

# Lithgow Public School

## 2019 Annual Report



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## Introduction

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

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## School background

### School vision statement

Lithgow Public School creates dynamic, engaging and inclusive learning opportunities and fosters positive relationships to ensure every student is known, valued and cared for and every student, every teacher, every leader improves every year.

### School context

Lithgow Public School (LPS) was established in 1875. It is a Principal Level 3 Primary School in the Lithgow District of the NSW Department of Education. It occupies five heritage listed buildings which are highly valued as part of the Lithgow landscape.

The school caters for K–6 students including five Special Education classes and a State selective Opportunity Class. The school provides a variety of experiences to support the development of the 'whole' child, including choir, music, band and debating.

The school has a current student enrolment of approximately 394, including 12% Indigenous and 12% Language other than English background. The school has established partnerships with the Lithgow Aboriginal Educational Consultative Group and Lithgow High School.

Lithgow Public School is an Early Action for Success Phase 1 school. The school has an Instructional Leader K–2 and interventionist teachers to focus on improved curriculum implementation and quality teaching where stringent data analysis provides teachers with direction for future teaching.

The school community supports the school in addressing literacy, numeracy and community engagement as key strategic directions. Lithgow Public School plays a significant role within the 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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

Leading

### Purpose

Lithgow Public School commits to fostering a school-wide culture strongly focused on learning, the building of educational aspiration and ongoing improvement, through instructional leadership and reflective practice, resulting in sustained and measurable whole school improvement.

### Improvement Measures

#### Management Practices and Processes

Staff engage in professional learning opportunities such as Growth Coaching and Curiosity and Powerful Learning to improve effective teaching practices.

#### School Planning, Implementation and Reporting

Staff engage in leadership initiatives in and beyond school.

#### Educational Leadership

Increased proportion of staff utilise professional learning like Growth Coaching, Curiosity and Powerful Learning to build capacity in Lithgow Public School staff.

### Progress towards achieving improvement measures

#### Process 1: Management Practices and Processes

Staff collaborate to evaluate and review administration systems, structures and processes that underpin ongoing school improvement and the professional effectiveness of all school members.

Evaluation	Funds Expended (Resources)
<p><i>Spirals of Inquiry</i> are an embedded practice at LPS. In 2019, all stages have been provided time and support to identify areas of practice to improve and build upon. The spirals were designed around improving effective teaching practice based on the needs of students at LPS. Strengths and areas to improve were identified. Instructional Leaders and Executive led professional learning using evidence based research. The direction of spirals were based on data and evidence, and as the year progressed the need for a K-6 focus and direction was implemented. Collaborative planning and shared programming resulted in improved results across the school.</p>	<p>4 casual teachers per week for 35 weeks.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$70000.00)</li></ul>

#### Process 2: School Planning, Implementation and Reporting

The leadership team develop effective systems and processes to improve teacher performance and student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>LPS has reviewed and implemented an improved reporting practice which reflects engagement with the community. Opportunities for feedback have been sort from all stakeholders and changes made to reflect the feedback. Further consultation is planned for 2020 in response to end of year reporting procedures.</p> <p>Professional Development Plans have been constructed, reviewed and evaluated for all staff. The PDP process strongly reflects the School Plan and the direction of the school. In 2020, staff will continue to engage with the 2018 – 2020 School Plan and set milestones to complete the school planning cycle.</p>	

**Process 3: Educational Leadership**

School leadership team model instructional leadership and support a culture of high expectations resulting in sustained and measurable whole school improvement.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>During Terms 1 and 2, the Executive Team of 10 met with the Director Educational Leadership to explore and develop their capacity to establish and drive an improvement culture within their teams. These meetings took place over full days, with the whole team sitting in together. Feedback from the Executive Team after the Term 2 session indicated that these sessions had given them a clear understanding of the policy frameworks that set improvement at the heart of what we are striving to achieve. They felt that individual follow up sessions with the DEL to discuss their individual strengths and areas for improvement, as well as determining a clear plan for moving forwards, could potentially have a greater impact on improving leadership practice than continuing with sessions attended by the whole executive. This will remain a focus in 2020.</p>	<p>Total resource:</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$30000.00)</li></ul>

## Strategic Direction 2

### Teaching & Learning

#### Purpose

To develop a culture where teachers take a shared responsibility in improving teacher and teaching practise to improve student learning. High levels of commitment and professionalism are demonstrated in identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidenced based teaching strategies. Teachers evaluate the effectiveness of their teaching practice to plan for the ongoing learning of each student.

#### Improvement Measures

##### Explicit Teaching

Staff will use curriculum data and external measures to implement evidence informed teaching practices

Students will show growth in internal and external data in literacy and numeracy that equals or exceeds State norms

##### Wellbeing

Increase proportion of students reporting a sense of belonging, expectations for success and advocacy at school

#### Progress towards achieving improvement measures

##### Process 1: Explicit Teaching

Instructional Leaders support staff to develop explicit teaching strategies.

