# Dapto High School

# 2019 Annual Report

8204

# Introduction

The Annual Report for 2019 is provided to the community of Dapto High 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

To feed curiosity and success by creating a culture of lifelong learning, all the while recognising the diverse needs of all learners.

## School context

Dapto High School is proudly comprehensive, occupying a magnificent site bounded by the picturesque Mullet Creek and the main south coast rail line. Much of the 15 hectares is taken up by our extensive farm and playing fields. The school is committed to modelling a responsible approach to issues of sustainability and climate change. Staff, students and parents are collaborating to improve learning outcomes; a focus on digital learning is central to this endeavour, particularly reflected in Teacher Professional Learning programs. Our school offers a strong student wellbeing program aimed at supporting students to develop their potential as learners and as citizens. Active links to community based agencies are fundamental to our approach. A broad curriculum is offered, including an excellent suite of vocational courses. Sporting opportunities are a strong tradition and cultural activities highly valued. Parent and community participation is treasured. The school is an active participant in the Dapto Learning Community, comprised of a TAFE College, two high schools and five partner primary schools. 'Engaging with Asia' is a whole of school curriculum focus, as is Autism

# 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 | Excelling |
| 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 | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| 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 | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

## Strategic Direction 1

Learn

## Purpose

To provide opportunities for students and staff to be inspired, engaged and connected in learning.

To facilitate an environment where teachers use and share information and expertise to create meaningful learning experiences in partnership with students.

## Improvement Measures

| |
|---|
| Updated school policies which reflect the NESA and DoE requirements for programming and assessment |
| An annual audit of teaching and learning programs reveals an ongoing improvement in quality and consistency of programming across the school that meets NESA and DoE requirements |
| TTFM data shows increased engagement in the elements of 'intellectual engagement'. 'student interest' and 'engagement and expectations for success'. |

## Progress towards achieving improvement measures

**Process 1:** Building capacity of all members of all staff to produce quality teaching and learning programs through systematic professional learning.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Equity Funded Deputy Principal and HT Teaching and Learning were both fully funded for 2019. The roles were designed to compliment each other and support the work of the substantive DPs. The purpose to create strategic and targeted professional learning for staff, whilst acknowledging the ever rising administration within schools. Exit surveys and the annual staff TPL survey showed the need for further TPL with the focus on 'time to collaborate'. Te evidence shows that staff want to see each other doing the work so that they can enhance their practice. | Led by DPs and HT Teaching and Learning<br><br>TPL 2020 drafted and ready for further consultation |

**Process 2:** Building capacity of all members of the community to understand and implement learning progressions to track individual student literacy and numeracy outcomes.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Pilot of a literacy and numeracy team in 2019 supported the conclusions of TPL across the school. This is valuable, but the learning about needs to be learning through. The team worked well in raising awareness of staff, but this will need to be scaled further. The Principal and the Senior Executive will need to have a greater role in championing this effort. Reading will become a focus for the Principal in 2020 | |

**Process 3:** Foster a positive environment where all staff and students take ownership of their own learning and have an understanding of their next steps and improvement measures.

| Evaluation | Funds Expended (Resources) |
|---|---|
| A full calendar of training developed in draft format. Calendar to provide a range of learning opportunities, but MUST have the facility for staff participate in regular and meaningful observations.<br><br>To be confirmed Day 1 2020 | Exit surveys<br><br>Annual survey |

## Strategic Direction 2

Teach

## Purpose

To create a safe and respectful learning environment where student learning is at the centre of quality teaching.

To facilitate an environment where staff are encouraged to individually and collaboratively plan for the ongoing learning of students.

## Improvement Measures

| Increase in the opportunities of staff to reflect and share impact within the classroom |
| --- |
| Using 2017 baseline data, increased analysis of data by all staff to drive teaching and learning |

## Progress towards achieving improvement measures

**Process 1:** Build the capacity of staff to use a wide range of data to inform their understanding of student needs and the implementation of relevant teaching and learning opportunities.

| Evaluation | Funds Expended (Resources) |
| --- | --- |
| Two twilight TPL sessions were completed by staff, linking Formative Assessment and Stage 6. The sharing proved to be beneficial with the conclusion that this needs to be further expanded to include Stages 4 and 5. Deep knowledge of Formative Assessment will still need to be a focus and therefore include in the TPL threads for 2020. The use of data to inform decisions in the classroom and 'on the fly' will prove to be beneficial in equipping staff to provide regular, meaningful feedback to enhance learning. | |

**Process 2:** Support teachers in gathering and analysing achievement and assessment data and then reflecting on teaching effectiveness to inform further learning (A4L, AasL, AofL)

| Evaluation | Funds Expended (Resources) |
| --- | --- |
| Used Best Start data in conjunction with Literacy and Numeracy team as mentioned in Strategic Direction 1. As described, an expansion of the scope to include all staff remains to be a priority. Incomplete at the end of 2019 and will need to be rolled over into 2020 | Creation of junior and Senior assessment schedules |

**Process 3:** Enhance and refine explicit systems to report on and share progress towards goals through collection of quality valid and reliable data

| Evaluation | Funds Expended (Resources) |
| --- | --- |
| This process was redefined in Term 3 as the Executive Team sought to gain feedback on the efficiency of the school operations. This led to the development of the 'Executive evaluation –to review; form and function'. This evaluation will be used to develop 'Feedback Action Plan' | **Funding Sources:** • Socio–economic background ($5000.00) |

## Strategic Direction 3

Lead

## Purpose

To strive for a school that can sustain a culture of high expectations and a shared responsibility for student learning.

To develop well–rounded students and staff who actively lead and manage their learning.

## Improvement Measures

All staff members PDPs show authentic evidence that they have engaged in and led their own professional learning.

The Feedback 'toolkit' shows a steady improvement in student engagement and leadership in learning across the school.

Consistent application of updated school policies and procedures that support quality teaching and learning.

