Unanderra Public School

2019 Annual Report

3308

Introduction

The Annual Report for 2019 is provided to the community of Unanderra Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

Empowering students as lifelong learners by providing rich and diverse opportunities within a positive community inspired by supportive and influential leadership.

School context

Unanderra Public School has a long proud history of service to its community stretching back 140 years. The school relocated to the hills of Cordeaux Heights as a planned aspect of the new housing estate in 1999. The former school site is now a centre for commercial business along the Princes Highway in Unanderra.

The school has witnessed a slow but steady decline in student enrolments over the past 10 years. We will commence 2018 with a 16 class structure engaging 385 students in their daily learning.

Teaching staff provide broad and engaging learning experiences that are differentiated to meet the specific need of students. Literacy and numeracy form the basis for challenging and relevant classroom learning.

The school has experienced a significant change in teaching staff due to retirements, promotions to other schools and the filling of long–term temporary positions with permanent teachers. Staff movement supports the positive school culture that exists across our school.

Unanderra Public School is actively supported by a vibrant Parents and Citizens Association and involved community members. Parents are encouraged to participate within the school and assist where possible. Innovations such as Grandparents Day and Dad's Arvo assist our school engage with family members who traditionally may not have participated in regular school activities.

Unanderra Public School is a Positive Behaviour for Learning environment and we ensure our students interact in a safe, respectful and responsible manner. High expectations of students, community and staff ensure we remain focused on our core business– the successful attainment of student learning outcomes.

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	Delivering
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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching & Learning – BIU

Purpose

To ensure a whole school approach to the delivery of quality differentiated teaching and learning experiences by building the capacity of students to actively engage in quality learning, assume responsibility for their learning success and become self–reflective learners.

Literacy and numeracy remain the core focus of learning across all key learning areas. Quality teaching and learning will feature professional development that provides a basis for a consistent, assessment–driven approach to the implementation of the curriculum and the BIU strategy.

Improvement Measures

Increase the proportion of students in the top two NAPLAN bands by 8% in Reading and Numeracy (2019).

Increased numbers of students with higher than expected growth on internal school performance measures and external performance measures, particularly between Year 3 and Year 5.

Progress towards achieving improvement measures

Process 1:   Assessment for learning

> Embed assessment for learning pedagogy as a means of ensuring high expectations K–6, incorporating the importance of feedback on learning and quality assessment.

Evaluation	Funds Expended (Resources)
K–2 Classroom Teachers used Phonics Check, SPAT and other in–class assessments to inform teaching and learning. 3–6 Classroom Teachers used various tools including PAT, PROBES, running records and teacher observations to assess and track student reading skills and areas for future focus. Assessment schedules reflect ongoing formative assessment practices in the areas of phonics for K–2 and comprehension for 3–6.	10,000 (TPL)

Process 2:   Quality classrooms

> Strengthen evidence–based practice in teachers' ability to plan, program, teach and assess literacy and numeracy through focused professional learning and data–driven programming.

Evaluation	Funds Expended (Resources)
All staff are beginning to reflect on student learning using evidence–based practices. Literacy consultant, Jo–Anne Dooner was engaged to lead professional learning for teaching staff in the areas of cognitive load, knowledge & procedural schema, spaced and massed practice, retrieval practice and explicit/direct instruction. Staff began to apply knowledge gained through ongoing professional learning which resulted in the implementation of Morning–Routine 3–6 in Semester 2 and synthetic phonics classes for all K–2. A learning alliance was formed with other schools, culminating in a combination of demonstration lessons, observations and further support from Instructional Leaders. Teaching and learning programs reflect ongoing evaluation of student learning in–line with student data.	$10,000 (TPL)

Process 3:   Personalised Learning

Progress towards achieving improvement measures

Process 3: Foster a team approach in driving the BIU Premier's Priority through LaST, SLSO, parent support and classroom teachers by ensuring literacy, numeracy, Aboriginal education and differentiation remain priorities.

