

Crestwood High School

2019 Annual Report



8552

Introduction

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

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School background

School vision statement

The Crestwood High School community aims to develop safe, respectful learners who achieve their potential through a broad range of experiences. Our students become ethically and socially responsible citizens with a sincere sense of tolerance and inclusivity and are prepared to make positive and valuable contributions to our society. Through their love of learning, students at Crestwood High School strive for excellence, welcome challenge and revere achievement. They are resilient, resourceful and equipped with the necessary skills and attitudes to continue learning after secondary education and are capable of meeting life's challenges in their personal, professional and intellectual lives. To achieve this, staff will continually pursue professional learning and training in order to meet the aspirational objectives of the Crestwood High School community. They work in a mutually supportive, respectful and collegial educational environment enriched by the contributions and commitment of parents and the community.

School context

Crestwood High School is situated in the northwest of Sydney in Baulkham Hills. The school has approximately 1020 students including a Support Unit of 41 students with 71 teaching staff supported by administrative staff and Student Learning Support Officers. Crestwood High School has one local feeder primary school – Crestwood Public School. The high school draws from surrounding areas such as Bella Vista, Kellyville and Castle Hill.

Crestwood High School is a 7–12 comprehensive high school catering to the educational needs of a broad range of students. Historically, NAPLAN data indicates that students generally perform above state average in literacy, numeracy and VALID assessment. Students are highly engaged in extra-curricular programs such as sport, competitions, performing arts, debating, public speaking and Duke of Edinburgh.

Positive psychology underpins all practices at Crestwood High School with a deeply embedded Positive Behaviour for Learning (PBL) approach to all structures and learning practices. The contribution of all staff, students and the community is greatly valued building a culture of connectedness.

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

Strategic Direction 1

Commitment to quality educational practices and student achievement.

Purpose

To ensure staff engagement in quality educational practices that maximise the learning potential and development of all students. To embed a commitment from all staff to professional development that drives a collective commitment to academic excellence. To continue to develop teacher capacity to understand how their students learn and to meet the needs of all students through deep knowledge and understanding of best practice in differentiation, quality assessment and feedback. This will be achieved by a deliberate focus on the improvement of literacy and numeracy education embedded in stage four and stage five programs.

Improvement Measures

PL audits indicate that staff have participated in the skill development, planned events and collegial sharing that underpins improved practice.

Teachers are actively engaged in professional discussion and activities demonstrating greater involvement and commitment to strategic thinking.

Improved performance of students in formal literacy based assessment (including HSC, NAPLAN). Data indicates value added of individual performance, an increase of students in upper bands and a decrease of students in middle and lower bands.

Strong cross KLA representation of staff willing to assume leadership roles and/or commitment to a whole school team/project.

Progress towards achieving improvement measures

Process 1: Promoting wide reading across the school

Evaluation	Funds Expended (Resources)
DEAR is embedded in school culture resulting in whole school reading as evidenced in Sentral reports.	2 Days staff cover funded from PL funds Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 2: Strategies to improve Literacy.

Evaluation	Funds Expended (Resources)
Evaluation conducted by Literacy Action Team of their effectiveness in achieving literacy goals. An identified need for the Literacy Action team to continue in 2020. PL in understanding NAPLAN marking, staff trained in use of SCOUT to gain a deeper understanding of the literacy needs of students. Through this training they are able to use this resource and implement differentiated strategies. All staff surveyed about PL, methods of delivery, directions and effectiveness in keeping with overall strategic goals of the school. Faculty led PL appears to be the most effective method of delivery to target KLA's, relevant content and upskilling.	HT Teaching and Learning Funds for class cover for planning needs PL funding for events Specific funding for beginning teachers with additional support in these areas

Process 3: Gifted and talented vertical class project.

Evaluation	Funds Expended (Resources)
Phase 2 of the vertically streamed G&T class implemented. High interest was indicated by the number of applications for this class. Year 7 2020 students	Class cover for teachers during vertical classes, funded by general

Progress towards achieving improvement measures

to commence in Term 2. Content evaluated based on G&T student survey and teacher input. Subsequently a Study of Philosophy module to be implemented for 2020.

school funds and beginning teacher funds where applicable.

Process 4: Assessment design for differentiation.

Evaluation	Funds Expended (Resources)
Commitment to PL in the analysis of summative assessment to address the need for improved assessment design. External expertise was incorporated into this process. Staff indicated through survey a deeper understanding of assessment design and the need for continued ongoing analysis and design of summative assessment to support student learning outcomes. Also identified from staff survey the continued emphasis on formative assessment as an effective learning tool and how this is implemented across KLA's.	PL funding for leadership conference Beginning teacher funds supporting beginning teachers PL funds to cater for twilight sessions

Process 5: Strategies to improve Numeracy.

Evaluation	Funds Expended (Resources)
Numeracy Action Team's evaluation noted the significance of incorporating numeracy strategies into all programs. As a result further PL focus on aspects of numeracy including SCOUT PL in the analysis for student progress and then applying numeracy progressions. All staff participated in a scaffolded numeracy task based on SCOUT class analysis of data.	PL funds for staff development days and twilight sessions General school funds for Literacy and Numeracy Action Team planning days

Strategic Direction 2

Students pursue excellence in learning in a contemporary and innovative educational environment.

Purpose

To enable students to be proactive and responsible learners in contemporary and well resourced learning conditions. To enable teachers to be innovative and creative educational leaders within their classroom maximising academic student achievement. Students will be nurtured to become resilient, self motivated learners building respectful, quality partnerships with teachers and peers in their learning. This will supported by ongoing improvement programs in learning facilities, technology and teachers' capacity to utilise these resources.

Improvement Measures

100% of students can capably connect to the school network with any approved device. All students included in BYOD program bring a viable device. All classrooms and learning spaces can provide technology needs of the teacher and all students.

Increase in the number of local students from Crestwood Public School select Crestwood High School as their first school of preference including G&T students.

Increase in the number of local students attending non feeder primary school selecting Crestwood High School as their first preference for high school.