## Progress towards achieving improvement measures

**Process 1:** Creating sustainable systems and processes that support staff in meeting NESA and DoE compliance requirements.

| Evaluation | Funds Expended (Resources) |
|---|---|
| 2019 has seen a greater emphasis of the HT Teaching & Learning engaging with faculties on the implementation of the school plan. The observations are that staff know that the School Plan exists but do not necessarily see it's connection to what the school does day to day. The executive team evaluation also highlighted this disconnect. The planning and consultation is creating connections for the school with meeting our planned goals, and determining what good evidence looks like in a school.<br><br>Planning for the 2021–3 School Plan will need to have a greater whole school involvement. | |

**Process 2:** To use staff PL to ensure effective, distributed instructional leadership across all faculties.

| Evaluation | Funds Expended (Resources) |
|---|---|
| A range of staff from across the school deliver TPL threads throughout the year, celebrating and recognising the diverse skills across the school.<br><br>Greater analysis of historical and recent TTFM data is needed to better understand trends<br><br>2020 school TPL will be delayed as a result of the executive evaluation data. This will be completed early 2020. | |

**Process 3:** To embed a culture where everyone leads their own learning, through using PDPs, accreditation compliance, as well as quality feedback and reporting for students. This will culminate in the development of a Feedback 'toolkit' readily used by teachers, students and the community.

| Evaluation | Funds Expended (Resources) |
|---|---|
| 2019 Executive Team evaluation outlines 13 recommendations developed to be acted upon throughout 2020 and beyond. These cover a range of issues. The report also celebrates many wonderful features that make Dapto HS great. Please contact Principal for more detail | **Funding Sources:**<br> • Socio–economic background ($5000.00) |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | Maintain the Indigenous Liaison Officer, AIME and Sista–Speak | DHS has continued to be a keen participant in the AIME project with 'Tutor Squad' showing renewed participation from indigenous students keen to be included. Staff have participated in positive professional learning, but there is still much to be done to ensure that our staff have a greater knowledge of Indigenous Culture. Communication and engagement remains a priority for 2020 and beyond. |
| **English language proficiency** | | The role of the EAL/D staff has been to expand the skillset of staff in assisting students. This was incorporated as part of the formative assessment and Literacy/Numeracy TPL completed by staff. This has been supported by Learning Support staff. The need to continue improve to differentiation in classrooms remains a challenge that we subscribe to. The participation in the UOW pilot linked to Autism support provided a helpful transfer of skills to be able to apply to staff working the in EAL/D space. |
| **Socio–economic background** | | The school funded Deputy Principal and HT Teaching & Learning roles continue to be a focus for supporting quality learning at Dapto HS. This is supported by the continued role of the Senior Student Mentor. These roles allow the executive team to dedicate more time to targeted Professional Learning and staff/student development instead being so heavily focused on the administration and management of students and behaviour. This supporting the drive to have quality programming and assessment at Dapto HS. |

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# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2016** | **2017** | **2018** | **2019** |
| Boys | 473 | 471 | 475 | 460 |
| Girls | 437 | 433 | 440 | 451 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2016** | **2017** | **2018** | **2019** |
| 7 | 92.9 | 94.2 | 93.5 | 91.1 |
| 8 | 92.8 | 90 | 91.1 | 88.3 |
| 9 | 90.7 | 90.6 | 89.6 | 88.3 |
| 10 | 90.1 | 90.1 | 89.4 | 87.4 |
| 11 | 88.4 | 89.5 | 85.9 | 87.1 |
| 12 | 89.4 | 87 | 88.6 | 83 |
| All Years | 90.8 | 90.5 | 89.8 | 87.8 |
| **State DoE** | | | | |
| **Year** | **2016** | **2017** | **2018** | **2019** |
| 7 | 92.8 | 92.7 | 91.8 | 91.2 |
| 8 | 90.5 | 90.5 | 89.3 | 88.6 |
| 9 | 89.1 | 89.1 | 87.7 | 87.2 |
| 10 | 87.6 | 87.3 | 86.1 | 85.5 |
| 11 | 88.2 | 88.2 | 86.6 | 86.6 |
| 12 | 90.1 | 90.1 | 89 | 88.6 |
| All Years | 89.7 | 89.6 | 88.4 | 88 |

## 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.

## Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|---|---|---|---|
| Seeking Employment | 0 | 0 | 10 |
| Employment | 90 | 85 | 30 |
| TAFE entry | 10 | 10 | 15 |
| University Entry | 0 | 0 | 35 |
| Other | 0 | 0 | 5 |
| Unknown | 0 | 0 | 5 |

## Year 12 students undertaking vocational or trade training

42.02% of Year 12 students at Dapto High School undertook vocational education and training in 2019.

## Year 12 students attaining HSC or equivalent vocational education qualification

84.9% of all Year 12 students at Dapto High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

| Position | FTE* |
|---|---:|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 11 |
| Classroom Teacher(s) | 50.8 |
| Learning and Support Teacher(s) | 1.9 |
| Teacher Librarian | 1 |
| School Counsellor | 3 |
| School Administration and Support Staff | 16.97 |
| Other Positions | 1 |

*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** | 785,155 |
| **Revenue** | 12,224,452 |
| Appropriation | 11,538,113 |
| Sale of Goods and Services | 275,476 |
| Grants and contributions | 403,963 |
| Investment income | 4,690 |
| Other revenue | 2,208 |
| **Expenses** | -12,352,945 |
| Employee related | -10,819,742 |
| Operating expenses | -1,533,202 |
| **Surplus / deficit for the year** | -128,493 |

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

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 **Approved SBA** ($) |
|---|---|
| **Targeted Total** | 1,183,751 |
| **Equity Total** | 762,581 |
|     Equity - Aboriginal | 50,033 |
|     Equity - Socio-economic | 389,555 |
|     Equity - Language | 7,366 |
|     Equity - Disability | 315,627 |
| **Base Total** | 8,362,302 |
|     Base - Per Capita | 220,142 |
|     Base - Location | 0 |
|     Base - Other | 8,142,160 |
| **Other Total** | 748,663 |
| **Grand Total** | 11,057,297 |