Evaluation	Funds Expended (Resources)
Throughout this Process, this year our school focused on creating clear and specific Learning and Support Teacher and School Learning and Support Officer timetables that supported identified students and ensured that teaching and learning programs were differentiated to meet student need/s. Our Learning and Support Teacher and School Learning and Support Officers engaged in ongoing professional learning around catering for student need/s in the areas of Literacy and Numeracy. PAT testing occurred this year and the analysis of these assessments was used to drive targeted teaching. Stage Meetings were repurposed to include data analysis around targeted teaching strategies creating a culture of Co–Plan, Co–Teach, Co–Evaluate.	

Strategic Direction 2

Connectedness

Purpose

Connectedness strengthens the capacity of students to manage their emotional, mental and physical wellbeing as responsible and productive learners who contribute positively to the life of the school and community.

A shared vision of connectedness provides the foundation for the maintenance of our positive school culture that can be achieved through communication and supporting our students to be respectful and socially responsible citizens.

Improvement Measures

Improved communication from the collection, analysis and consultation of school data between students, parents and staff.

Increased understanding of PBL values that are explicitly, consistently and supportively applied across the school as determined by external PBL data. e.g. SET, BOQ.

Progress towards achieving improvement measures

Process 1: Learning Culture

Ensure school values are successfully shared between students, staff and community through professional learning, data–drive decision–making and introduction of effective programs.

Evaluation	Funds Expended (Resources)
This year our school employed the services of a Wellbeing Co–Ordinator. The role of this staff member was to lead the Learning and Support Team and support school executive in the case management of identified students and their families. Within this Process, our school relaunched our Positive Behaviour for Learning initiative, specifically our 'Bee' reward system. Changes include students being provided with the opportunity to trade their 'Bee' tokens for rewards such as 'VIP seating' at assemblies and 'Principal for the Day'.	$5000 (PBL relaunch)

Process 2: Community Engagement

Maximise staff, student and community interaction through ensuring clear channels of communication are established, parent information sessions to meet community needs and the ICT team reviews current technology platforms.

Evaluation	Funds Expended (Resources)
The major focus within this Process throughout the year was the creation of our schools Reconciliation Action Plan (RAP). Our RAP was crafted in consultation with students and whole of staff and ratified by the Northern Illawarra Aboriginal Education Consultative Group (NIAECG). The UPS RAP focuses on three key themes of 'Relationships', 'Respect' and 'Opportunities'. Our RAP highlights our schools commitment to reconciliation 'In the Classroom', 'Around the School' and 'With the Community'.	$3000

Process 3: Future Focus

Enhance the development of students' creative and critical thinking skills by building the capacity of teachers to implement current and emerging ICT initiatives such as iHub, STEM and coding.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
In 2019 our school continued to access the NSWDoE STEM sharekits for teachers to support their coding and ICT skills. The school engaged the professional services of DoE personnel to upskill teachers in their use of technology to support effective and engaging delivery of the curriculum. Additionally, our school purchased laptops for each teacher to support their learnings in this area.	$50,000

Strategic Direction 3

Educational Leadership

Purpose

Educational Leadership directs us towards identifying potential leadership while working collaboratively to provide opportunities that facilitate succession building and strengthen the Unanderra PS learning community.

The leadership team maintains a focus on distributed, instructional leadership to sustain a culture of effective, evidence–based teaching and ongoing improvement.

Improvement Measures

100% of staff have a Performance and Development Plan (PDP) to reflect on how to improve their own practice and career progression using the appropriate PDP Framework, professional standards and evidence of achievement.

Progress towards achieving improvement measures

Process 1:   Student Leadership

Capacity building of students emphasising the development of effective leadership, management skills and leadership attributes through: Aboriginal education, SRC, reading buddies program, captains and house captains.

Evaluation	Funds Expended (Resources)
Within this Process, our kindergarten buddy program was re–established. This worthwhile initiative provided leadership opportunities for Stage 3 students and fostered positive relationships between ES1 and Stage 3 students. This year we gave our students greater input into future planning of whole school goals through building student voice opportunities. An example of this is working with our students to development design ideas for the refurbishment of designated school playground areas. As part of our schools relaunch of the PBL program, the student leadership team was involved in the development of our PBL refocus areas and positive recognition program. There is a greater visibility of student leadership and extensive opportunities that showcase student capabilities across the school.	