Improved school facilities and learning environment expressed by students, staff and the community via formal survey and anecdotal communication.

Progress towards achieving improvement measures

Process 1: Assist staff to confidently use Digital platforms to deliver professional and engaging lessons.

Evaluation	Funds Expended (Resources)
PDP process discussed at extended executive meetings. All in agreement that PDPs are developed as 'owned by teacher and supervisor' and will include a learning goal for supporting technology for learning in response to BYOD program.	Technology for Learning Action team Senior Executive

Process 2: Increased use of laptops with Year 10 and 11 students as part of BYOD.

Evaluation	Funds Expended (Resources)
All faculties are using technology based lessons and majority of all students bring laptops to class.	Technology for Learning Action Team Technology Coordinator

Process 3: Lessons will be conducted in a contemporary and future focused learning environment.

Evaluation	Funds Expended (Resources)
Teachers plan contemporary and future focussed learning experiences that are resourced and facilitated by future focussed classrooms and contemporary resources.	

Strategic Direction 3

A school community that fosters wellbeing and strengthens resilience through positive relationships and connectedness.

Purpose

To cultivate relationships that enhance the wellbeing of the school community by fostering positive school spirit and developing a culture that encourages and values community contributions. To improve the image and community perception of the school both internally and externally to position Crestwood High School (and Public Education) as the local school of choice.

Improvement Measures

Ongoing analysis indicates student engagement in social life through specific attendance data and involvement in specialised programs, individual subjects and extra-curricular initiatives.

Increased number of community members involved in school programs. Increased number of programs in school that facilitate community involvement at Crestwood High School.

Analysis of data regarding the percentage of students involved in community programs and events. These are recorded through Sentral by the organising teacher which will then provide specific and direct data.

Progress towards achieving improvement measures

Process 1: Continue to improve connections with local primary schools.

Evaluation	Funds Expended (Resources)
Improved connections with local primary schools have been established. Team continues to link with local feeder primary schools and offer a variety of activities including enrichment days, taster days and activities involving leadership team.	Community Liaison Action Team Senior Executive

Process 2: Create innovative ways of communicating through digital forums.

Evaluation	Funds Expended (Resources)
All avenues of communication on digital forums have been created and effectively used. Platforms such as Facebook are regularly evaluated for their effectiveness through connection data.	Community Liaison Action Team Senior Executive

Process 3: Celebration and projecting any linking activities to the community.

Evaluation	Funds Expended (Resources)
Communication to primary schools has been regular with local feeder school involved in activities at the school.	Community Liaison Action team Senior Executive Executive

Process 4: Revise and implement antibullying program 2019

Evaluation	Funds Expended (Resources)
Anti-bullying program is effectively revised and published. Increase in the number of staff interested in training for the Rock and water program. This program has been highly successful in supporting students at risk and will continue in 2020	Professional Learning funds used to cover the Welfare Team conference costs. School funds used for class cover for presenters at training events

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$1 698.00) • (\$0.00) 	Aboriginal Students supported with SASS learning support and activities throughout the year.
English language proficiency	Staffing (0.4) allocation LST resources and LSLOs employed	Students supported across the school with LST support, differentiated lessons and the provision of E/ALD English in stage 6
Support for beginning teachers		

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	514	491	487	507
Girls	466	467	431	459

Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.4	95.5	95.1	94.6
8	94.4	94.5	93.9	92.3
9	93.1	93.3	92.3	93.4
10	92.5	93	94.4	91.8
11	92.9	93.6	91.4	93.2
12	95	93.8	93	91.1
All Years	93.8	94	93.3	92.9
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	1	1	0
Employment	1	2	6
TAFE entry	0	2	23
University Entry	0	0	65
Other	0	0	1
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

23.73% of Year 12 students at Crestwood High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.6% of all Year 12 students at Crestwood 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)	52.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.25
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	1,629,035
Revenue	11,824,237
Appropriation	10,958,979
Sale of Goods and Services	7,232
Grants and contributions	789,967
Investment income	17,571
Other revenue	50,488
Expenses	-11,960,690
Employee related	-10,195,501
Operating expenses	-1,765,189
Surplus / deficit for the year	-136,452

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	1,327,149
Equity Total	277,230
Equity - Aboriginal	9,875
Equity - Socio-economic	54,182
Equity - Language	65,200
Equity - Disability	147,974
Base Total	8,598,230
Base - Per Capita	221,940
Base - Location	0
Base - Other	8,376,290
Other Total	467,098
Grand Total	10,669,708

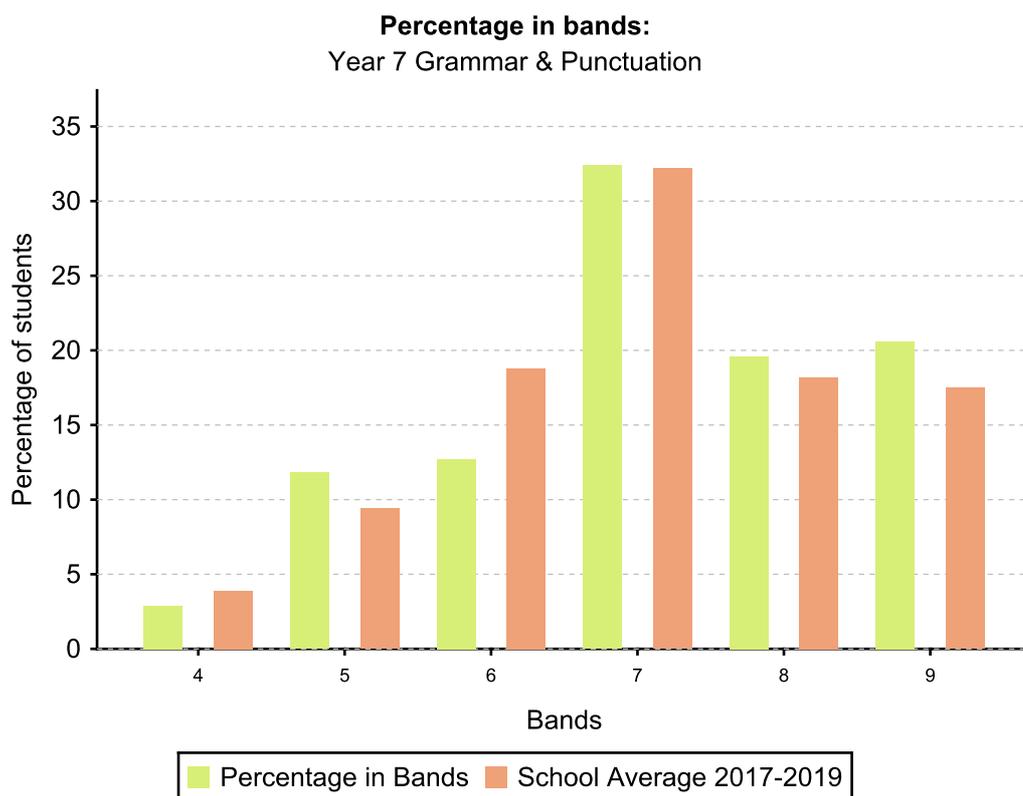
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School performance - NAPLAN