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.
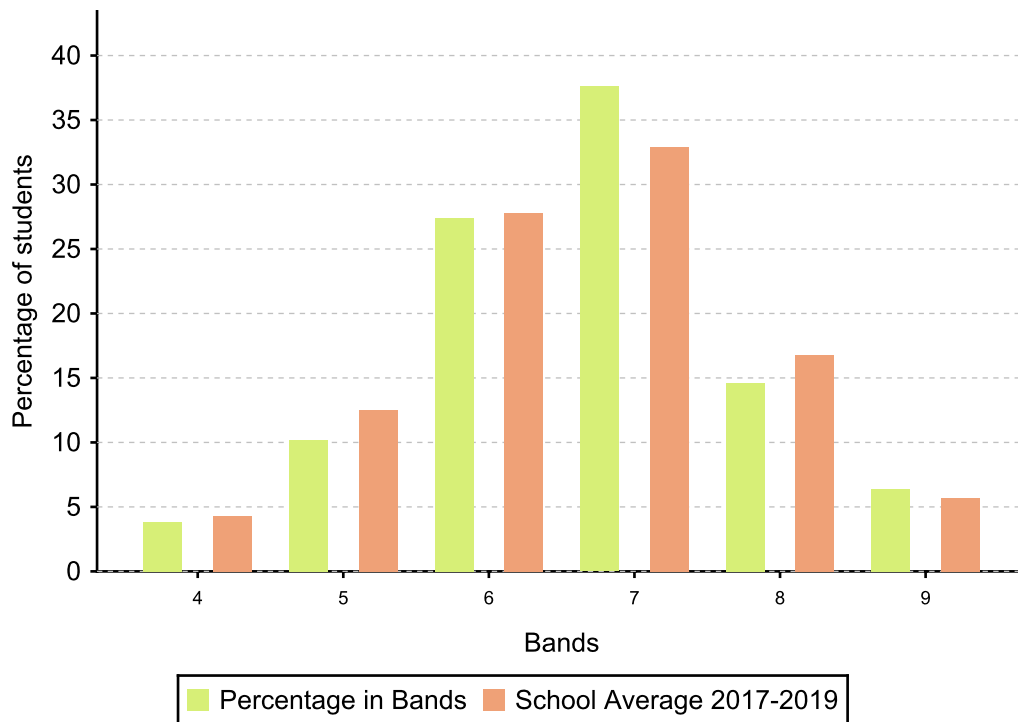
## Literacy and Numeracy Graphs

**Percentage in bands:**
Year 7 Grammar & Punctuation
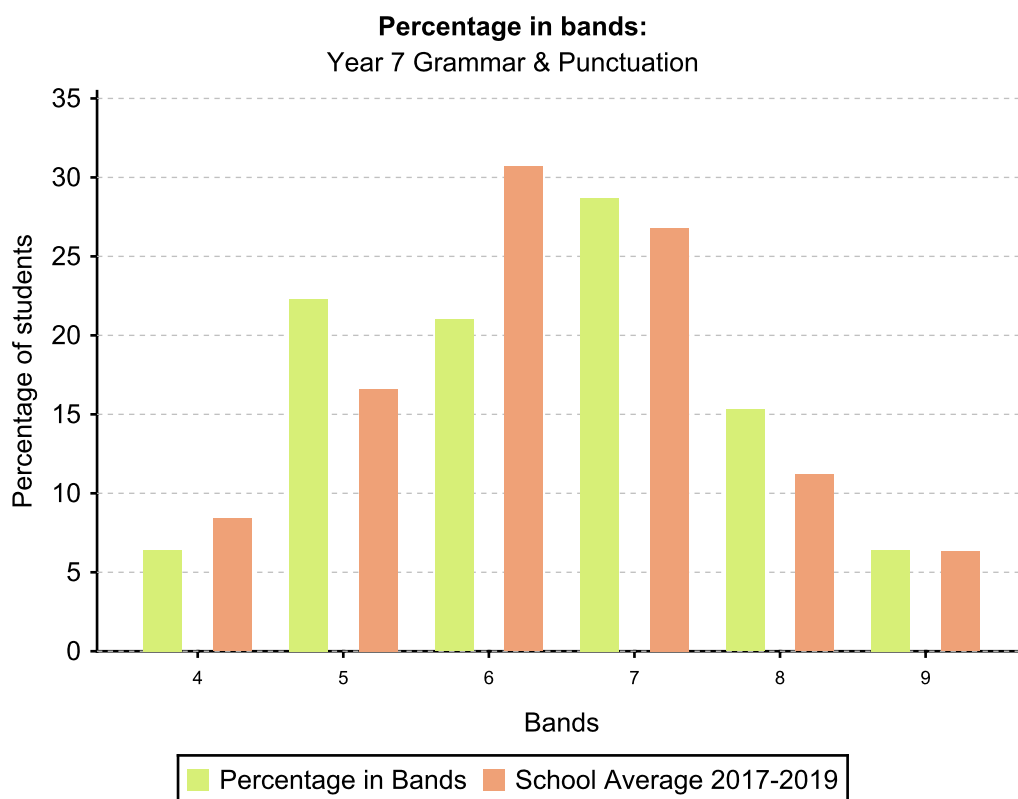


| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|
| Percentage of students | 6.4 | 22.3 | 21.0 | 28.7 | 15.3 | 6.4 |
| School avg 2017-2019 | 8.4 | 16.6 | 30.7 | 26.8 | 11.2 | 6.3 |

