding technology in authentic ways within English and mathematics programming and implementation will be a focus.

## Strategic Direction 3

### Compassionate Citizens

#### Purpose

To embed a culture of collective responsibility and empathy through respectful relationships. A commitment to equity and social justice will lead to ethical decision making as part of the broader society. The growth of both the intellect and the character of the learner will be a key feature of programs that support student well-being.

#### Improvement Measures

- Increase the percentage of students consistently following the Cammeray Code of – respect, responsibility and personal best– and building relationships based on kindness and compassion. Ensure that 100% of students are respectful and responsible towards others.
- Increase the number of school projects that link to social justice and global problems.
- Extend the partnership with parents and community members through projects that build a sense of citizenship and character in our global world.

#### Overall summary of progress

By fostering a climate of kindness and inclusion, our community is moving towards achieving its goals as compassionate citizens. Frameworks including Habits of Mind, Keys to Success and the Cammeray Code provide a shared language so that discussions about social justice, sustainability and equity can be understood by all stakeholders including our youngest students.

An analysis of student data reveals that 91.25% of our students have reported positive feelings of wellbeing as measured through the student Tell Them From Me Survey 2019. Our students sit at 90% in the quadrant for High Advocacy and High Expectations against 84% for similar school groups, and at 84% in the High Advocacy and High Belonging quadrant against 77% for similar school groups showing the positive impact of our school climate where expectation and student wellbeing are balanced and highly valued.

#### Progress towards achieving improvement measures

**Process 1:** • Student well-being programs are monitored, revised and expanded to reflect the Cammeray Code and the core values of compassion and kindness towards others.

Evaluation	Funds Expended (Resources)
There is clear and effective process for communication, shared by all stakeholders in order to ensure that students are responsible and respectful both within and outside the classroom and beyond the school gates.	School funds have been accessed to support classroom programs that foster student wellbeing through the 'Habits of Mind', 'Keys to Success' and 'You Can Sit With Me' programs.  RAM funds have been used to engage extra support staff to work with children with specific needs in social and emotional behaviours

**Process 2:** • A shared school-wide commitment to social justice and global issues is evident through purposeful leadership, quality teaching and community engagement.

Evaluation	Funds Expended (Resources)
The establishment of the Inclusivity and Diversity Team and the Sustainability Team has been a positive step in developing strategic initiatives to support a sense of citizenship and responsibility beyond our own perspective.	School funds used to connect with the City/ Country Alliance – sending teachers to the Sydney conference and student leaders to a leadership camp in Sydney.

## Progress towards achieving improvement measures

The establishment of the Inclusivity and Diversity Team and the Sustainability Team has been a positive step in developing strategic initiatives to support a sense of citizenship and responsibility beyond our own perspective.

SRC fundraising for local and global projects

## Next Steps

Cammeray Public School will connect remotely to plan for reciprocal visits with a rural sibling school for 2020. Our school hosted the executive team in 2019 for a 2 day visit and preliminary plans are underway for a team of teachers from Cammeray Public School to travel to the sibling school in late 2020. An Action Plan has been established between the schools to communicate short term and long term sibling school program goals.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$4762 Funds used to:</p> <p>Release teachers to develop a personalised plan for all identified students and to attend meetings held with all key stakeholders</p> <p>To enhance resources in the library</p> <p>To release teachers to develop Reconciliation Action Plan (RAP) and attend CCA training</p>	<p>Aboriginal students and staff are supported to achieve their potential. Advice is sought from community members, and protocols are respected. Embedding Aboriginal Education across subject areas supports all students to develop deep understanding across syllabus outcomes and the purchasing of books and resources to extend our library collection has made an impact on learning across the curriculum. Including Aboriginal Education as an integral part of our strategic planning has ensured that celebrations are planned with thought and depth.</p>
<b>English language proficiency</b>	<p>\$51422 School funding and New Arrivals Program funding has resourced:</p> <p>'English as Another Language/Dialect (EALD)' teacher employed to support identified students.</p> <p>Support learning officers who are working in classes to support identified students further.</p>	<p>Communication processes are embedded in school Enrolment Policy</p> <p>Identified students showed strong growth and achievement in NAPLAN, SENA testing and running records for reading</p> <p>Further focus areas include writing and comprehension skills.</p>
<b>Low level adjustment for disability</b>	<p>Equity funding – \$109113. This includes:</p> <p>Learning &amp; Support teacher</p> <p>Learning &amp; Support officers</p>	<p>Learning and Support focus in Year 1 and Year 2 over the past three years has led to outstanding NAPLAN results in Year 3. Student growth has maintained a standard of "Excelling".</p> <p>Ranking 2nd in English against Network and 1st in numeracy against Network percentage in top two bands for NAPLAN</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS funding release – 1.535 entitlement</p> <p>This funding supported the release of Instructional Leaders.</p>	<ul style="list-style-type: none"> <li>Individual students and identified groups have continued to show outstanding improvement in key areas and the focus on growth is still relevant.</li> <li>Authentic formative assessments in both literacy and numeracy have been developed to support consistent teacher judgement of work samples, providing evidence, complemented by standardised summative assessments</li> </ul>
<b>Socio-economic background</b>	<p>\$5458 ontributes to funds for learning and support resources and staffing</p>	<ul style="list-style-type: none"> <li>Strong support is given to student well-being through an inclusive school policy for identified students and their families.</li> <li>Careful monitoring of student needs, academic achievement and student wellbeing is coordinated through the Learning Support team.</li> </ul>
<b>Support for beginning teachers</b>	<p>\$14130– to pay for release time</p>	<p>Beginning teachers are capable and confident in seeking accreditation and are well supported through this process</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	482	464	444	434
Girls	474	472	476	454