Process 2:   Professional and instructional leadership

Supporting the development of high performing teachers through executive successions–building initiatives, teacher accreditation processes and delivering upon an evidence–based pedagogical culture within our school and in our CoS.

Evaluation	Funds Expended (Resources)
This year executive staff were involved in the Lake Leaders Network and other leadership opportunities such as the Instructional Leader Network. Opportunities were facilitated by executive teachers to encourage participation in the Figree CoS Maths Network, LINKS, the Lake Leaders Network, Sharing Best Practice PL and observations of each other in Morning–Routine and phonics lessons. Two teachers were trained in Teaching Sprints. This approach was trialled in Term 4 with four additional teachers engaging in this professional learning opportunity; this will be of focus in 2020.	$8,000 (TPL)

Process 3: **School Excellence**

Developing a culture of high expectations where processes are developed to collaboratively review teacher practises to affirm quality teaching.

Evaluation	Funds Expended (Resources)
This year, the idea of leadership distribution was of focus within this Process. The school executive employed a distributive instructional leadership approach; this included a structure of effective evidence–based teaching practises and the identification of timely and manageable improvement strategies. Programs for aspiring leaders were offered and focused on the key areas of collaborative planning, leadership capacity building and embedding quality teaching and learning for all students.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($29 779.00)	The UPS Aboriginal Torres Straight Islander (ATSI) committee and leadership team assigned our Aboriginal Background loading to employ an ATSI School Learning Support Officer. This staff member supported student learning both in the classroom and playground and developed our Koori Club programs. All students identifying as Aboriginal have a Personalised Learning Pathway. This was created in consultation with parents, the student and the classroom teacher. At the start of the year, our ATSI families participated in a morning breakfast BBQ to discuss the creation of PLP goals. PLPs were then reviewed throughout the year and an end–of–year gathering was held to acknowledge the achievements of our ATSI students.
English language proficiency	**Funding Sources:** • English language proficiency ($35 168.00)	Our school supplemented our English language proficiency loading with alternative funds to employ an EAL/D teacher two days per week. This teacher worked shoulder–to–shoulder with classroom teachers to differentiate teaching and learning activities for EAL/D students and provide equitable educational access and opportunities such as an interpreter and translating written school documents for parents and carers. The EAL/D teacher used the EAL/D progressions to track and monitor student growth and attainment in both Literacy and Numeracy.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($168 335.00)	Our school received $117,338 (1.1FTE) for the employment of a full–time Learning and Support Teacher. Our school received $50,967 in flexible funding. Our flexible funds were used to employ School Learning and Support Officer staff to support students' academic learning in the classroom and social skills development in the playground and at transition times throughout the school day. Our funding was used to employ a Wellbeing Teacher to support the implementation of complex case management strategies for identified students and their families whilst also leading our 'Feelings and Friends' social skills program.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($68 298.00)	Our school supplemented our 2019 QTSS allocation with flexible funding to ensure each executive at our school was provided with additional executive release to lead their stage teams in the implementation of the Performance & Development Plan policy. Additionally our school supplemented our QTSS loading with additional funds to ensure we were able to employ an off–class Assistant Principal (Administration). This staff member supported the Principal in the day–

Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($68 298.00)	to–day operations of the school and promoted wellbeing and connections with staff.
Socio–economic background	**Funding Sources:** • Socio–economic background ($91 672.00)	Our school utilised the Socio–Economic Background equity loading to employ an additional class teacher. The employment of this additional teacher meant that class sizes were kept smaller than what would have been otherwise the case. The smaller class sizes provided the opportunity for teachers to give greater attention to each student and allowed for increase flexibility for teachers to provide ongoing, genuine and applicable feedback.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($14 130.00)	This year our school supported one beginning teacher with allocated funds. This teacher was assigned a mentor and additional release time to support her early career professional development. This teacher and her mentor worked in the areas of programming, behaviour management, accreditation and differentiation. This teacher was provided with a variety of professional learning opportunities aligned with her Performance and Development goals.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	212	209	201	189
Girls	201	192	180	180