# Percentage in bands:
## Year 7 Reading
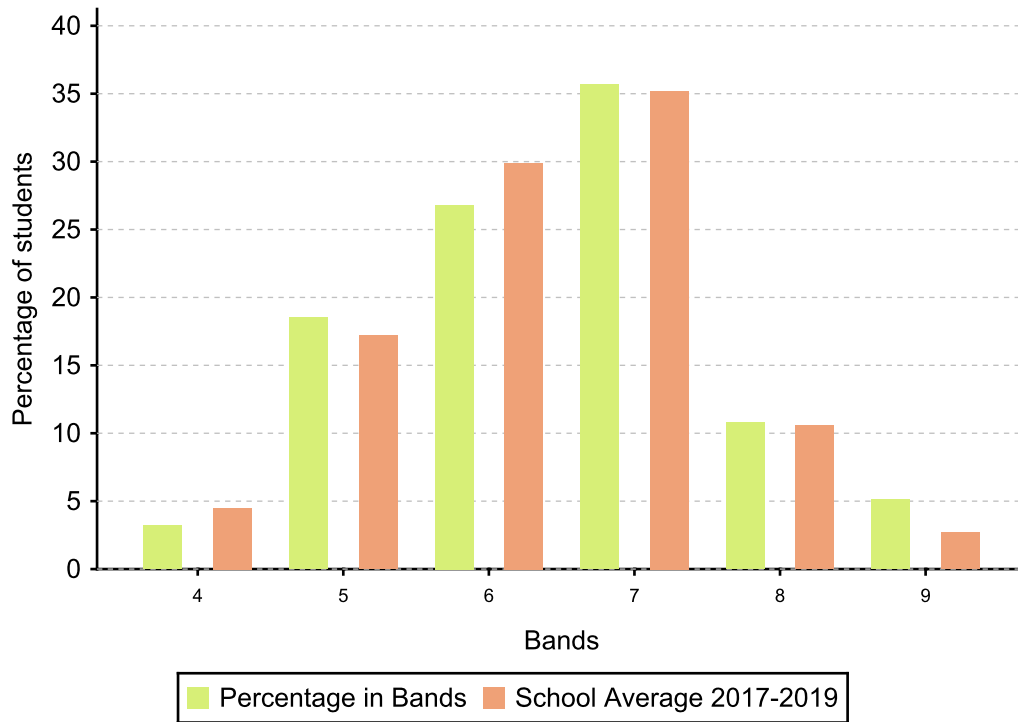


| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|
| Percentage of students | 3.2 | 18.5 | 26.8 | 35.7 | 10.8 | 5.1 |
| School avg 2017-2019 | 4.5 | 17.2 | 29.9 | 35.2 | 10.6 | 2.7 |

# Percentage in bands:
## Year 7 Spelling



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|
| Percentage of students | 3.8 | 10.2 | 27.4 | 37.6 | 14.6 | 6.4 |
| School avg 2017-2019 | 4.3 | 12.5 | 27.8 | 32.9 | 16.8 | 5.7 |

## Percentage in bands:
### Year 7 Writing
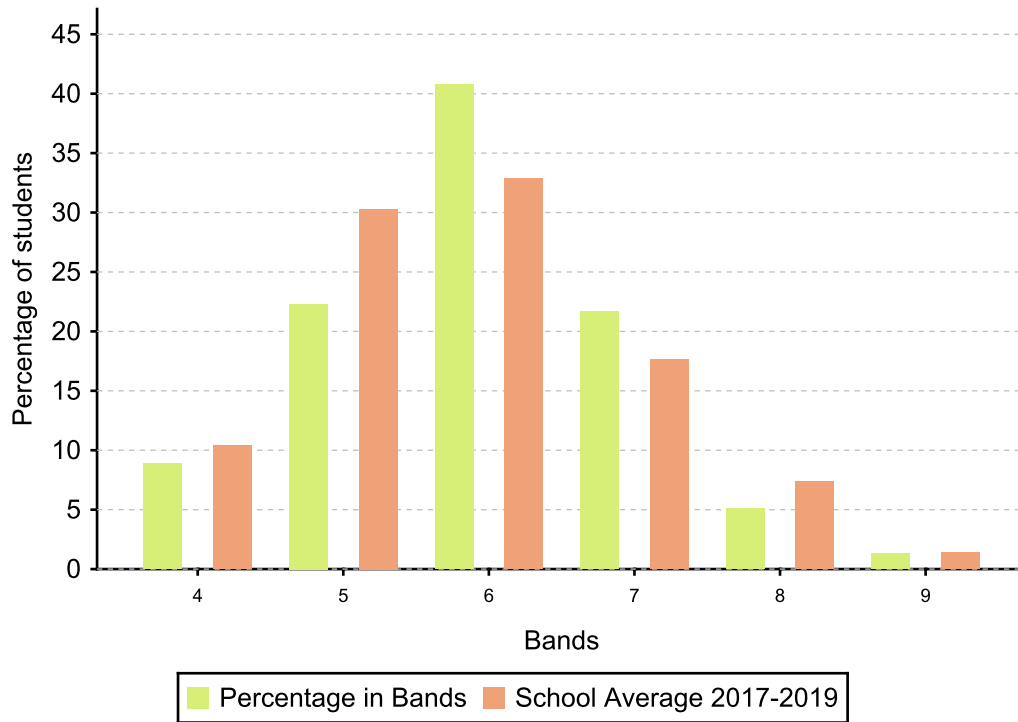


| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|
| Percentage of students | 8.9 | 22.3 | 40.8 | 21.7 | 5.1 | 1.3 |
| School avg 2017-2019 | 10.4 | 30.3 | 32.9 | 17.6 | 7.4 | 1.4 |