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.8	96.8	96.2	96.6
1	96.8	95.7	95.8	96.1
2	96.8	96.5	95.5	96.5
3	96.6	96.9	96.3	96.5
4	97	96.2	95.6	95.8
5	95.6	96.7	95.5	95.2
6	96.3	95.6	95.1	94.9
All Years	96.6	96.4	95.7	95.9
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.59
Teacher of Reading Recovery	0.8
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	5.17

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,100,725
<b>Revenue</b>	7,613,720
Appropriation	6,629,540
Sale of Goods and Services	7,845
Grants and contributions	963,744
Investment income	11,216
Other revenue	1,375
<b>Expenses</b>	-7,500,870
Employee related	-6,134,384
Operating expenses	-1,366,486
<b>Surplus / deficit for the year</b>	112,850

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	56,386
<b>Equity Total</b>	160,155
Equity - Aboriginal	4,762
Equity - Socio-economic	5,458
Equity - Language	40,822
Equity - Disability	109,113
<b>Base Total</b>	5,738,973
Base - Per Capita	215,867
Base - Location	0
Base - Other	5,523,106
<b>Other Total</b>	541,526
<b>Grand Total</b>	6,497,040

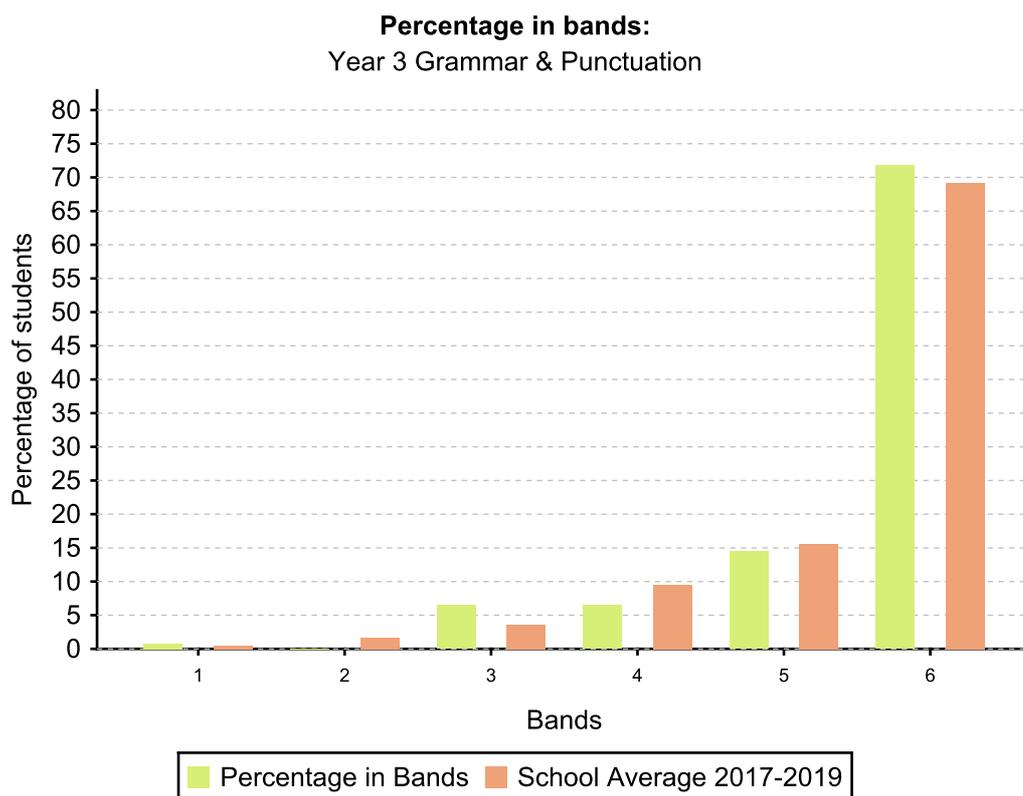
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