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	93.2	94.5	94.7	94.2
1	94.5	94.3	92.9	93.3
2	93.8	95.3	93	92.1
3	92.4	94.2	95.7	93
4	92.9	92.9	93.3	93.3
5	93.4	93.4	91.5	92.9
6	91.7	94.1	89.9	90.7
All Years	93.2	94.1	93	92.8
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.87
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	3.19

*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	500,964
Revenue	3,552,799
Appropriation	3,434,983
Sale of Goods and Services	5,035
Grants and contributions	107,590
Investment income	5,091
Other revenue	100
Expenses	-3,545,400
Employee related	-3,254,708
Operating expenses	-290,691
Surplus / deficit for the year	7,400

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	101,725
Equity Total	324,973
Equity - Aboriginal	29,779
Equity - Socio-economic	91,672
Equity - Language	35,168
Equity - Disability	168,355
Base Total	2,603,029
Base - Per Capita	89,397
Base - Location	0
Base - Other	2,513,631
Other Total	360,846
Grand Total	3,390,573

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.
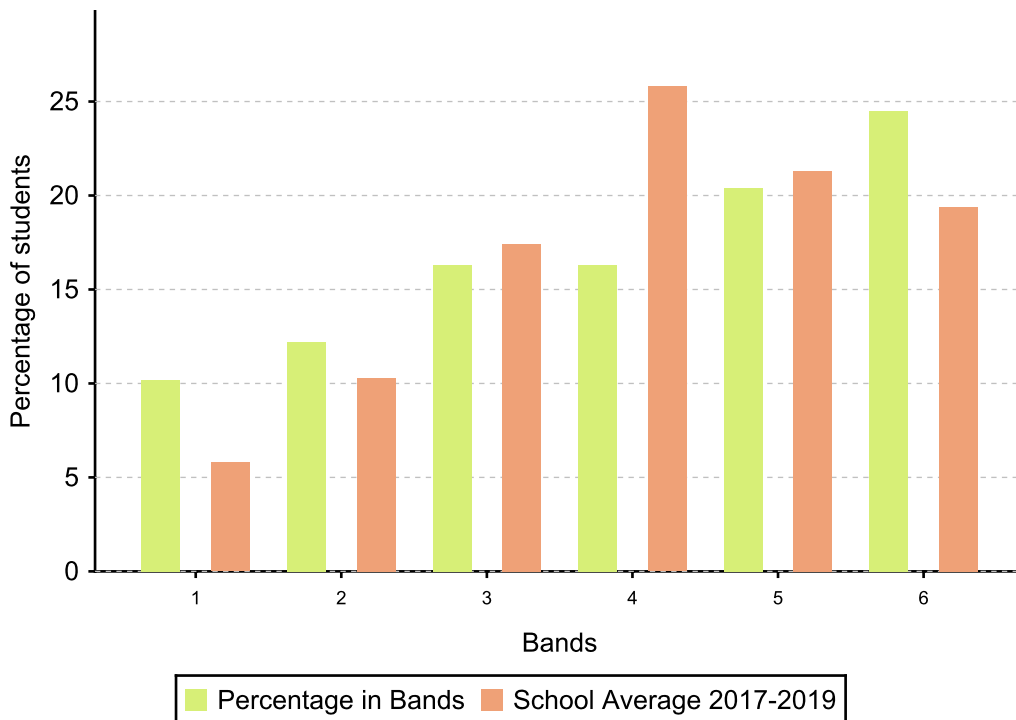
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
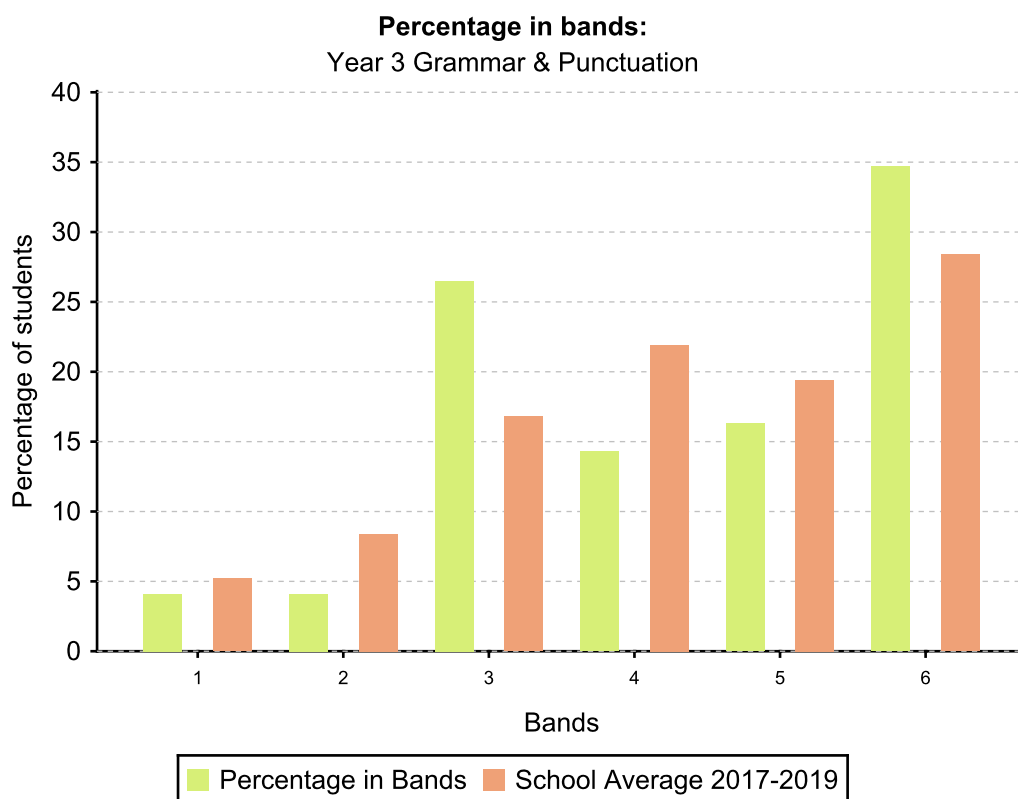
Band	1	2	3	4	5	6
Percentage of students	4.1	4.1	26.5	14.3	16.3	34.7
School avg 2017-2019	5.2	8.4	16.8	21.9	19.4	28.4