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.

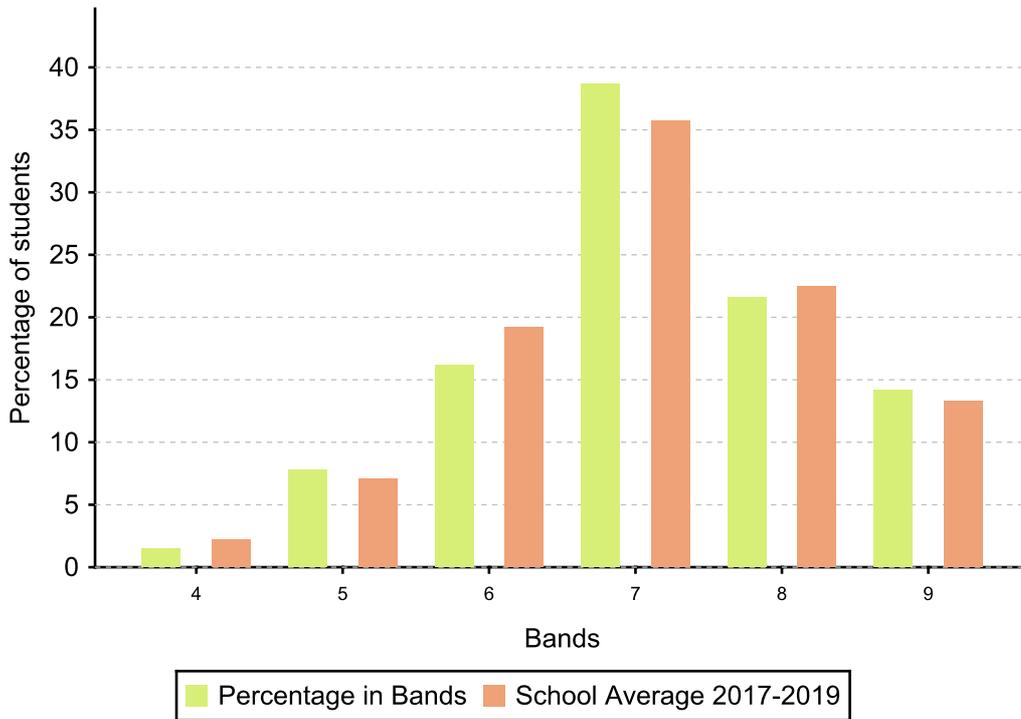
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



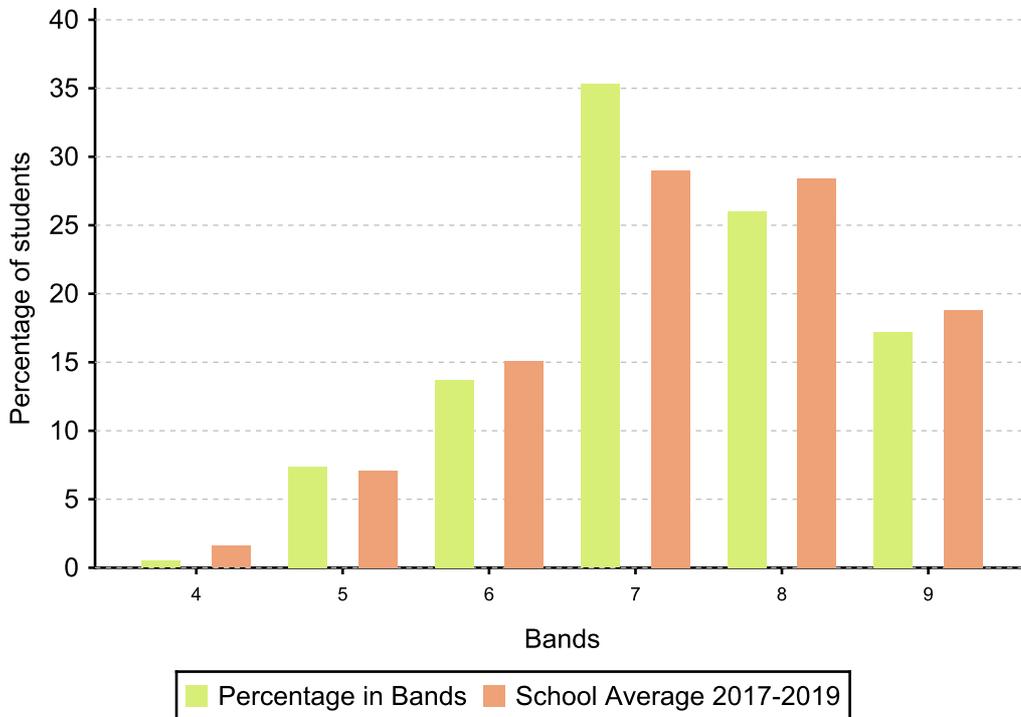
Band	4	5	6	7	8	9
Percentage of students	2.9	11.8	12.7	32.4	19.6	20.6
School avg 2017-2019	3.9	9.4	18.8	32.2	18.2	17.5