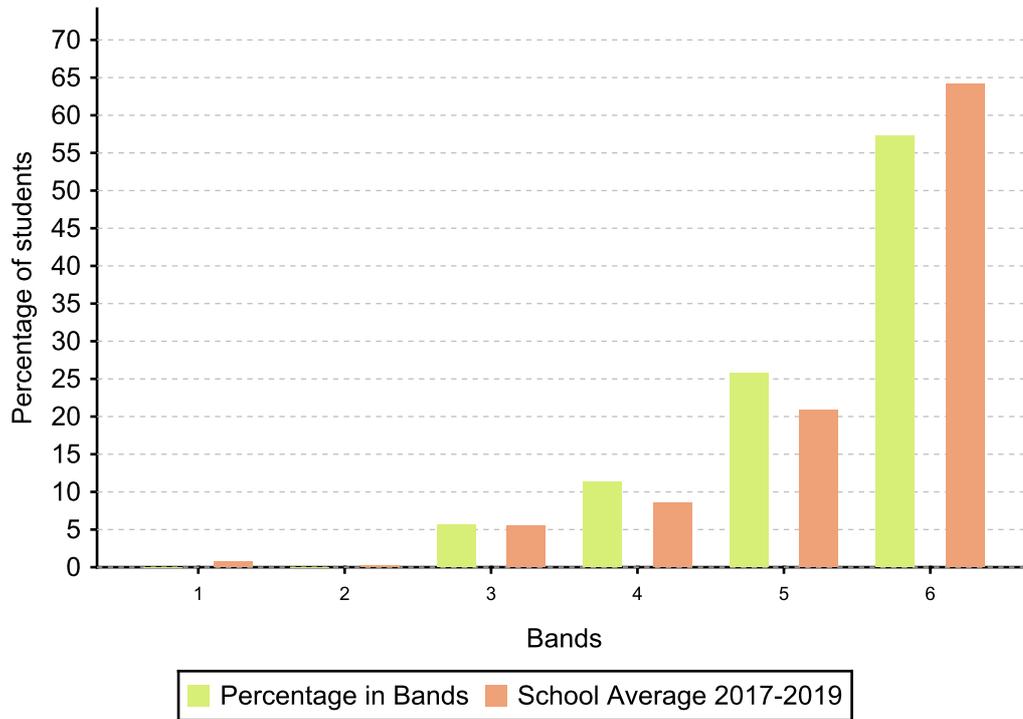
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