Percentage in bands:
Year 3 Reading
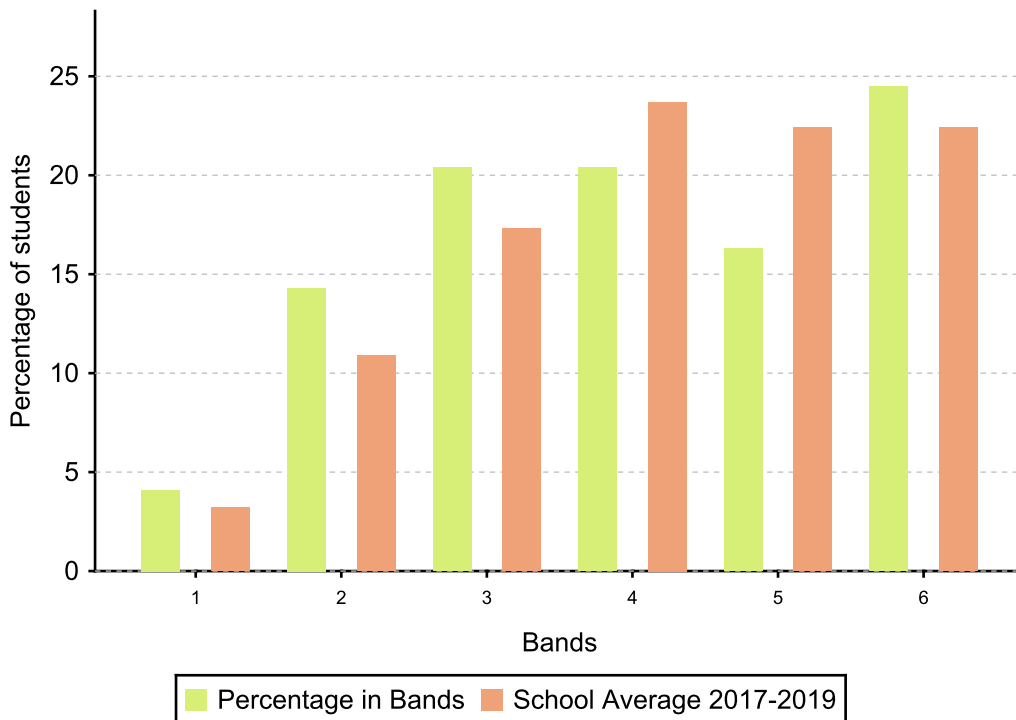
Band	1	2	3	4	5	6
Percentage of students	4.1	14.3	20.4	20.4	16.3	24.5
School avg 2017-2019	3.2	10.9	17.3	23.7	22.4	22.4