**Percentage in bands:
Year 7 Reading**



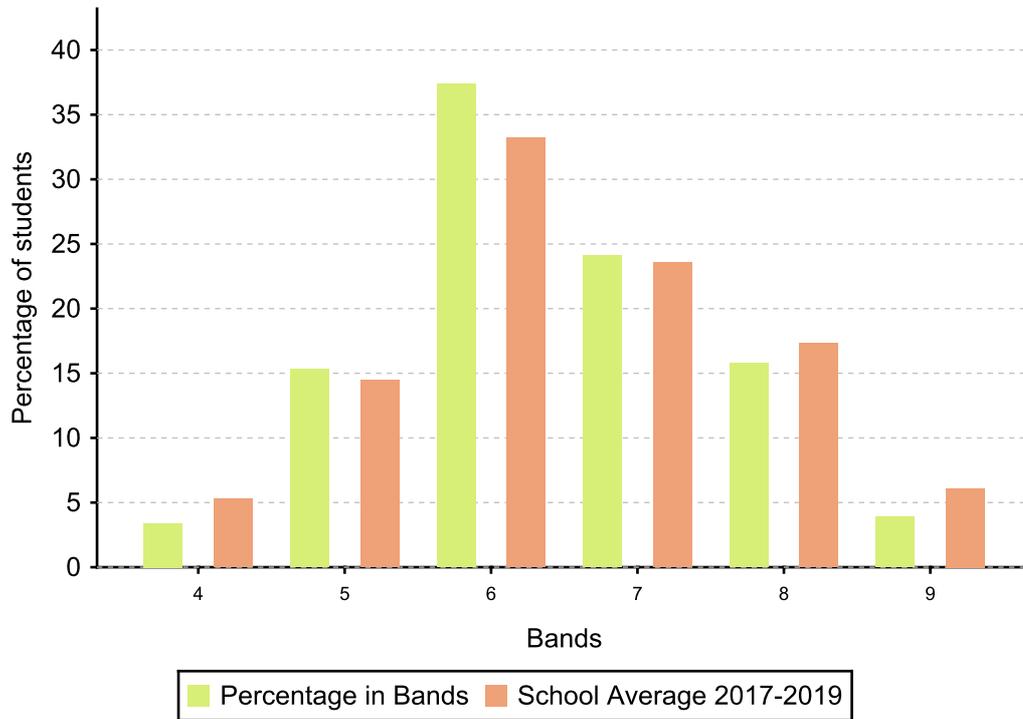
Band	4	5	6	7	8	9
Percentage of students	1.5	7.8	16.2	38.7	21.6	14.2
School avg 2017-2019	2.2	7.1	19.2	35.7	22.5	13.3

**Percentage in bands:
Year 7 Spelling**



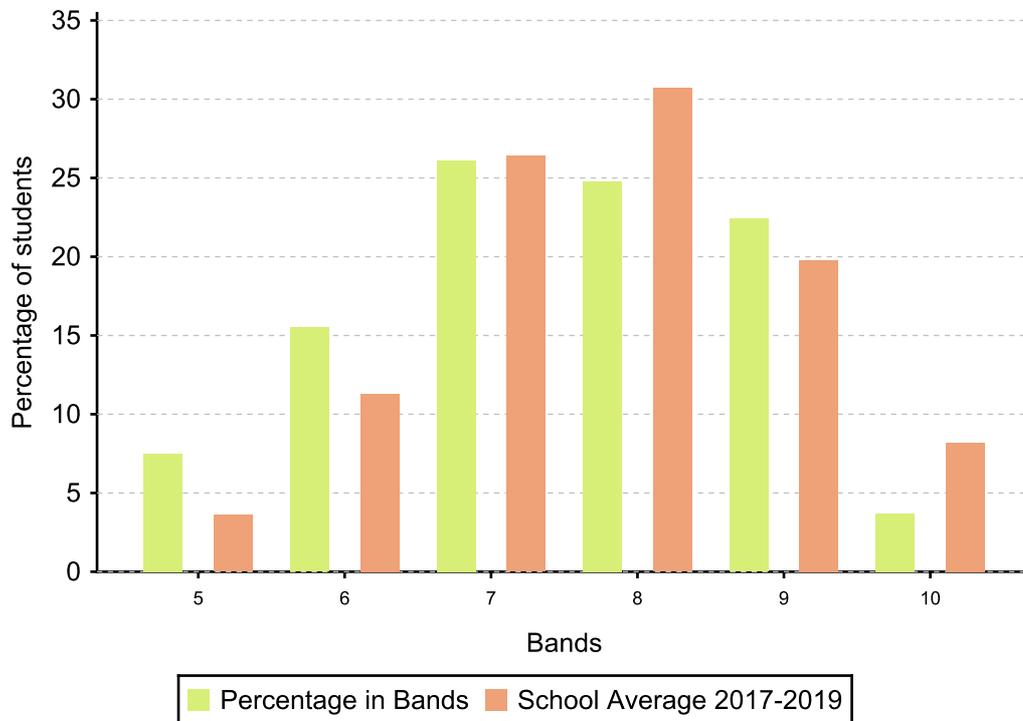
Band	4	5	6	7	8	9
Percentage of students	0.5	7.4	13.7	35.3	26.0	17.2
School avg 2017-2019	1.6	7.1	15.1	29	28.4	18.8