## Percentage in bands:
### Year 9 Grammar & Punctuation
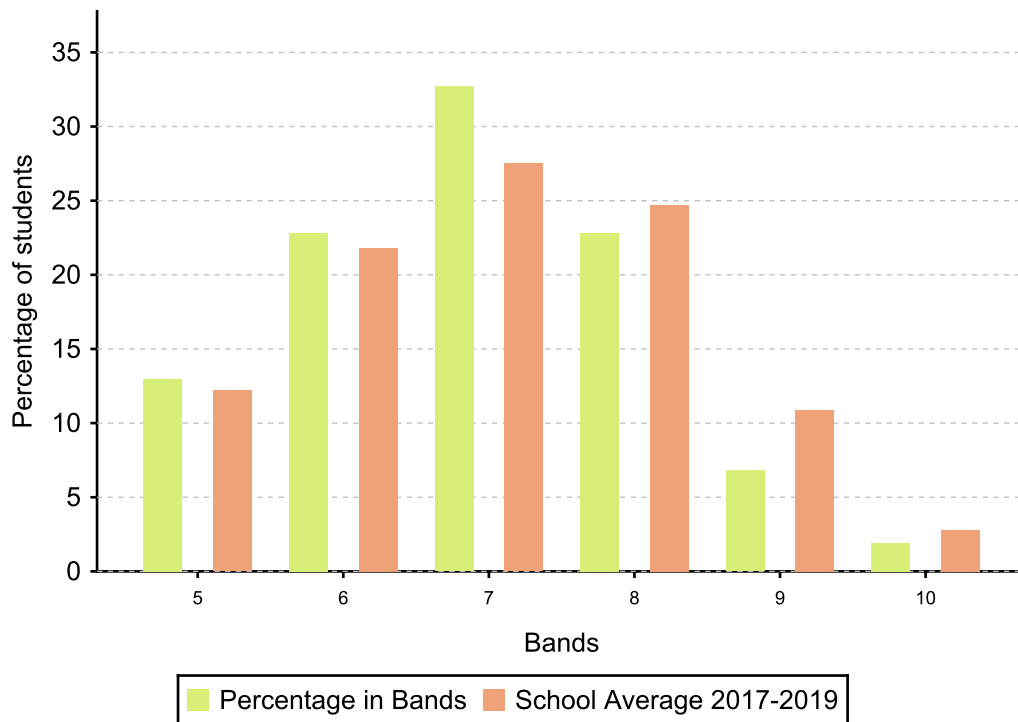


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|
| Percentage of students | 13.0 | 22.8 | 32.7 | 22.8 | 6.8 | 1.9 |
| School avg 2017-2019 | 12.2 | 21.8 | 27.5 | 24.7 | 10.9 | 2.8 |

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## Percentage in bands:
### Year 9 Reading
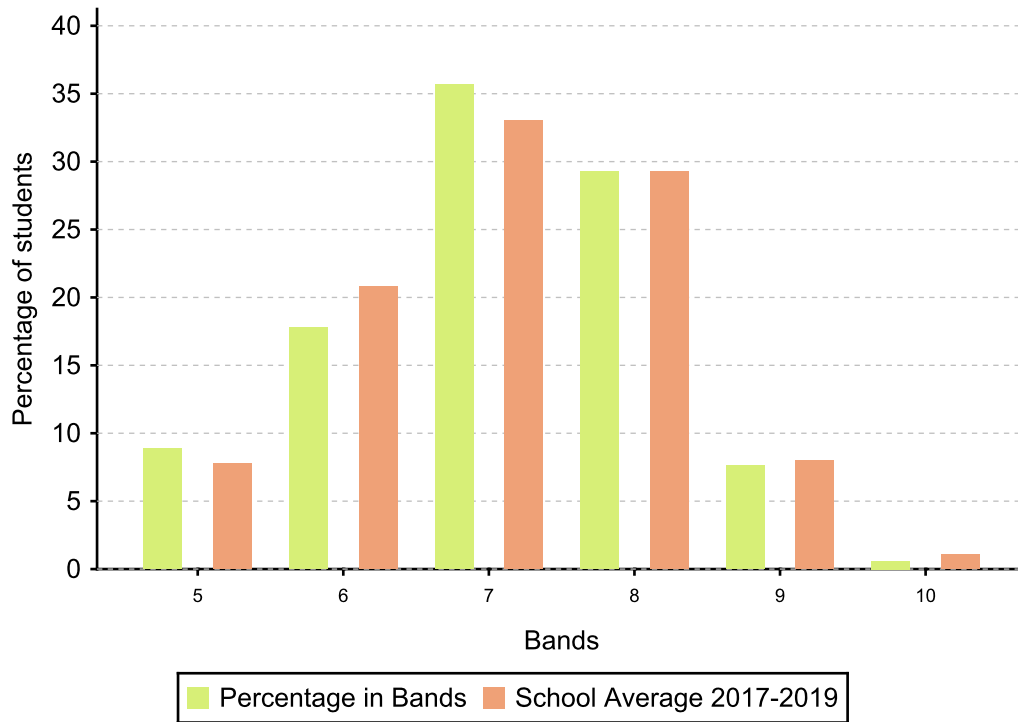


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|
| Percentage of students | 8.9 | 17.8 | 35.7 | 29.3 | 7.6 | 0.6 |
| School avg 2017-2019 | 7.8 | 20.8 | 33 | 29.3 | 8 | 1.1 |

## Percentage in bands:
### Year 9 Spelling
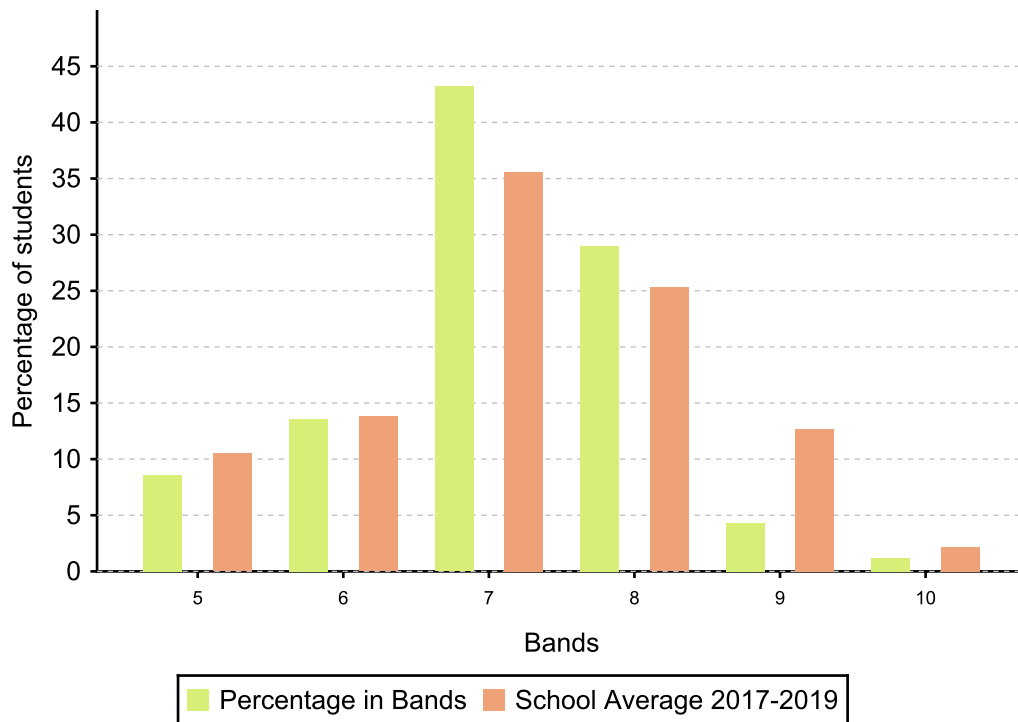


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|
| Percentage of students | 8.6 | 13.6 | 43.2 | 29.0 | 4.3 | 1.2 |
| School avg 2017-2019 | 10.5 | 13.8 | 35.6 | 25.3 | 12.7 | 2.2 |