Evaluation	Funds Expended (Resources)
<p>Instructional Leaders and Assistant Principals across K–6 were able to lead teacher collaboration with stage groups with a focus on continual improvement, through observations and quality feedback. The Spirals of Inquiry process also allowed staff to spend quality collaboration time together to examine and refine their teaching practice.</p> <p>Through this collaboration time, teachers were able to comprehensively analyse data and use this to inform areas of development in professional learning.</p> <p>All teachers K–6 used assessment data to track student progress against a range of assessments, including ALAN, reading benchmarks, PAT assessments, NAPLAN and formative assessments.</p>	<p>4 casual teachers per week for 35 weeks.</p> <p>Also accounted for in SD1</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$70000.00)</li></ul>

##### Process 2: Wellbeing

PBL– school delegates to implement PBL

Evaluation	Funds Expended (Resources)
<p>All staff entered their end of year tracking on the whole school LST tracking sheet. Entering this data allowed us to direct support to the students who require it.</p>	<p>Bunker resources – \$60,000.00 – SDN Grant</p>

## Progress towards achieving improvement measures

We are investigating methods for reviewing the impact of 'The Bunker'. We are collecting data on how frequently it is being used, by whom, and for what purposes. We will continue to review and monitor the space with a more formalised form of data collection.

Positive Behaviour for Learning (PBL) lessons continue to be developed and explicitly taught each fortnight according to data analysis.

At fortnightly PBL meetings behaviour data is analysed.

PBL has been embedded and is in practice across the school. We were evaluated by our external coach in our 'Self-Evaluation Tool' and achieved 92% in our survey results. This indicated that 100% of staff surveyed taught the expectations and that the majority of students surveyed were able to identify our core values and whole school expectations.



## Strategic Direction 3

### Community

#### Purpose

Lithgow Public School provides a school community culture focused on learning with a consistent school-wide approach that supports the wellbeing of all students to learn, connect, succeed and thrive.

#### Improvement Measures

##### Reporting

Reporting processes will be regular, accurate and consistent across K–6 reflecting grade outcomes, consistent platforms and give a clear message to parents/carers on how to support student improvement.

Parents/carers report satisfaction with reporting systems.

##### Communication

Tell Them From Me survey and anecdotal evidence will show improvement in parent and student confidence and trust in the school.

#### Progress towards achieving improvement measures

##### Process 1: Reporting

Processes are in place to evaluate student learning and implement changes in teaching that lead to measurable improvement and regularly share progress with parents.

Office 365 set up as storage for students reports.

Consistent K–6 reporting formats.

PLAN2 used to track student learning in Literacy and Numeracy progressions.

Evaluation	Funds Expended (Resources)
<p>Spirals of Inquiry are now embedded into practice as the most significant form of professional learning our staff engage in . At this stage the school hasn't communicated the results to the parent body as refinements to the process have continued into Term 4. It is anticipated that the parent body will be informed regarding our model for Spirals implementation early in Term 1, 2020.</p> <p>All ILPs and PLPs have been reviewed by relevant teaching staff, and this information has been stored on our electronic storage system so that 2020 classroom teachers will be able to use this information when planning for these students in 2020.</p> <p>There is a school wide consistent reporting format in place, that was determined by the whole staff in Term 1 2019. However, the school intends to survey the school community early in Term 1 2020 to seek parental input into the effectiveness of the reporting system to communicate the achievements of students across the Key Learning Areas.</p> <p>The school once again participated in the Tell Them From Me Surveys in 2019. Results from these surveys are communicated in the parent and caregiver satisfaction section of the Annual Report.</p>	<p>IEP, PLP and ILP meetings – Casual teachers</p> <p>\$9000</p>

##### Process 2: Communication

Engage in a renewal of our connection with the community through improved communication strategies.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The practice of running Community Cafes is now embedded into practice. Community Cafes occur twice each term, in Week 4 and Week 8. These sessions are run by Executive staff on topics of interest to the community. This year, the Deputy Principals and Principal ran a variety of sessions on assisting your child in numeracy, NAPLAN analysis, outcomes of a wellbeing review amongst others. Due to feedback, one of these sessions was offered in the evening and this was well attended. It is anticipated that Community Cafe will be offered as daytime and evening sessions in 2020.</p> <p>Whole School NAIDOC celebrations were not held. Individual classes were involved in NAIDOC lessons with the Aboriginal Liaison Officer. A whole school celebration will be planned for 2020.</p> <p>Grandparents Day was not held in 2019. Grandparents were invited to attend alternate celebrations such as Book Week and Fairy Tale Day.</p> <p>The analysis for the Tell Them From Me Survey will be analysed early Term 1 2020.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	0.2 staffing allocation + \$7,250 in flexible funding	In 2019, an English as an Additional Language/Dialect (EAL/D) teacher was employed to support our students in the development of their English language skills. Support was provided either by withdrawing a small group from the classrooms for intensive support, or working with the teacher in the classrooms in the area of language skills. The success of this program was evaluated through the collection of data by the EAL/D teacher throughout the year on student progress, as well as growth identified through the NAPLAN assessments.
<b>Low level adjustment for disability</b>	\$167,383	In 2019, the school used these funds to employ a Learning and Support Teacher, at Assistant Principal level, in a full time capacity. The Learning and Support Teacher worked with students and teachers throughout the school to ensure adjustments are made for students requiring them to access the curriculum. The school also used these funds to employ Student Learning and Support Officers (SLSOs) to work in classrooms to support learning.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$84,946	In 2019, these funds were used to employ casual teaching staff so that classroom teachers could conduct peer to peer observations of teaching practice. This included releasing Executive staff 1 day per week to work with their teams on improving teaching practice.
<b>Socio-economic background</b>	\$517,718	In 2019, the school used these funds to employ teaching staff and Student Learning and Support Officers to support student learning. The school also used a portion of these funds to install new playground equipment across the school.
<b>Support for beginning teachers</b>	\$56,520	Beginning teachers were provided extra release time, including planning days to participate in 1:1 and small group professional learning. This included support to develop a portfolio of evidence to achieve accreditation at Proficient level.
<b>Targeted student support for refugees and new arrivals</b>	\$0	The school did not receive any additional funding for refugee students or new arrivals in 2019.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	205	226	202	209
Girls	191	218	211	179