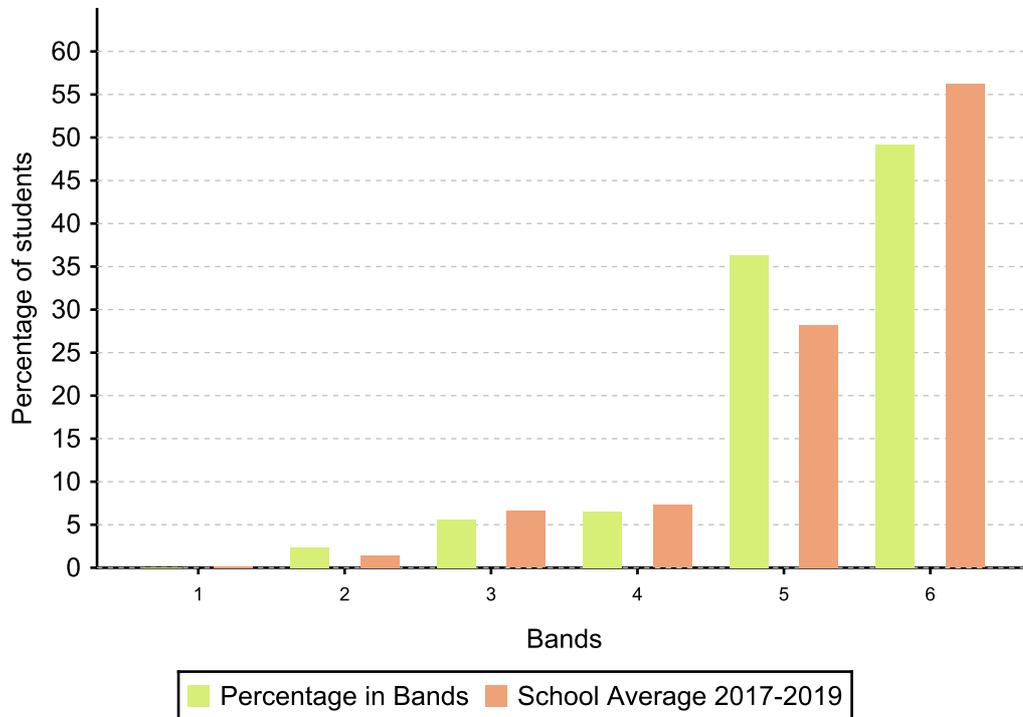
Band	1	2	3	4	5	6
Percentage of students	0.8	0.0	6.5	6.5	14.5	71.8
School avg 2017-2019	0.5	1.7	3.6	9.5	15.6	69.2

**Percentage in bands:  
Year 3 Reading**



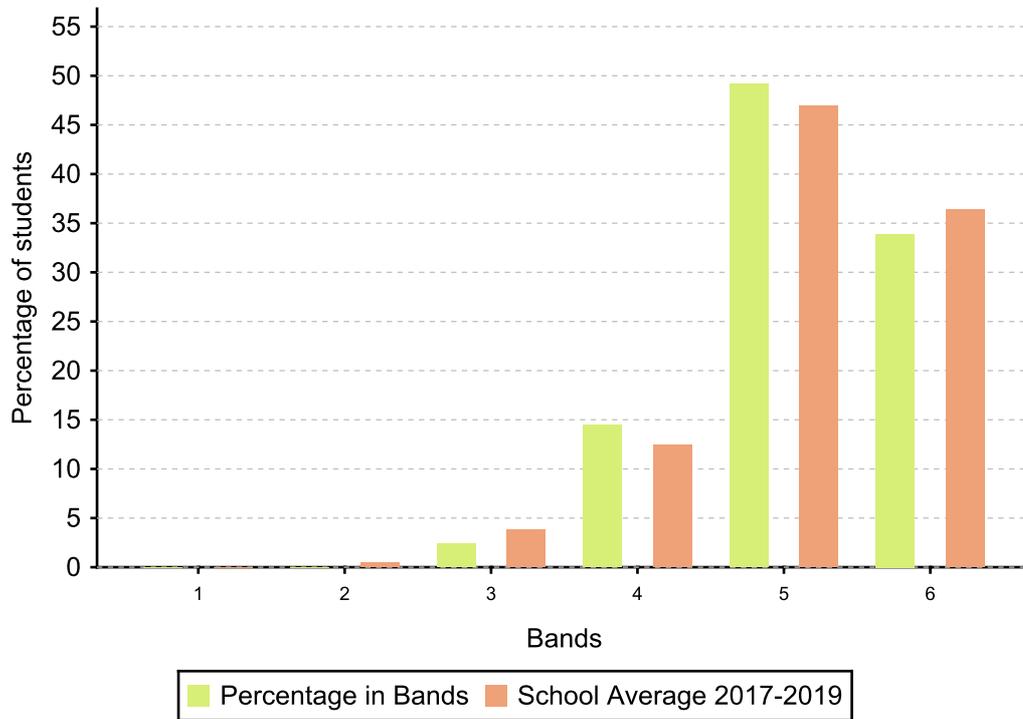
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	5.6	11.3	25.8	57.3
School avg 2017-2019	0.7	0.2	5.5	8.5	20.9	64.2