Percentage in bands:
Year 7 Writing



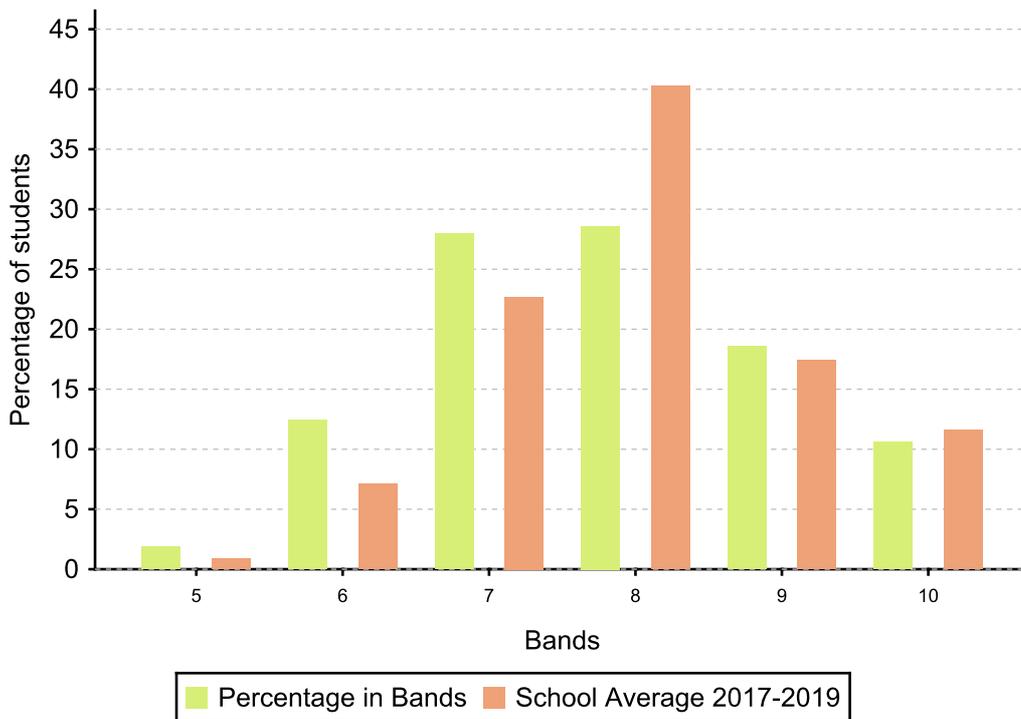
Band	4	5	6	7	8	9
Percentage of students	3.4	15.3	37.4	24.1	15.8	3.9
School avg 2017-2019	5.3	14.5	33.2	23.6	17.3	6.1

Percentage in bands:
Year 9 Grammar & Punctuation



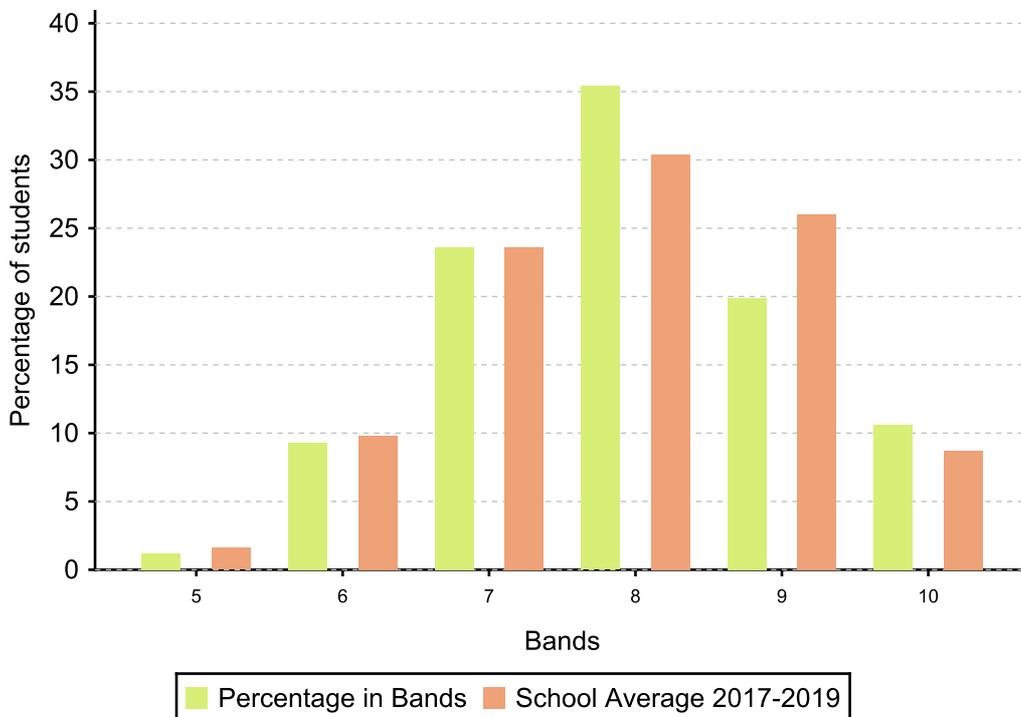
Band	5	6	7	8	9	10
Percentage of students	7.5	15.5	26.1	24.8	22.4	3.7
School avg 2017-2019	3.6	11.3	26.4	30.7	19.8	8.2