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.9	93.4	92.5	92.5
1	93.1	91.9	93.7	91.9
2	91.4	92.2	92.3	94.4
3	91.2	91.2	92.5	92
4	91.9	91.9	91.9	92.3
5	94	89.2	90.8	91.4
6	93.5	91.1	91.3	88.3
All Years	92.4	91.6	92.2	91.9
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
Assistant Principal(s)	5
Classroom Teacher(s)	17.15
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	8.22

\*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>	558,716
<b>Revenue</b>	5,355,697
Appropriation	5,236,929
Sale of Goods and Services	3,012
Grants and contributions	113,193
Investment income	2,463
Other revenue	100
<b>Expenses</b>	-5,262,501
Employee related	-4,618,409
Operating expenses	-644,092
<b>Surplus / deficit for the year</b>	93,196

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>	1,058,582
<b>Equity Total</b>	735,787
Equity - Aboriginal	42,852
Equity - Socio-economic	517,718
Equity - Language	7,250
Equity - Disability	167,966
<b>Base Total</b>	2,626,126
Base - Per Capita	105,986
Base - Location	6,905
Base - Other	2,513,235
<b>Other Total</b>	573,215
<b>Grand Total</b>	4,993,710

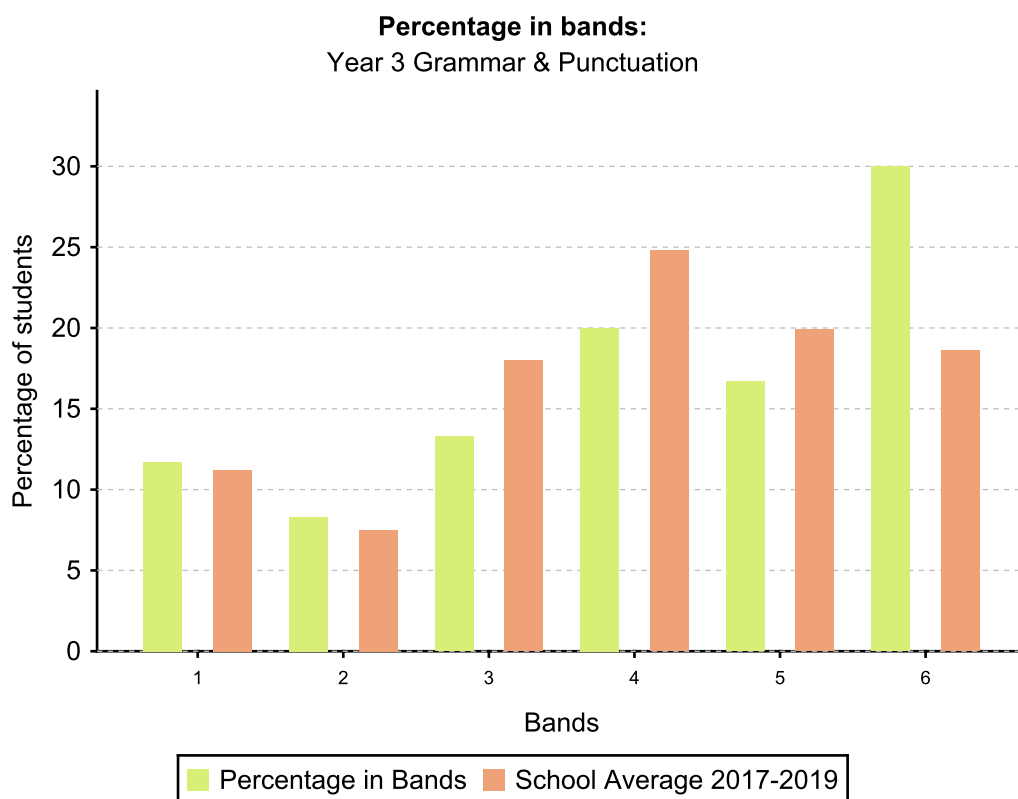
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## School performance - NAPLAN

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.