**Percentage in bands:  
Year 3 Spelling**



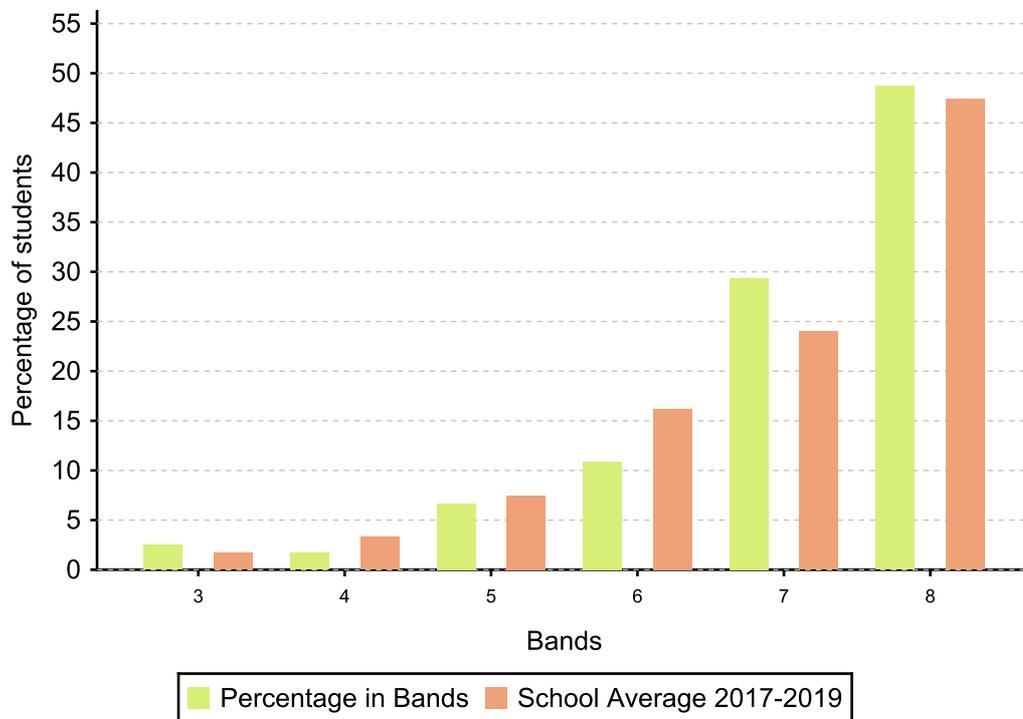
Band	1	2	3	4	5	6
Percentage of students	0.0	2.4	5.6	6.5	36.3	49.2
School avg 2017-2019	0.2	1.4	6.6	7.3	28.2	56.2

