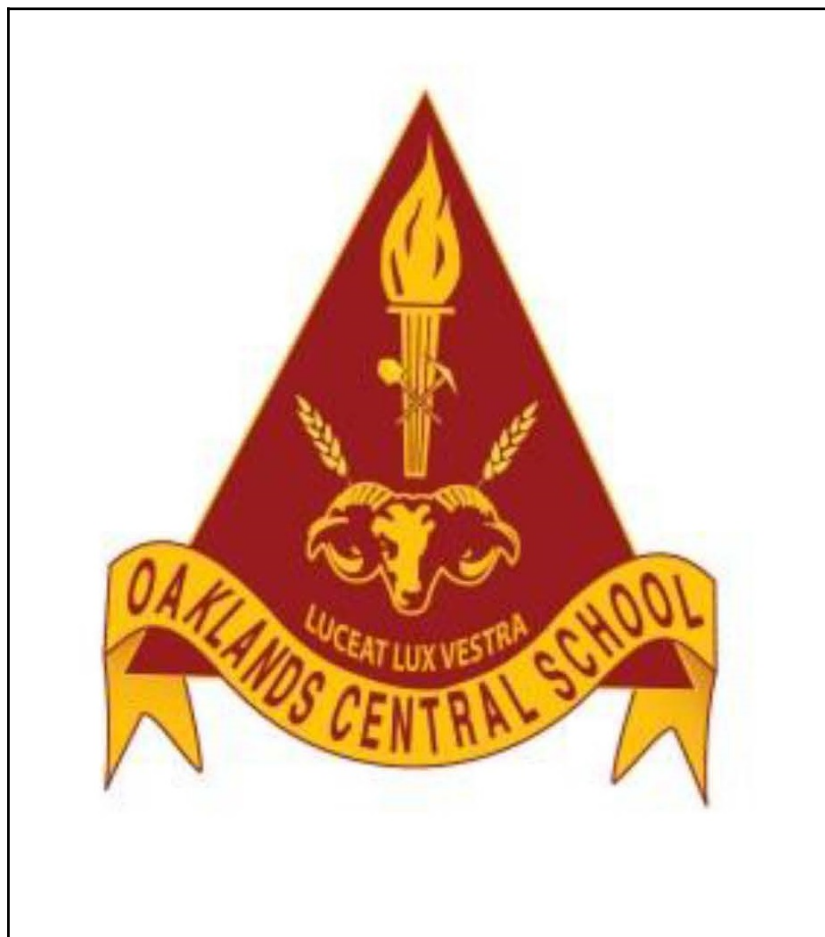


Oaklands Central School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Oaklands Central 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

Oaklands Central School
Coreen St
Oaklands, 2646
www.oaklands-c.schools.nsw.edu.au
oaklands-c.school@det.nsw.edu.au
02 6035 4290

Message from the principal

Oaklands Central School is a vibrant K–12 school with strong community links and engagement. During 2019 Oaklands Central School actively continued to build on our programs that promote learning, wellbeing and a connected community. This year saw the continuation of our school plan that maps the path to whole school improvement. This includes enhanced student learning, with a particular focus on Literacy and Numeracy and a commitment to know, value and support all our students. There is also an emphasis on teacher professional learning that enhances teacher performance resulting in improved outcomes for students. Finally the plan details the commitment to building a strong school community. Excellent schools have strong community relationships and Oaklands Central School is building community links.

Oaklands Central School is an Early Action for Success Phase 2 school. We also have a strong commitment to our Learning support program that supports students who are experiencing difficulty with their learning. During the last year we have refined our processes and worked to enhance our use of data to improve learning for our students.

Our school is committed to the wellbeing of students and promotes a culture of respect, resilience, individual responsibility and safety. Our student leadership encourages our students to be active participants in the life of the school. Students have provided continuous leadership across the school leading to initiatives that have benefited the whole school community. We are actively involved in fund raising, raising student awareness while developing our students as informed and active citizens. As a school we have been forging links with our community with several students participating in work placement programs. We have enhanced our Positive Behaviour program with the expectations for students now mapped across the school. We have also commenced a program with a health provider to place a social worker in the school to support students and families.

In Oaklands every student is expected to grow continually. Students are explicitly taught habits of mind that promote resilience and success. There is also a strong focus on building staff capacity, continually improving classroom practice so that world class teaching is the norm across the school. The staff at Oaklands Central School are professional, skilled and student focused. Oaklands Central School engages in world leading practice to support students in their learning. The school uses modern teaching tools in every classroom. Senior students participate in the Riverina Access Partnership, a program that allows senior students to remain in their community while completing their HSC. The Riverina Access Partnership uses video conferencing, learning management systems and current teaching methods to provide cutting edge learning for our rural students, who achieve results equal to schools across the state.