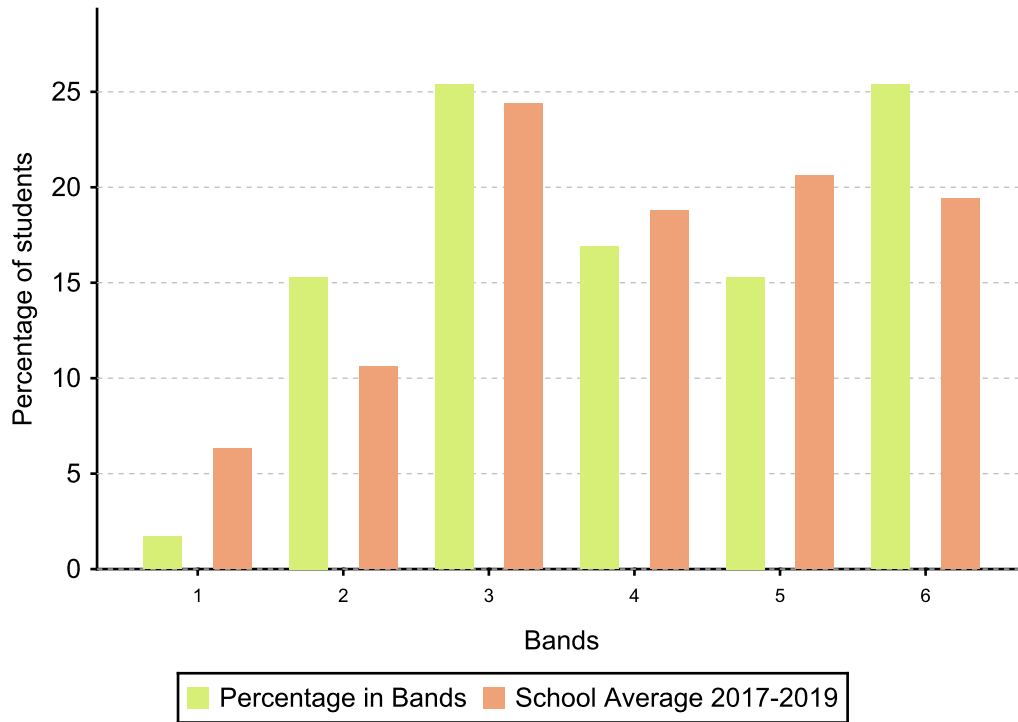
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	11.7	8.3	13.3	20.0	16.7	30.0
School avg 2017-2019	11.2	7.5	18	24.8	19.9	18.6