## Percentage in bands:
### Year 9 Writing
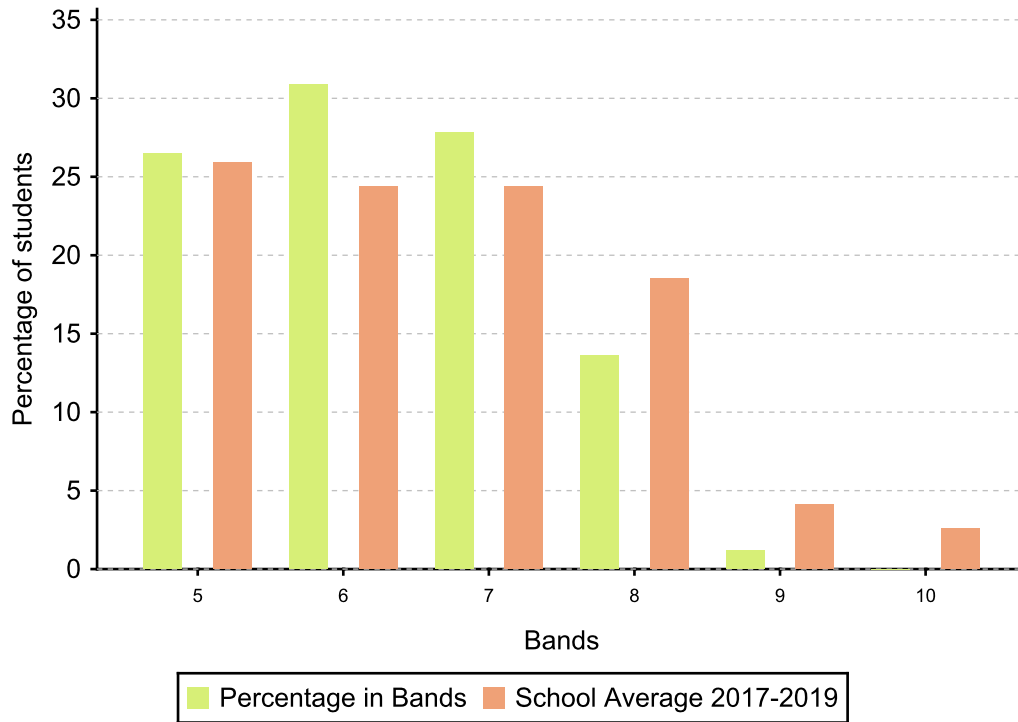


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|
| Percentage of students | 26.5 | 30.9 | 27.8 | 13.6 | 1.2 | 0.0 |
| School avg 2017-2019 | 25.9 | 24.4 | 24.4 | 18.5 | 4.1 | 2.6 |

## Percentage in bands:
### Year 7 Numeracy
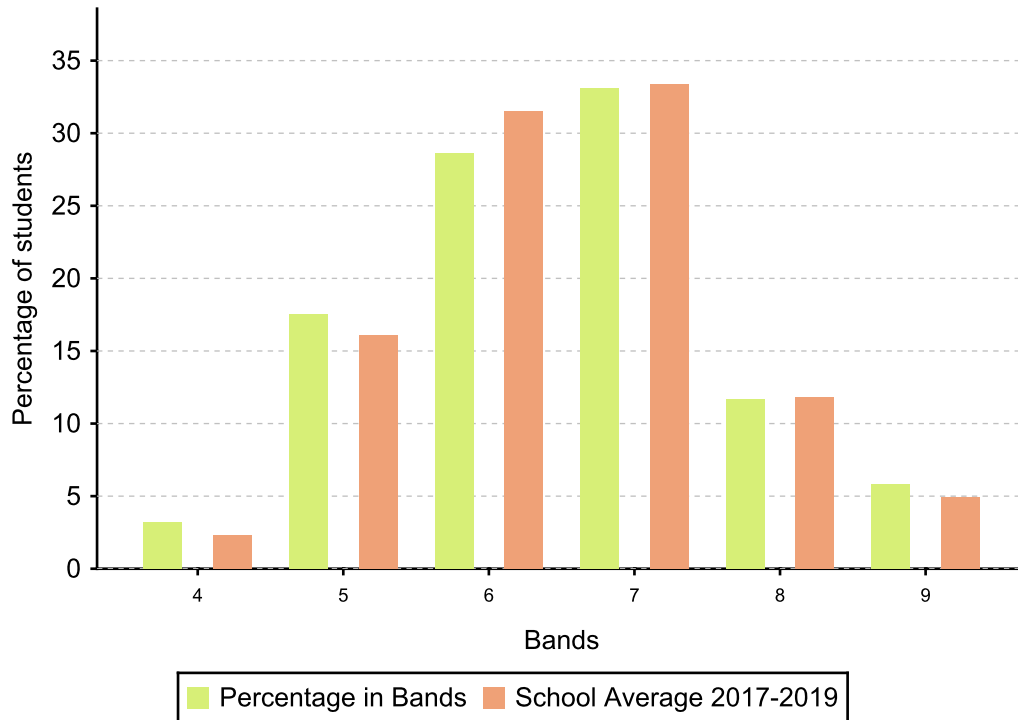


| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|
| Percentage of students | 3.2 | 17.5 | 28.6 | 33.1 | 11.7 | 5.8 |
| School avg 2017-2019 | 2.3 | 16.1 | 31.5 | 33.4 | 11.8 | 4.9 |