This year, 2019 has been a year where Oaklands Central School has continued to grow. We are focused on continuing this success into the future.

Peter Craft

Principal

School background

School vision statement

Oaklands Central School aims to have students who are 21st Century learners who are self-motivated and strive for excellence. They will possess the core values and skills required to engage in our community with confidence.

We will work as a whole school to implement innovative teaching and learning programs that stimulate students to achieve to their potential, including excellent literacy and numeracy skills.

We will foster partnerships throughout the school community that enhance school life, to support both the educational and personal development of learners.

The school's mission is "To produce self-motivated, lifelong learners who can work both independently and cooperatively, and take their place in the world with confidence, compassion and enthusiasm".

School context

Oaklands Central School provides an educational setting for students from Kindergarten to Year 12. Our students come from the immediate township, outlying farms and other nearby towns. *Lucaet Lux Vestra* (Let Your Light Shine) is the school motto and reflects one of the school's core beliefs, that every student has strength.

Oaklands Central School is part of the Riverina Access Partnership which involves 5 other schools across the Riverina. This partnership provides access to a broad curriculum for our Stage 6 students.

Our Primary section has strong connections with our local primary schools (Savernake, Berrigan and Urana). Staff work together providing a number of educational excursions, broadening the knowledge and understanding of our students K-6.

We acknowledge that, in relation to our school, the key-stakeholders include students, parents, teachers and staff. They are led by the school executive which includes the Principal, Head Teacher and Assistant Principal. The cohesion of stakeholders is apparent through the Student Representative Council, Parents and Citizens Association [P&C], Learning & Support Team and relevant reference groups. At Oaklands Central School we pride ourselves on the close relationships that we hold with the families who support our school.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

To build a school learning culture where students strive for excellence and grow as individuals. The school community will provide rich learning experiences for students, empowering them to become life-long learners who are self-motivated, highly literate and mindful.

Improvement Measures

- 80% of students reach NMS in NAPLAN for Literacy and Numeracy and 80% of students show greater than expected growth in NAPLAN results / Progression Tracking
- All students show evidence that they are using effective, evidence based learning strategies in 80% of class time

Overall summary of progress

The school is making encouraging progress towards its targets. Results show that in all domains 67% of students are showing greater than expected growth. This compares well with the target of 80% of students achieving greater than expected growth. Analyzing NAPLAN results show that 88% of students at the school are achieving national minimum standards.

Progress towards achieving improvement measures

Process 1: Motivated Learners

Develop student understanding to enable them to select and use effective learning strategies developed through the explicit teaching of evidence based practice.

Evaluation	Funds Expended (Resources)
Throughout the year there was a focus on teaching and learning strategies across the school. Each week staff were given information on a variety of teaching strategies that included effective methods for feedback, formative assessment and learning intentions. In coaching sessions staff worked extensively on assessment strategies and improving summative or formal assessment strategies. There is further work to be completed on this process in 2020.	The majority of staff were funded for additional release time. The school message board in SENTRAL was used to share information. Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$12000.00)

Process 2: Self-Directed Learners

Students develop the skills, knowledge and understandings required to be engaged, self-directed and collaborative learners who identify and drive their individual learning pathways.

Evaluation	Funds Expended (Resources)
Throughout the year the school had a strong focus on improving teaching practices and learning outcomes. Some staff did undertake professional learning in problem based learning and began to introduce problem based activities into their teaching. The exploration and uptake of technology in the classroom was more widespread. Students used a wide variety of technology to enhance learning while teachers developed expertise in a wide variety of areas. This included green screen, virtual reality, 3D printers, robotics and the use of resources such as Google Classroom.	The school invested in professional learning for teachers as well as a range of resources. These included consumables for the 3D Printer, Robotic Kits, Codable devices and upgrades to computing equipment across the school.

Process 3: Literacy and Numeracy

Students have high expectations based on NESA standards and reflect on data to collaboratively plan learning. Students regularly practice key literacy and numeracy strategies.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Throughout the year secondary staff were involved in regular coaching and development sessions. These sessions focused on improving assessment of learning and the use of verbs. There was extensive work on developing rubrics, refining questions and matching tasks to outcomes. The work on verbs reflected the ALARM processes including asking a questions with a range of difficulties, explicitly stating expectations of students and providing explicit feedback. The process was well addressed.</p>	<p>The introduction of structured coaching sessions within the timetable and a formal coaching methodology.</p>

Next Steps

The school will continue to develop student understanding of key verbs. In addition there will need to be a continued development in the use of learning intentions, success criteria as well as quality feedback for students. Staff will continue to develop their expertise in the use of technology while further work on problem based learning will continue. This is important to develop independent learners which is a key aim of the school.