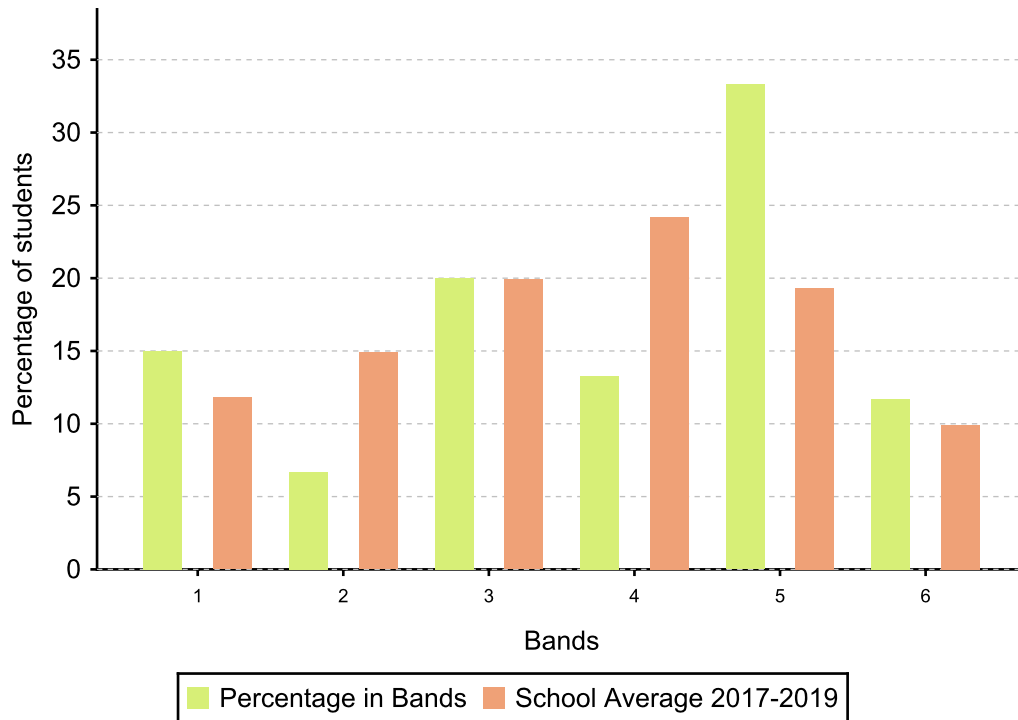


**Percentage in bands:  
Year 3 Reading**



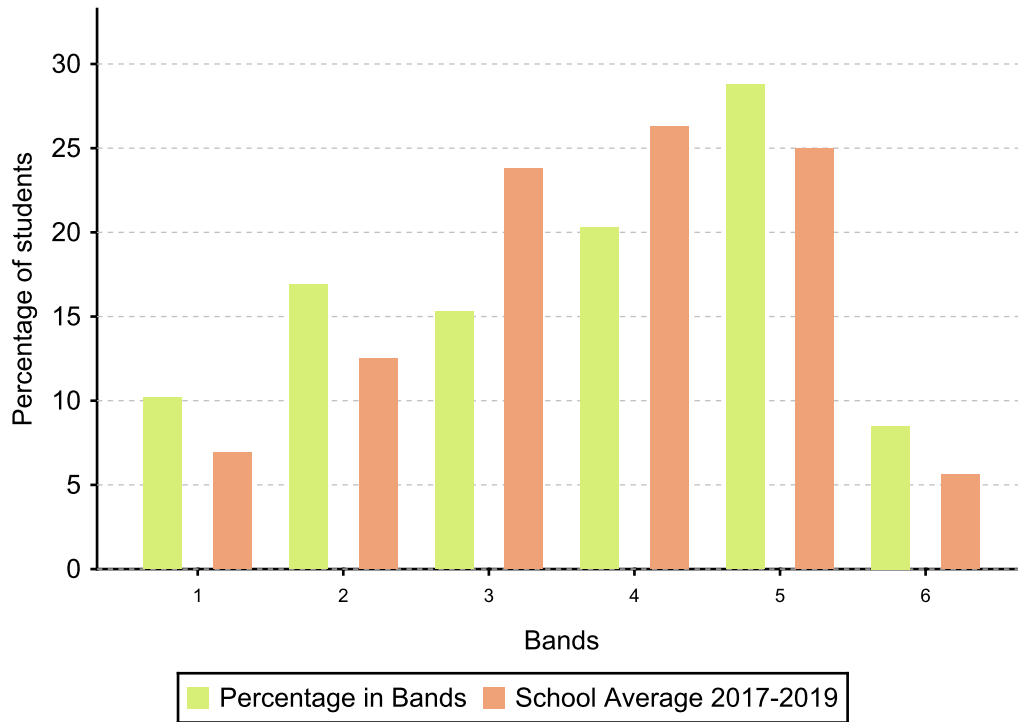
Band	1	2	3	4	5	6
Percentage of students	1.7	15.3	25.4	16.9	15.3	25.4
School avg 2017-2019	6.3	10.6	24.4	18.8	20.6	19.4

**Percentage in bands:  
Year 3 Spelling**



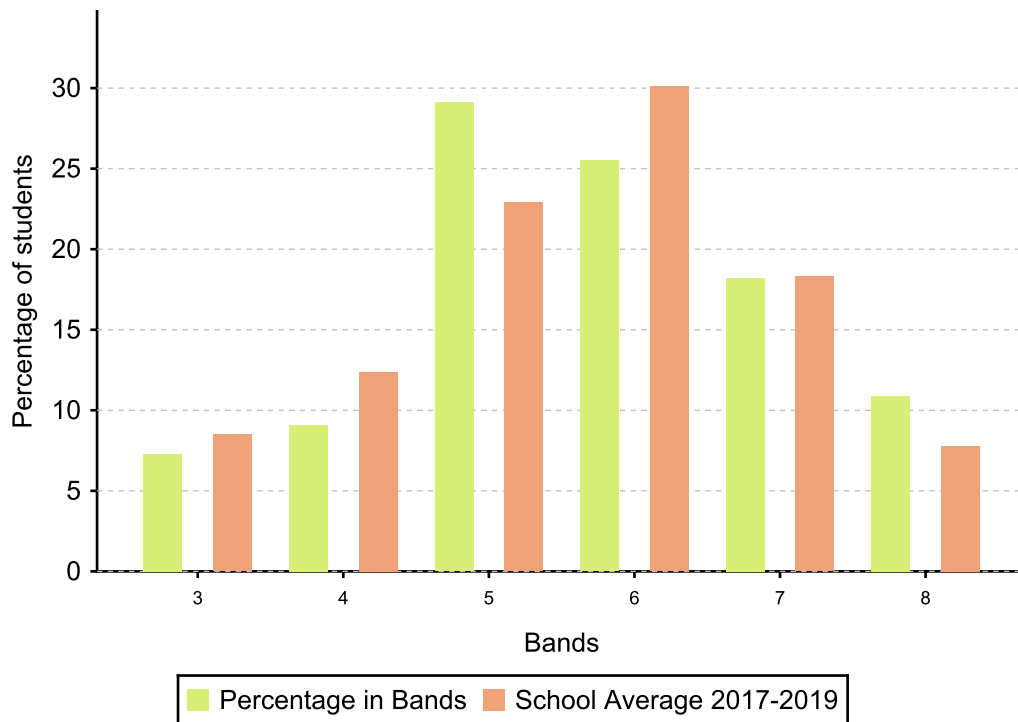
Band	1	2	3	4	5	6
Percentage of students	15.0	6.7	20.0	13.3	33.3	11.7
School avg 2017-2019	11.8	14.9	19.9	24.2	19.3	9.9