# Percentage in bands:
## Year 9 Numeracy
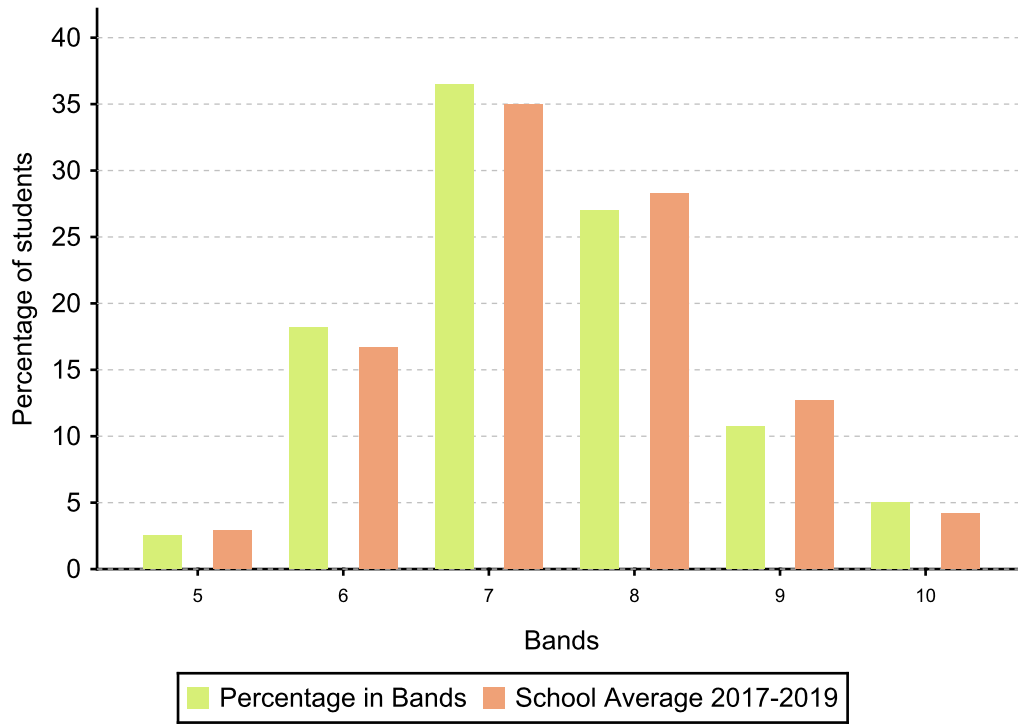


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|
| Percentage of students | 2.5 | 18.2 | 36.5 | 27.0 | 10.7 | 5.0 |
| School avg 2017-2019 | 2.9 | 16.7 | 35 | 28.3 | 12.7 | 4.2 |