**Percentage in bands:
Year 9 Reading**



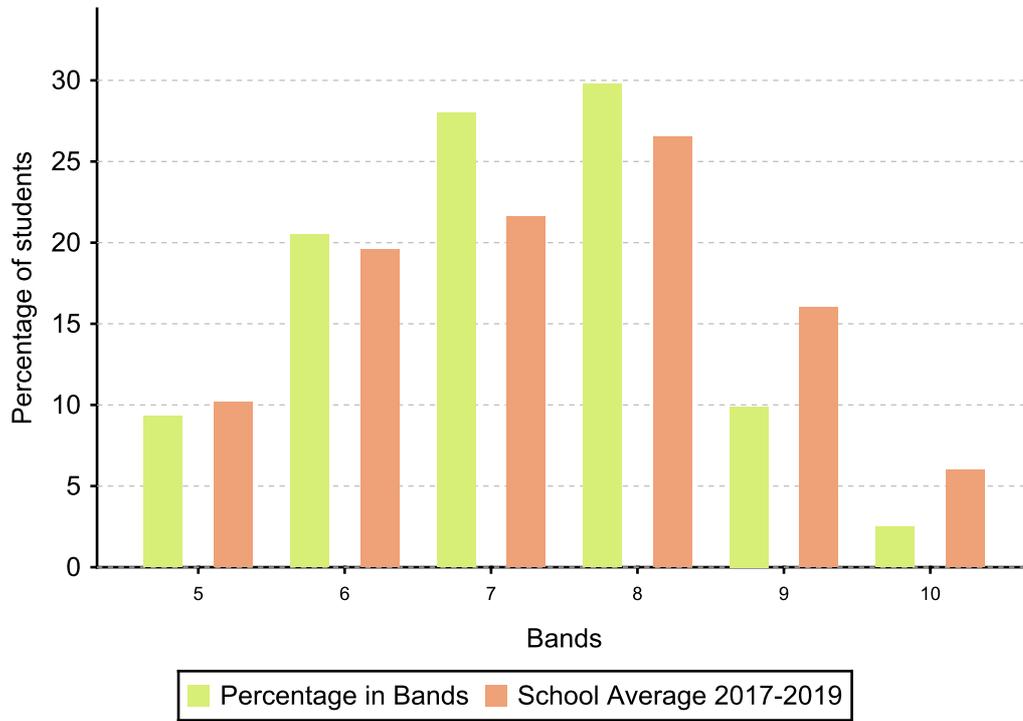
Band	5	6	7	8	9	10
Percentage of students	1.9	12.4	28.0	28.6	18.6	10.6
School avg 2017-2019	0.9	7.1	22.7	40.3	17.4	11.6

**Percentage in bands:
Year 9 Spelling**



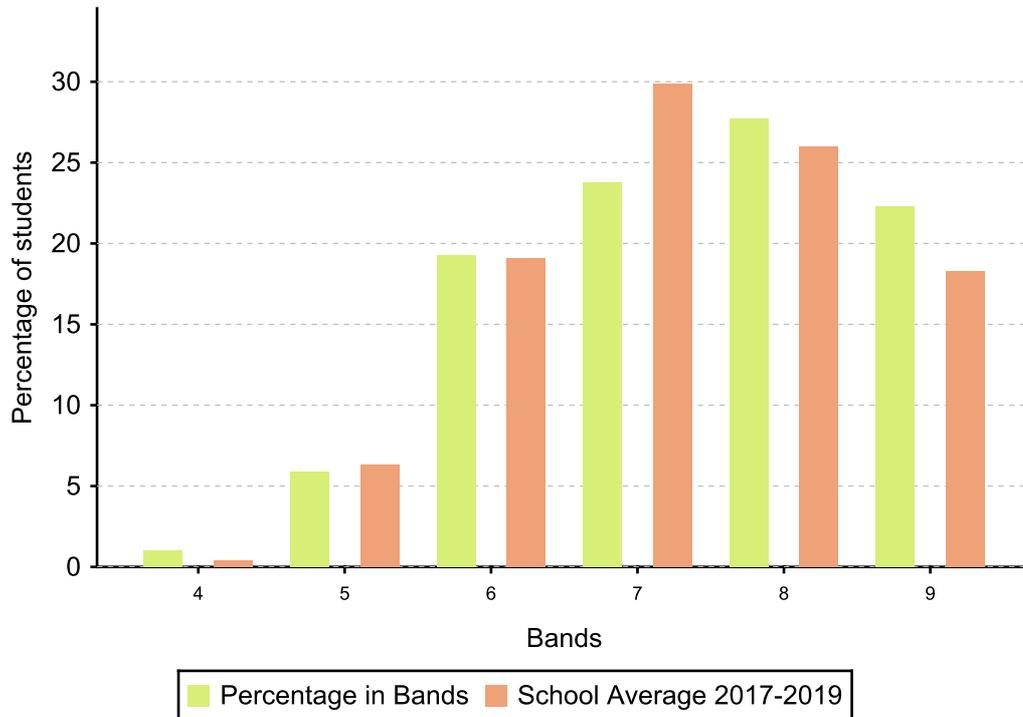
Band	5	6	7	8	9	10
Percentage of students	1.2	9.3	23.6	35.4	19.9	10.6
School avg 2017-2019	1.6	9.8	23.6	30.4	26	8.7

Percentage in bands:
Year 9 Writing



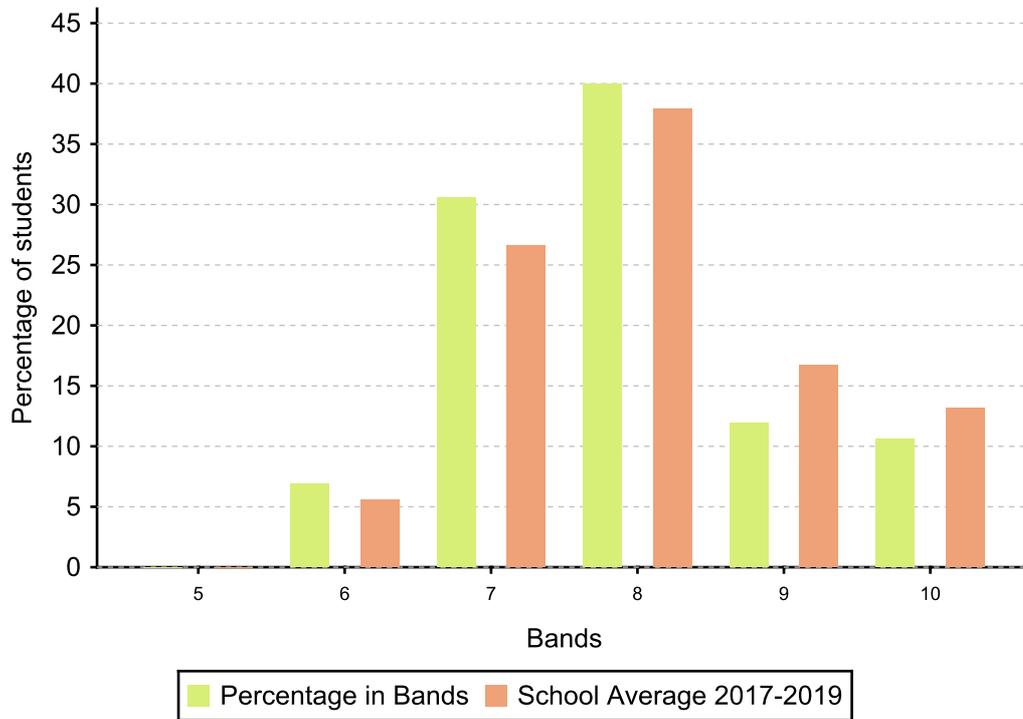
Band	5	6	7	8	9	10
Percentage of students	9.3	20.5	28.0	29.8	9.9	2.5
School avg 2017-2019	10.2	19.6	21.6	26.5	16	6