**Percentage in bands:**  
Year 3 Writing



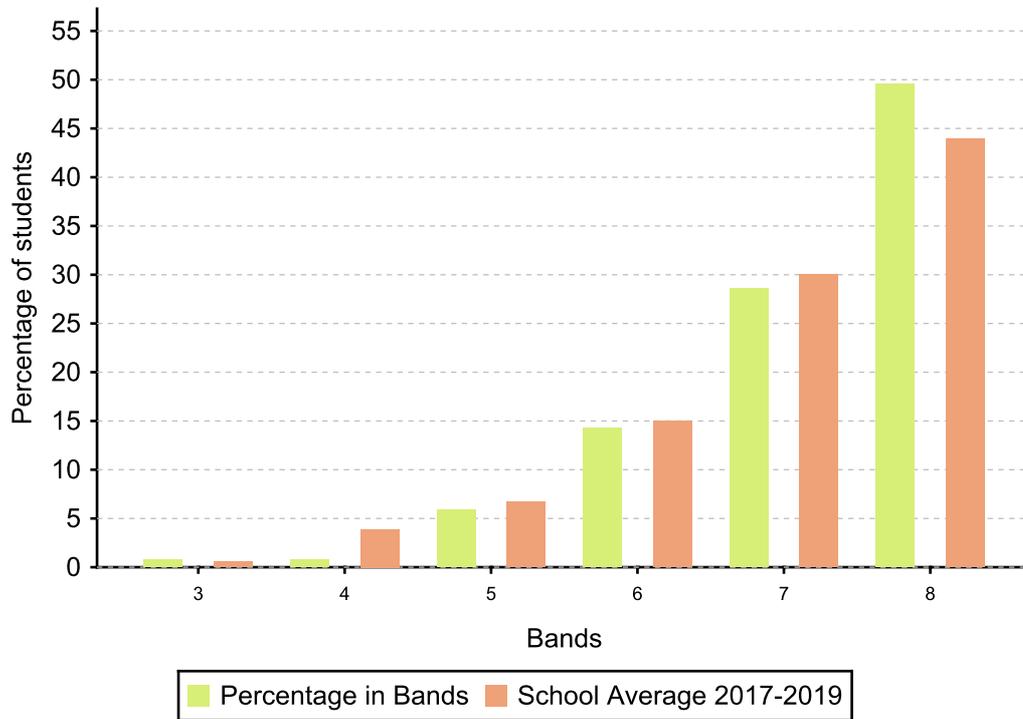
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	2.4	14.5	49.2	33.9
School avg 2017-2019	0	0.5	3.8	12.4	46.9	36.4

**Percentage in bands:**  
Year 5 Grammar & Punctuation



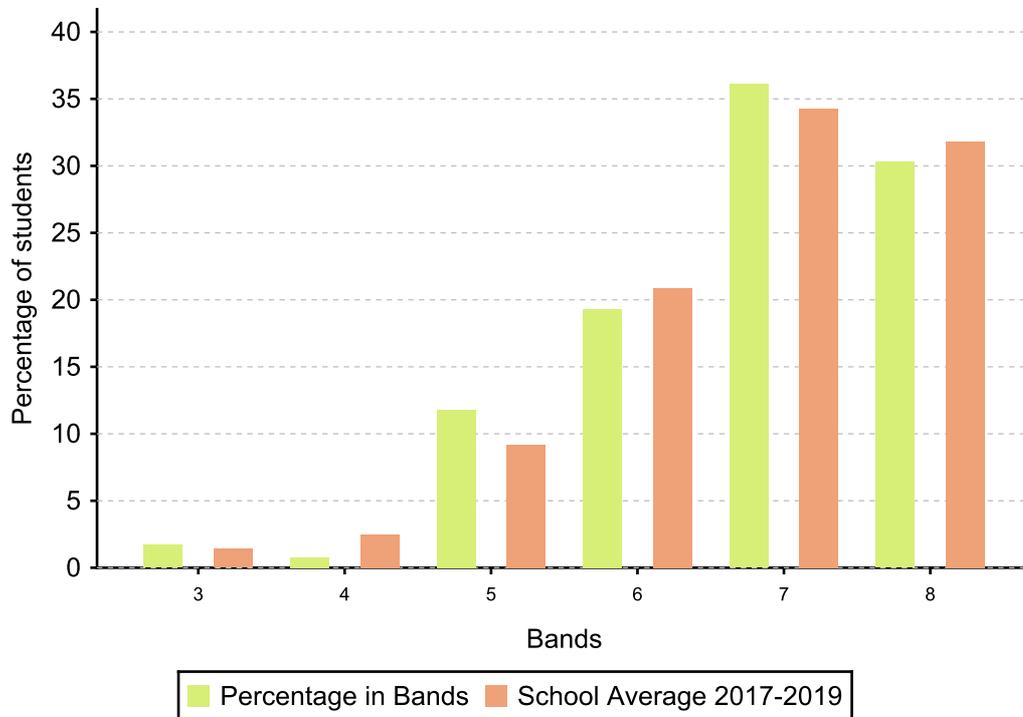
Band	3	4	5	6	7	8
Percentage of students	2.5	1.7	6.7	10.9	29.4	48.7
School avg 2017-2019	1.7	3.3	7.5	16.2	24	47.4