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# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
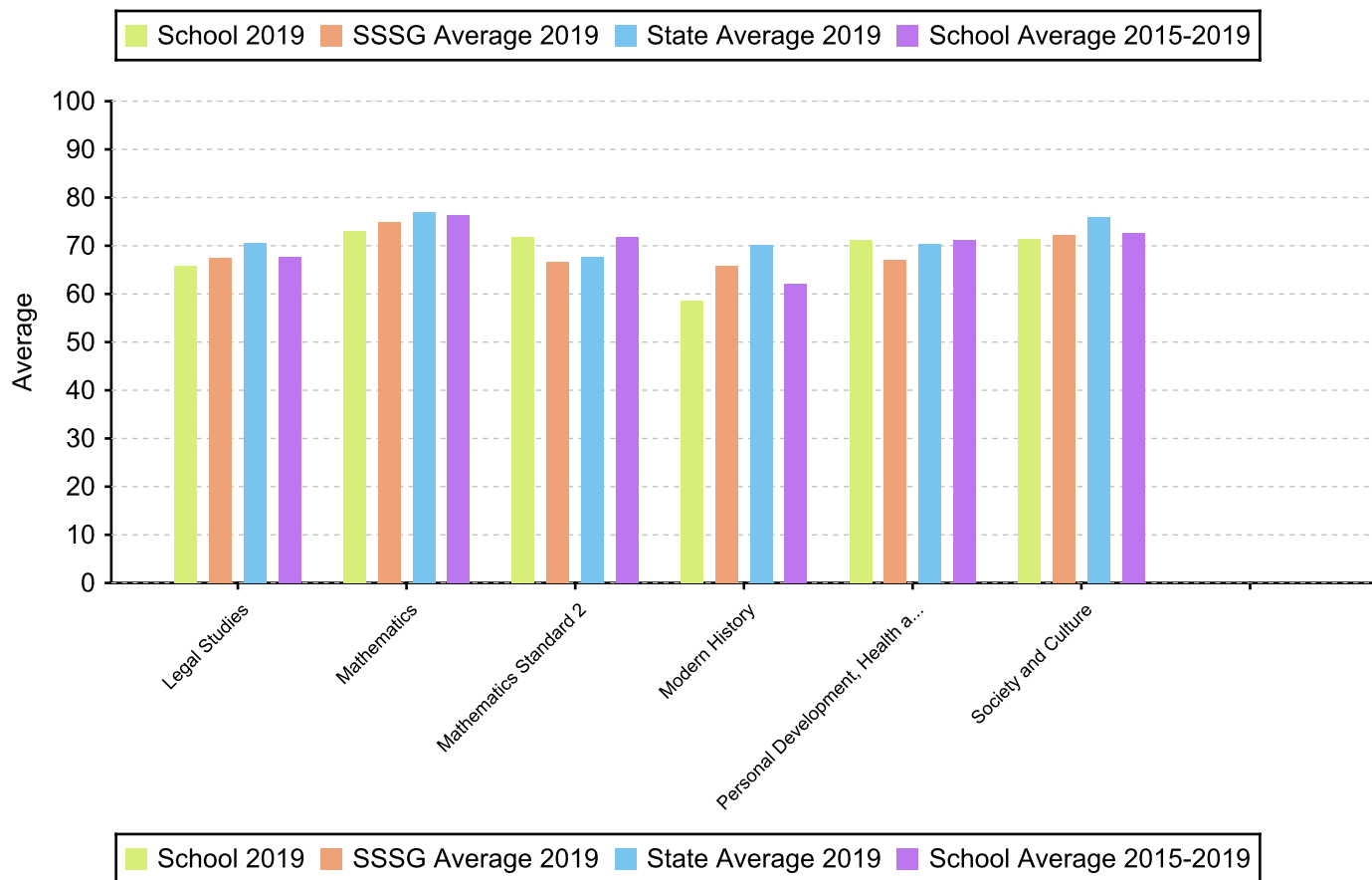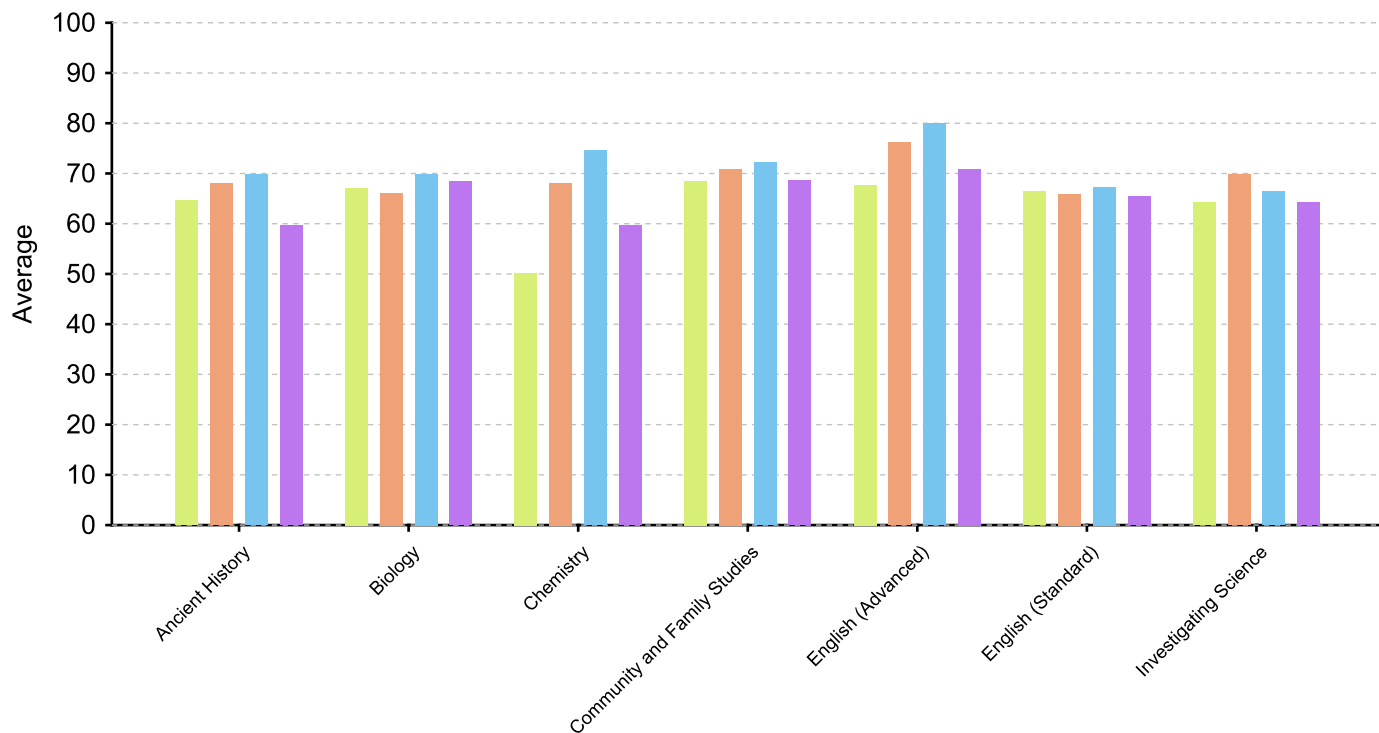
| Subject | School 2019 | SSSG | State | School Average 2015-2019 |
|---|---|---|---|---|
| Ancient History | 64.6 | 68.0 | 69.9 | 59.7 |
| Biology | 67.1 | 66.1 | 69.9 | 68.4 |
| Chemistry | 50.2 | 68.1 | 74.7 | 59.7 |
| Community and Family Studies | 68.5 | 70.9 | 72.2 | 68.7 |
| English (Advanced) | 67.7 | 76.2 | 80.0 | 70.9 |
| English (Standard) | 66.4 | 65.9 | 67.3 | 65.5 |
| Investigating Science | 64.3 | 69.8 | 66.5 | 64.3 |
| Legal Studies | 65.9 | 67.5 | 70.6 | 67.6 |
| Mathematics | 73.0 | 74.9 | 76.9 | 76.4 |
| Mathematics Standard 2 | 71.9 | 66.6 | 67.7 | 71.9 |
| Modern History | 58.6 | 65.7 | 70.2 | 62.1 |
| Personal Development, Health and Physical Education | 71.1 | 67.1 | 70.5 | 71.2 |
| Society and Culture | 71.5 | 72.3 | 75.9 | 72.7 |

# Parent/caregiver, student, teacher satisfaction

Parent and community engagement via the social media profile continues to be very strong, with the FaceBook being the go to means for getting information.

Some of the findings from the Executive Evaluation, included;

–Staff strongly endorse the role of the executive team in school organisation (97%) and student management (93%). The executive are considered to be supportive and effective in managing student behaviour (88%) and well–being (90%).

–At a faculty level, 97% of staff strongly agree or agree that leadership and support within the faculty is positive and helpful. Comments included: 'my Head Teacher does a fantastic job promoting collegiality and encouraging us to improve our programming and learning.' and 'the leadership in my faculty is excellent. My Head Teacher is the most competent, supportive and organised Head Teacher that I have ever worked with'.

–97% of staff strongly agree or agree that the executive team has a positive influence on school culture, 94% agree that the executive team build relationships based on trust, collegiality and mutual respect, 91% agree that the executive demonstrate an interest in and accountability for student learning outcomes and 91% agree that the executive encourage teachers to reflect on their practice.

–Communication was considered to be very good, but as always can continue to be improved.

# 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.