Strategic Direction 2

Teaching

Purpose

To engage all staff in professional learning to continually develop practice so that lessons are engaging, individualised, innovative and evidence based. Teaching is focused so that all students become successful learners, leaders and active citizens, contributing positively to the community.

Improvement Measures

- 90% of staff demonstrate more effective teaching strategies through the collection of evidence, based on collaborative practice

- **Evaluations show that 90% of staff rate the school leadership as effective instructional leaders and as highly supportive in improving classroom practice**

Progress towards achieving improvement measures

Process 1: Professional Learning

Draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
Throughout the year there continued to be a strong focus on literacy and numeracy. The Early Action for Success ensured that we continued to prioritize professional learning in literacy and numeracy in our Primary area. Staff meetings also focused on the teaching of literacy and numeracy in the school. There was ongoing work in identifying the most efficient teaching strategies and implementing those in the classroom. While this was successfully done, the work on progressions has been delayed.	Each week primary staff worked in collaboration with the EAFS Instructional Leader to develop their practice. In addition there was a structured approach to literacy and numeracy professional learning in regular staff meetings.

Process 2: Coaching

Implement a whole school approach to Peer Coaching to support staff in refining and changing practice to improve student engagement and outcomes.

Evaluation	Funds Expended (Resources)
The coaching program was successfully implemented across the school. In primary coaching occurred through the Early Action for Success program as well as coaching sessions provided through faculty meetings. The Secondary Department ran a formal coaching process with peer coaching developed. The program focused on using verbs to develop effective assessment practices and good feedback to students.	The school has provided one period per week for staff to be involved in a structured coaching program.

Next Steps

The school will continue to develop strong strategies for the teaching of literacy and numeracy. There will need to be further professional learning and practice in the use of the progressions to inform teaching. In addition there will be a renewed focus on using super six literacy strategies in the classroom. Finally, the coaching will continue and continue to be refined as staff have reported on the effectiveness of this collaboration.

Strategic Direction 3

School Growth

Purpose

To build a learning community that is working to build the capacity of both students and teachers while developing values of inclusivity, diversity, connection. In this caring and supportive community individuals build their leadership capacity and to strive for personal excellence in all areas of life.

Improvement Measures

- 90% of students show expected or better than expected growth on external measures and 50% of students meet nms on external measures
- All stage 5 and 6 students are connected with community networks that enhance learning and engagement between the community and school

Progress towards achieving improvement measures

Process 1: Wellbeing

The whole school community builds a deep understanding of PBL, the strong processes to support student growth and practices the core values taught through the school community.

Evaluation	Funds Expended (Resources)
The Student Family Wellbeing Facilitator program was established in the school in a joint program with Marathon Health. This enabled a social worker to work inside the school one day per week. Through this students were directly supported with social and emotional needs while families were also brought into a more consultative relationship with the school. The Positive Behaviour program continued across the school, with the reward system being refined to make it more applicable to the schools operations.	The processes supporting the positive behaviour program include access to online resources, good communication practices to connect with the school community and the Sentral administration system. Funding was also set aside to continue the employment of a School Chaplain as well as the establishment of a Wellbeing Officer. Considerable resources were also used in support of the school reward system. Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$23000.00)• Socio-economic background (\$8000.00)

Process 2: Student Growth

To build student capacity by developing their skills, knowledge and pathways that promotes leadership and enables them to provide constructive and thoughtful feedback to improve the school.

Evaluation	Funds Expended (Resources)
The school remains deeply committed to student leadership. While students were active in providing leadership across the school and organizing a variety of whole school activities, the aim of exploring improvements in student leadership were not fully realized. This systematic evaluation of student leadership is yet to take place.	

Process 3: Staff Growth

Staff build their leadership abilities through engagement in evidence based professional learning developing teacher confidence and capacity. Staff will then lead and develop productive partnerships across the whole school community to promote student learning and engagement.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
While the school has continued to build community partnerships, the attempt to build consultative groups across the school community did not progress. There were three meetings to form such a consultative group. More planning is needed to make this model of consultation work at Oaklands Central School.	