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	10.2	12.2	16.3	16.3	20.4	24.5
School avg 2017-2019	5.8	10.3	17.4	25.8	21.3	19.4

Percentage in bands:
Year 3 Writing
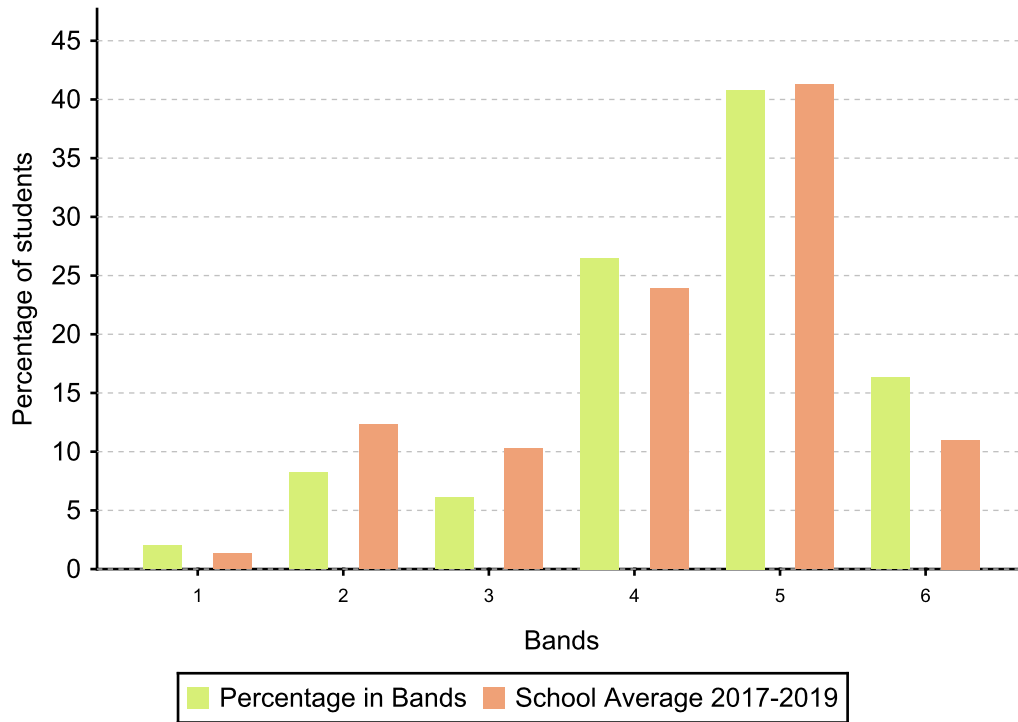
Band	1	2	3	4	5	6
Percentage of students	2.0	8.2	6.1	26.5	40.8	16.3
School avg 2017-2019	1.3	12.3	10.3	23.9	41.3	11