**Percentage in bands:  
Year 5 Reading**



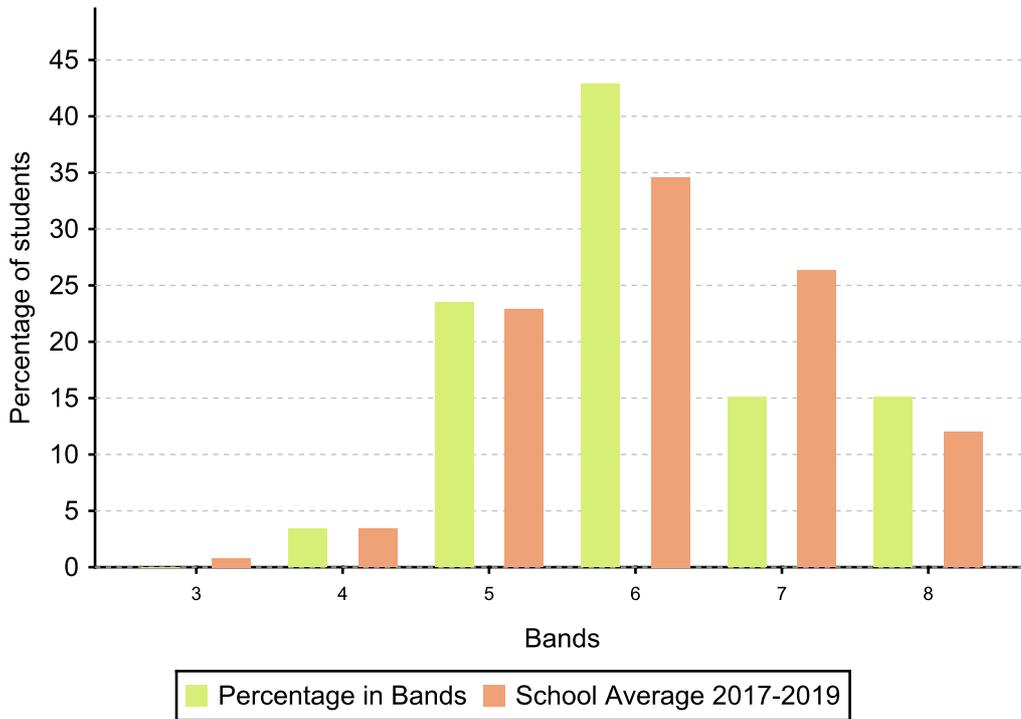
Band	3	4	5	6	7	8
Percentage of students	0.8	0.8	5.9	14.3	28.6	49.6
School avg 2017-2019	0.6	3.9	6.7	15	30	43.9

**Percentage in bands:  
Year 5 Spelling**



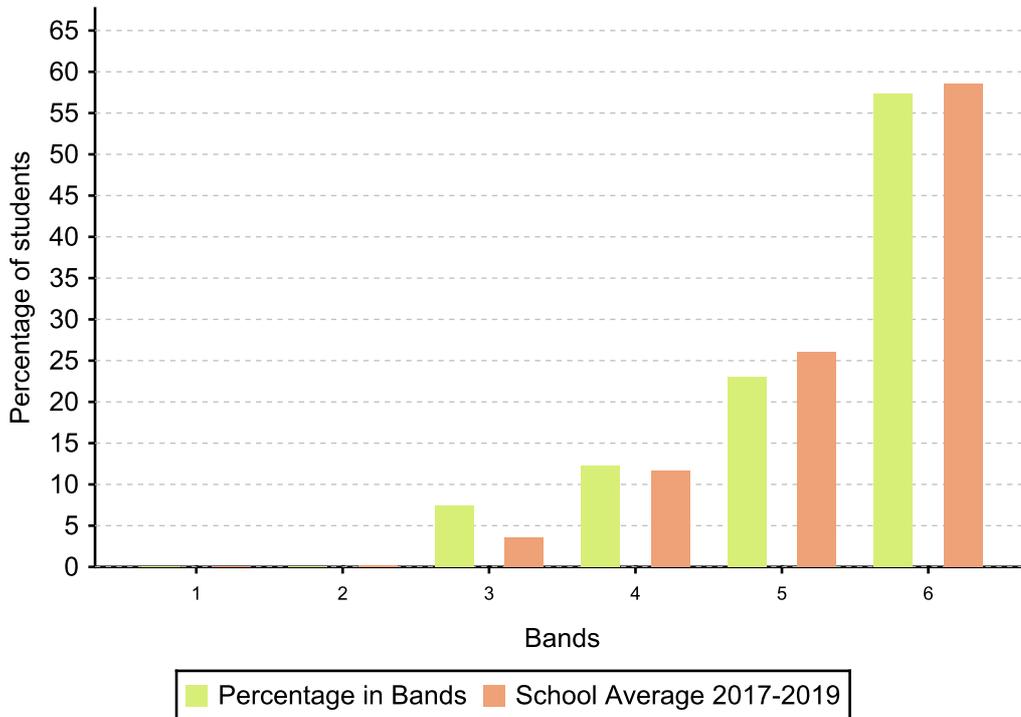
Band	3	4	5	6	7	8
Percentage of students	1.7	0.8	11.8	19.3	36.1	30.3
School avg 2017-2019	1.4	2.5	9.2	20.9	34.3	31.8