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.0	5.9	19.3	23.8	27.7	22.3
School avg 2017-2019	0.4	6.3	19.1	29.9	26	18.3

Percentage in bands:
Year 9 Numeracy



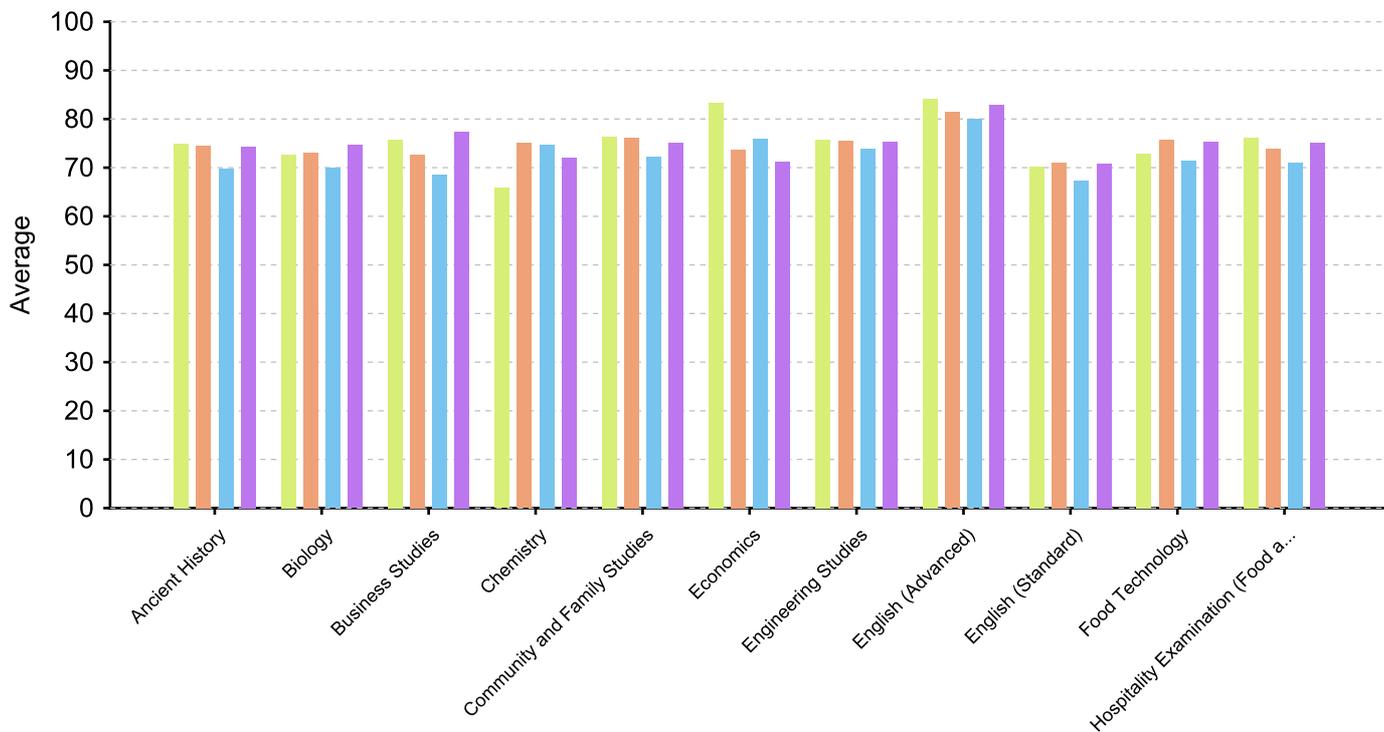
Band	5	6	7	8	9	10
Percentage of students	0.0	6.9	30.6	40.0	11.9	10.6
School avg 2017-2019	0	5.6	26.6	37.9	16.7	13.2

The NAPLAN data is a valuable source of information to assess success in teaching and learning across the school. In 2019 the value added data for student from Year 7 to Year 9 showed continued growth above state average. Crestwood High School continues to score well above state average, although in 2019 the school had dropped in comparison to the Similar School Group. Crestwood High School also continues to be well above state average for Students achieving in the top 2 bands, with 35.4% achieving top bands in Year 7 and 9. Areas for improvement include Writing with other areas maintaining or improving their results.