Percentage in bands:
Year 5 Grammar & Punctuation
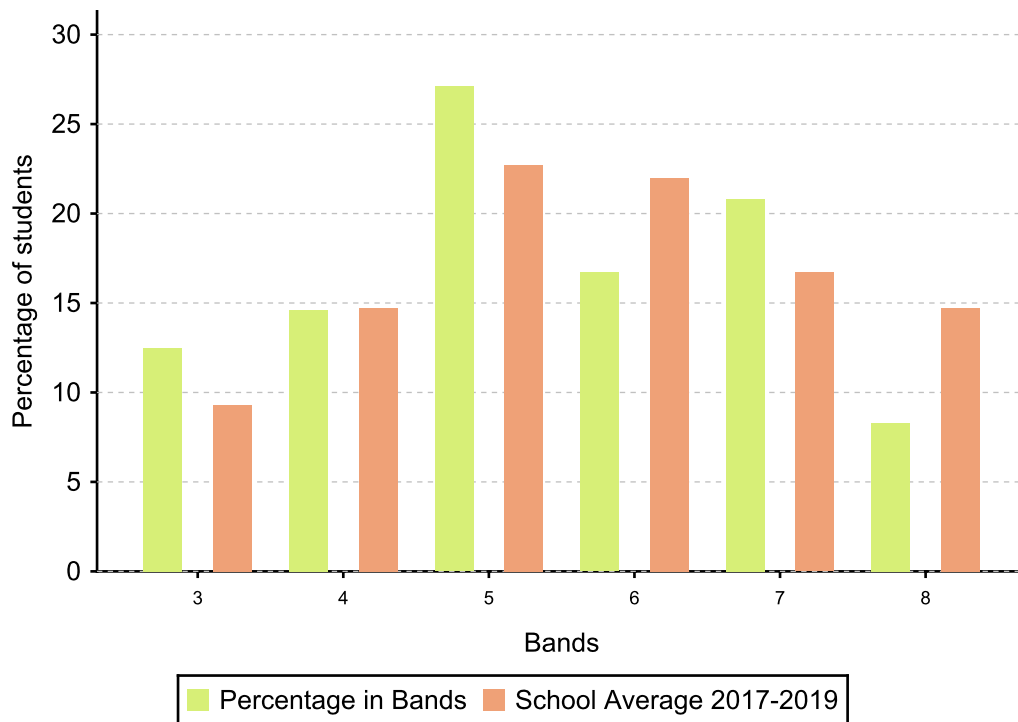
Band	3	4	5	6	7	8
Percentage of students	12.5	14.6	27.1	16.7	20.8	8.3
School avg 2017-2019	9.3	14.7	22.7	22	16.7	14.7

Percentage in bands:
Year 5 Reading
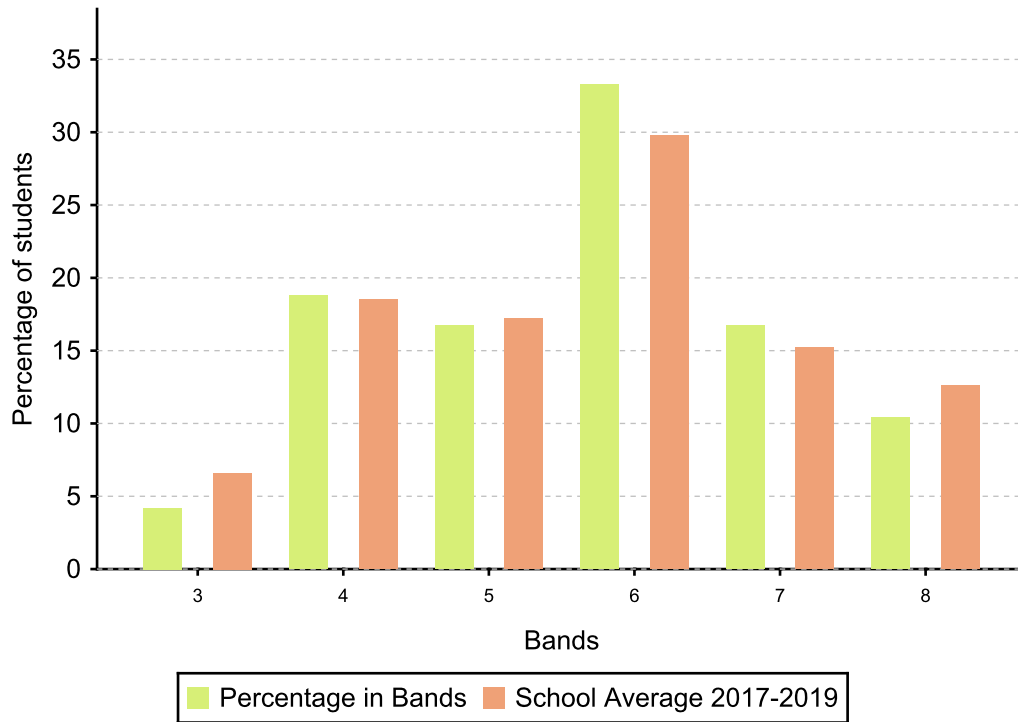
Band	3	4	5	6	7	8
Percentage of students	4.2	18.8	16.7	33.3	16.7	10.4
School avg 2017-2019	6.6	18.5	17.2	29.8	15.2	12.6