**Percentage in bands:**  
Year 3 Writing



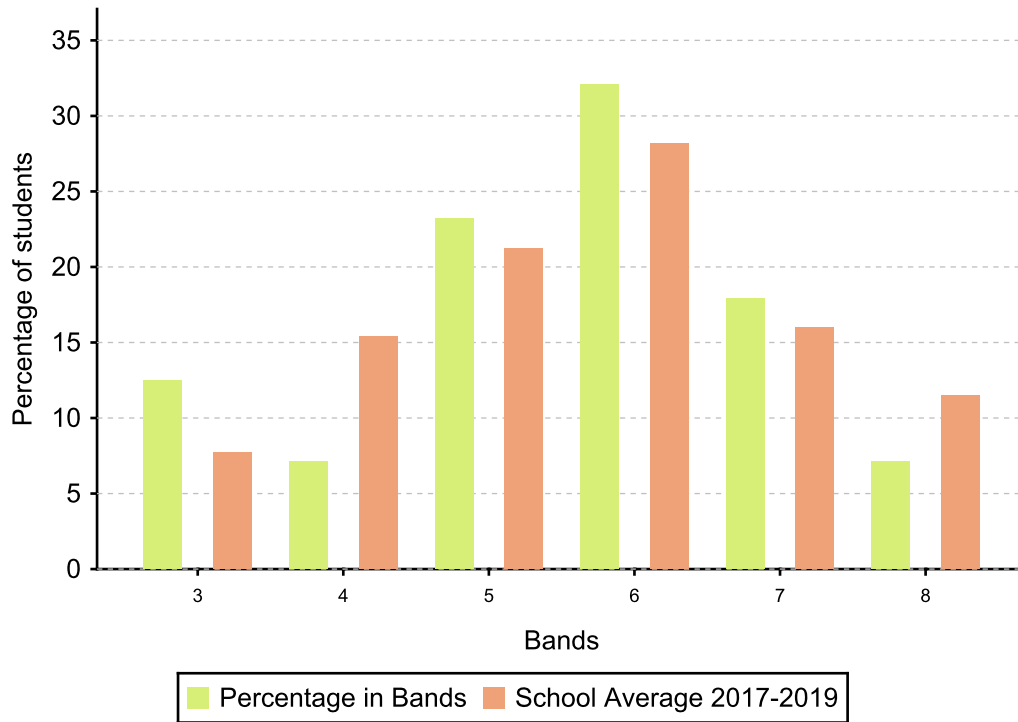
Band	1	2	3	4	5	6
Percentage of students	10.2	16.9	15.3	20.3	28.8	8.5
School avg 2017-2019	6.9	12.5	23.8	26.3	25	5.6

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



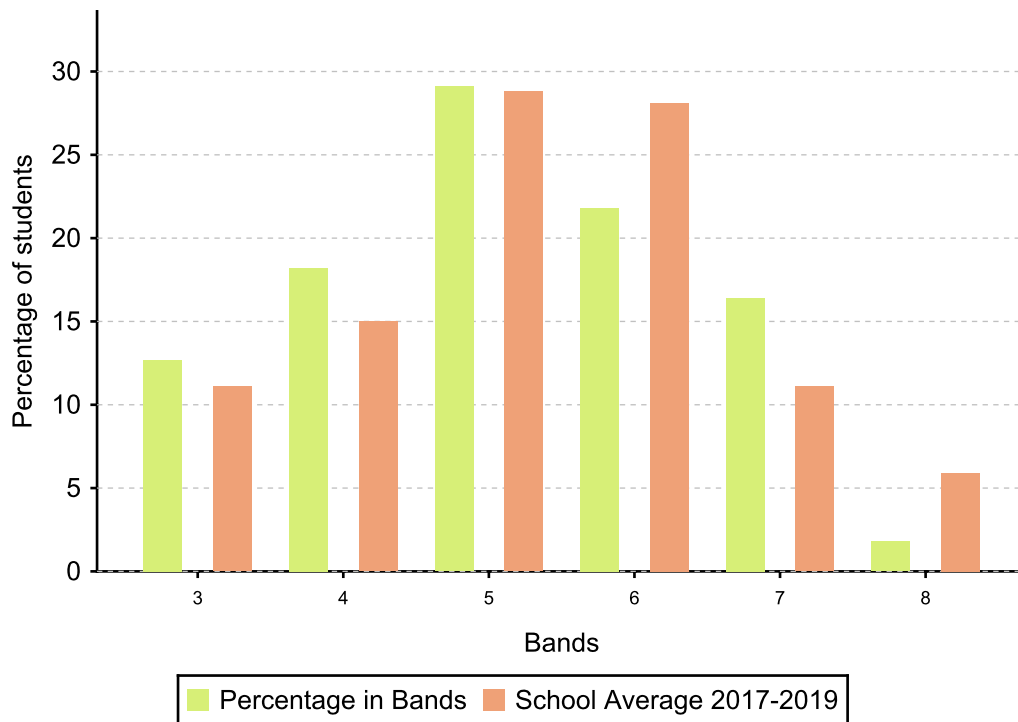
Band	3	4	5	6	7	8
Percentage of students	7.3	9.1	29.1	25.5	18.2	10.9
School avg 2017-2019	8.5	12.4	22.9	30.1	18.3	7.8