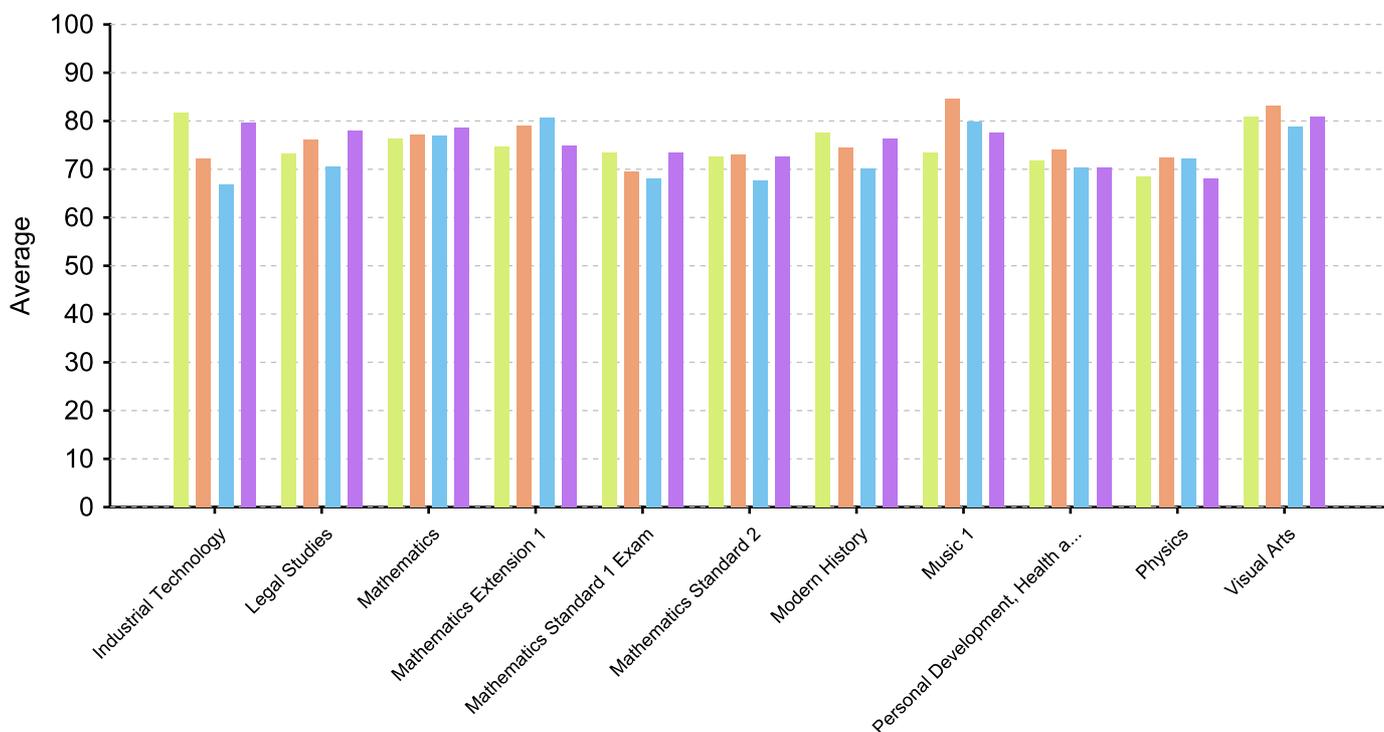
School performance - HSC

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.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	74.9	74.5	69.9	74.3
Biology	72.7	73.1	69.9	74.6
Business Studies	75.8	72.7	68.6	77.4
Chemistry	65.8	75.1	74.7	72.0
Community and Family Studies	76.3	76.1	72.2	75.1
Economics	83.3	73.7	75.9	71.2
Engineering Studies	75.7	75.6	73.9	75.4
English (Advanced)	84.1	81.4	80.0	82.9
English (Standard)	70.2	71.0	67.3	70.8
Food Technology	72.9	75.7	71.4	75.4
Hospitality Examination (Food and Beverage)	76.1	73.8	71.1	75.1
Industrial Technology	81.7	72.3	66.8	79.6
Legal Studies	73.3	76.1	70.6	78.0
Mathematics	76.4	77.2	76.9	78.5
Mathematics Extension 1	74.6	79.0	80.6	74.8
Mathematics Standard 1 Exam	73.5	69.6	68.1	73.5
Mathematics Standard 2	72.6	73.0	67.7	72.6
Modern History	77.5	74.5	70.2	76.3
Music 1	73.4	84.5	79.9	77.5
Personal Development, Health and Physical Education	71.9	74.2	70.5	70.3
Physics	68.4	72.4	72.1	68.2
Visual Arts	80.9	83.2	78.8	80.8

Crestwood High School students continue to excel in the HSC with 17 subjects scoring above state average and only 5 equal to or below state average. When compared to student results in NAPLAN, it's worth noting that lower performing student in the 2017 NAPLAN had shown significant improvement for the 2019 HSC, whilst students performing in the top two bands maintained their high levels. In all 64 band 6s were achieved in 2019 which continues the significant life over the last 5 years.

Parent/caregiver, student, teacher satisfaction

Parents are surveyed to seek feedback on the school's effectiveness in supporting their children in learning and wellbeing. Overall the feedback from parents is very positive and the support for the school is strong. One clear feedback message is that the school has very high expectation and maintains these expectations with rigorous processes and programs.

Examples of responses

Question

Generally the teachers provide the appropriate level of support to assist my child to make satisfactory progress in his/her learning. Generally the teachers provide the appropriate level of support to assist my child to make satisfactory progress in his/her learning. Generally the teachers provide the appropriate level of support to assist my child to make satisfactory progress in his/her learning.

Strongly agree 5%

Agree 54%

Neutral 28%

Disagree 13%

My Child receives clear feedback on how s/he can improve his/her learning

Strongly agree 4%

Agree 41%

Neutral 35%

Disagree 20%

I believe Crestwood High school provides a safe learning environment

Strongly agree 23.6%

Agree 59.8%

Neutral 11.5%

Disagree 5.1%

The school has clear expectations of student behaviour

Strongly agree 24.7%

Agree 60.9%

Neutral 10.5%

Disagree 3.9%

The school acknowledges and celebrates student achievement

Strongly agree 15.2%

Agree 66.7%

Neutral 13.5%

Disagree 4.6%

One of the most important factors for successful schools is effective communication with parents and the broader community. Parents appreciate the communication systems within the school and are generally comfortable with

accessing teachers through communication systems. More is being done to foster communication with the Sentral Parent Portal.

Survey question

It is easy for me to make enquiries, raise concerns or issues with the school.

Strongly agree 8.6%

Agree 53.4%

Neutral 27%

Disagree 11%

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.