Next Steps

The school will need to develop community school relationships. A clear goal is to extend the reach of the Wellbeing programs in the school so that families as well as students are supported. In addition there needs to be clear structures to allow the exchange of ideas and information between the school and its community.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>The school continued to provide targeted support for students with identified needs. The school employed additional staff in learning support roles to assist students with literacy and numeracy needs. The school also invested heavily in wellbeing, employing (indirectly) a social worker and a school chaplain.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$27 859.00) • Quality Teaching, Successful Students (QTSS) (\$10 300.00) • Socio-economic background (\$35 670.00) 	<p>The extra staffing allowed the school to provide targeted, often individualized support to students. The expenditure allowed for the careful development of learning plans for the majority of students within the school. Additional resources were purchased including IniLit, a program to develop literacy skills in students needing additional support. The support resulted in the majority of students showing growth in literacy and the school meeting its goals in the attainment of national minimum standards for more than 80% of students.</p>
Quality Teaching, Successful Students (QTSS)		<p>These resources were used in conjunction with other funds to provide direct support to students. The results of this targeted approach are reflected in the evaluation of Low Level Equity Funds.</p>
Socio-economic background		<p>These resources were used in conjunction with other funds to provide direct support to students. The results of this targeted approach are reflected in the evaluation of Low Level Equity Funds.</p> <p>The funds from this area also supported the implementation of the school positive behaviour program. This program has been evaluated in a previous section of this report.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	36	33	31	31
Girls	40	33	40	33

Student attendance profile

School				
Year	2016	2017	2018	2019
K	85.5	96.7	89.6	91.1
1	95.6	92.1	91.8	92.6
2	93.5	95.9	86.9	92.1
3	94.4	93.3	91.2	91.6
4	90.8	94.5	93.6	93.3
5	95.2	94.6	93.8	87.4
6	90.2	94.8	92.7	93.1
7	82	92.5	80	86.8
8	89.8	64.9	93.4	90.4
9	93.3	86.6	63.8	89.2
10	82.6	90.6	69.6	92.4
11	95.7	85.1	86.3	90.4
12	88.6	95.7	95.3	100
All Years	90.6	91.3	88.9	91.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	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
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	92.3	92.3	91.5	91

Oaklands Central has a strong attendance policy and works hard to support student attendance. Due to the small cohort in each year level, the attendance pattern of one student can have significant impacts on attendance rates. Overall the attendance patterns of students within the school are improving.

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	50	20	0
Employment	20	0	0
TAFE entry	0	60	0
University Entry	30	0	100
Other	0	0	0
Unknown	0	20	0

Stage 6 students at Oaklands Central School historically have continued through to the completion of the HSC. This includes many students who have needed support in the early secondary years. The Riverina Access Partnership, part of the State Access Schemes, allows students access to wide range of HSC subjects and a high level of teacher support in their learning. Consequently all students studying the HSC at Oaklands in 2019 were able to gain access into the university course of their choice.

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Oaklands Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Oaklands Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification. This enabled them to access the university course of their choice.

Oaklands Central School works with students and families to ensure that the pattern of learning they undertake at school will support their post school goals. The school's work placement program has positively impacted on student perception of schools and provided invaluable experience in the workplace. A number of students have gained either employment or apprenticeship opportunities through this program. The majority of students who start stage 6 with the school are able to complete the HSC and achieve their post schooling goals.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	5.39
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.47
School Administration and Support Staff	3.83
Other Positions	0.1

*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	516,748
Revenue	1,807,407
Appropriation	1,780,739
Sale of Goods and Services	620
Grants and contributions	23,381
Investment income	2,667
Expenses	-1,652,341
Employee related	-1,450,671
Operating expenses	-201,670
Surplus / deficit for the year	155,066

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	21,604
Equity Total	79,596
Equity - Aboriginal	1,104
Equity - Socio-economic	29,095
Equity - Language	6,147
Equity - Disability	43,250
Base Total	1,472,997
Base - Per Capita	16,472
Base - Location	63,054
Base - Other	1,393,472
Other Total	110,914
Grand Total	1,685,110

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Literacy

The school has a strong focus on building literacy in students. Oaklands has a goal of 80% of students achieving national minimal literacy standards within the lifetime of the current school plan. Data from 2019 shows that the school has achieved this goal with 87% of students achieving at or better than national minimum standards in literacy.

Numeracy

The school has a strong focus on building numeracy in students. Oaklands has a goal of 80% of students achieving national minimal numeracy standards within the lifetime of the current school plan. Data from 2019 shows that the school has achieved this goal with 87% of students achieving at or better than national minimum standards in numeracy.

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.

Parent/caregiver, student, teacher satisfaction

Oaklands Central School works at developing positive relationships across the whole school community. Overall the level of community satisfaction with the school is high. While there are differences between results of Primary and Secondary cohorts, the following general observations can be made. Compared to the average in NSW, students at Oaklands Central School report that they make greater efforts in learning, have more positive relationships with teachers, use learning time more effectively, have more rigorous learning, have greater advocacy and have a positive classroom environment. Students report a largely positive attitude towards their school. Compared to the average results for NSW, teachers at Oaklands Central School report higher levels of support by school leadership, more collaboration across the school, a more positive learning culture and a more inclusive school culture. Overall there is an overall positive satisfaction with the school.

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.