**Percentage in bands:  
Year 5 Reading**



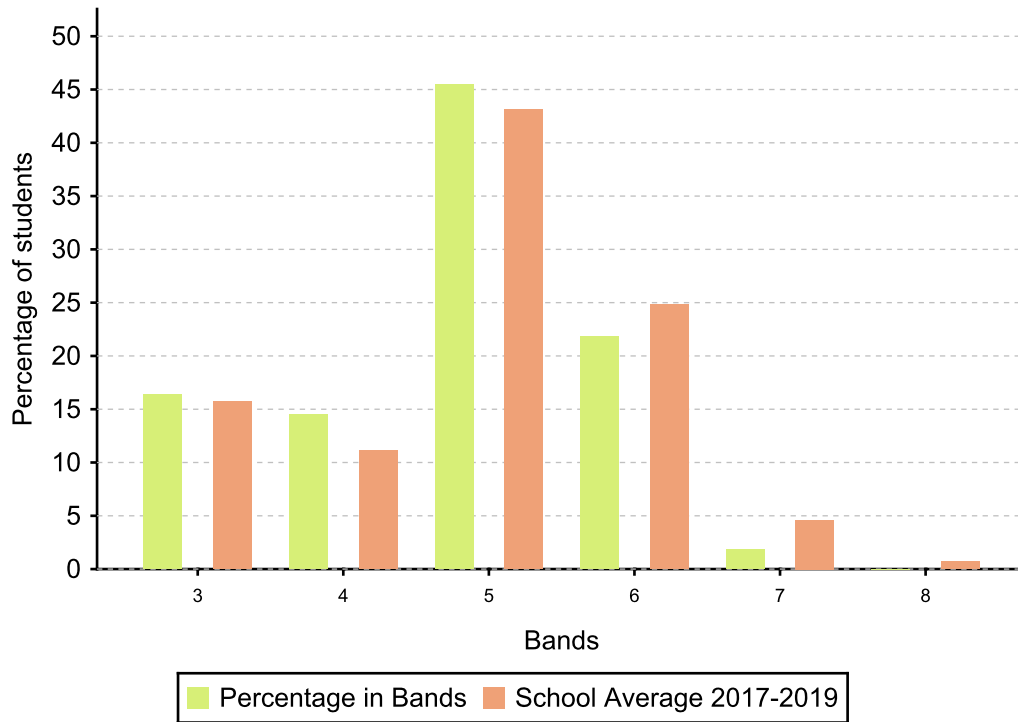
Band	3	4	5	6	7	8
Percentage of students	12.5	7.1	23.2	32.1	17.9	7.1
School avg 2017-2019	7.7	15.4	21.2	28.2	16	11.5

**Percentage in bands:  
Year 5 Spelling**



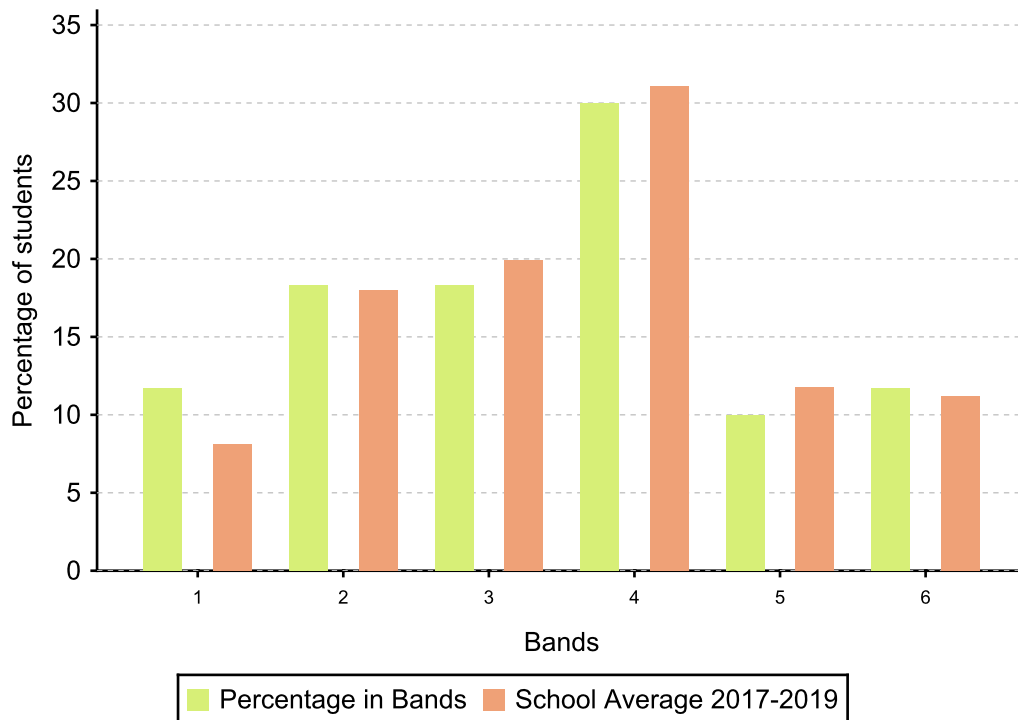
Band	3	4	5	6	7	8
Percentage of students	12.7	18.2	29.1	21.8	16.4	1.8
School avg 2017-2019	11.1	15	28.8	28.1	11.1	5.9