**Percentage in bands:**  
Year 5 Writing



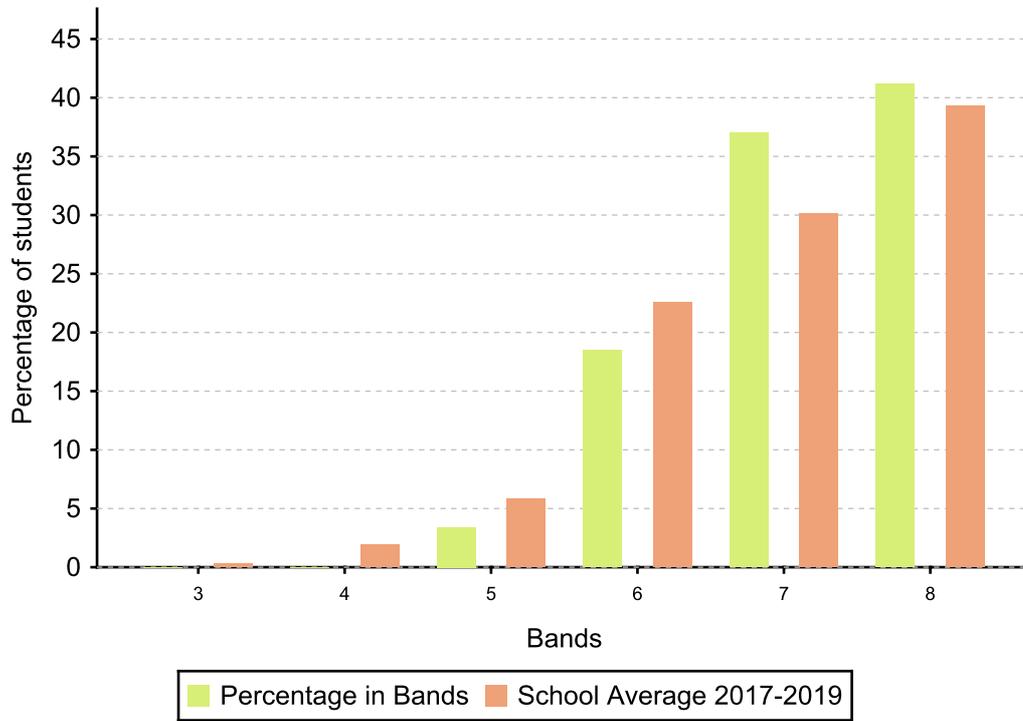
Band	3	4	5	6	7	8
Percentage of students	0.0	3.4	23.5	42.9	15.1	15.1
School avg 2017-2019	0.8	3.4	22.9	34.6	26.3	12

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.4	12.3	23.0	57.4
School avg 2017-2019	0	0.2	3.6	11.7	26	58.6

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	3.4	18.5	37.0	41.2
School avg 2017-2019	0.3	1.9	5.8	22.6	30.1	39.3

## Parent/caregiver, student, teacher satisfaction

- 91.25% of our students have reported positive feelings of wellbeing, as measured through the student Tell Them From Me Survey (TTFMS) 2019.
- Our students are placed at 90% in the quadrant for High Advocacy and High Expectations against 84% for Statistically Similar School Groups (SSSG)
- At 84% in the High Advocacy and High Belonging quadrant against 77% for SSSG, these survey results show the positive impact of our school climate where expectations and student wellbeing are balanced and highly valued.

## 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.