**Percentage in bands:**  
Year 5 Writing



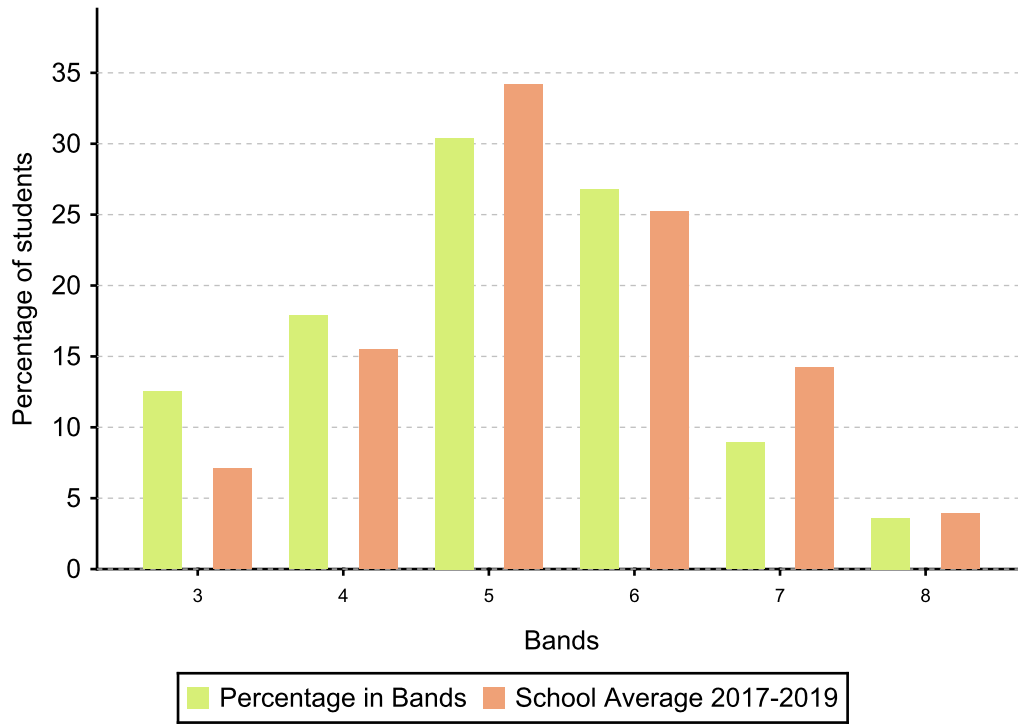
Band	3	4	5	6	7	8
Percentage of students	16.4	14.5	45.5	21.8	1.8	0.0
School avg 2017-2019	15.7	11.1	43.1	24.8	4.6	0.7

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	11.7	18.3	18.3	30.0	10.0	11.7
School avg 2017-2019	8.1	18	19.9	31.1	11.8	11.2

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	12.5	17.9	30.4	26.8	8.9	3.6
School avg 2017-2019	7.1	15.5	34.2	25.2	14.2	3.9

## Parent/caregiver, student, teacher satisfaction

The school conducted the Tell Them from Me surveys in 2019 to receive feedback from parents, students and staff. Key findings from these surveys are as follows. The Teacher Survey covered feedback in eight areas with responses from 6 respondents: Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive Schools and Parent Involvement. Scores ranged from 6.2/10 to 8.1/10. Areas of strength included collaboration between teachers, learning culture, and an inclusive school whilst areas for improvement include the need to increase parent involvement within the school and the use of technology to support student learning. The Parent Survey covered the areas of: Parents Feel Welcome, Parents are Informed, Parents Support Learning at Home, School Supports Learning, School Supports Positive Behaviour and Safety at School and Inclusive School. Scores ranged from 5.8/10 to 7.3/10. Areas of strength included parents feel welcome, parents support learning at home, school supports learning and school supports child's behaviour. Areas for improvement included communication with parents and parents being informed. It should be noted that due to the small number of respondents, that these results are representative of approximately 2% of the school's parents and carers. As such, the results should be considered carefully. Our students also participated in the Tell Them From Me Survey with students in Years 4, 5 and 6 completing the Student Outcomes and School Climate and the Social–Emotional Outcome Surveys. In the Student Outcomes and School Climate survey our students indicated that the following were positives: Our students value schooling outcomes, students have positive behaviour at school and students are interested and motivated. Our students indicated that the following areas are could be improved: Students participation in extracurricular activities and student developing positive homework behaviours.

## 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.