Percentage in bands:
Year 5 Spelling
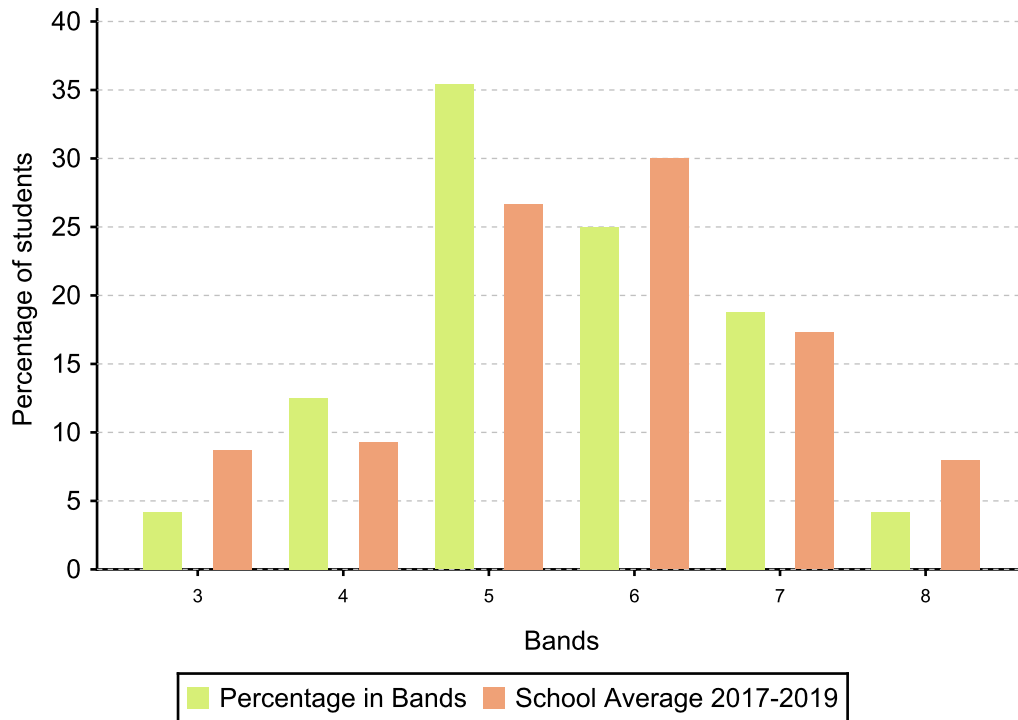
Band	3	4	5	6	7	8
Percentage of students	4.2	12.5	35.4	25.0	18.8	4.2
School avg 2017-2019	8.7	9.3	26.7	30	17.3	8

Percentage in bands:
Year 5 Writing
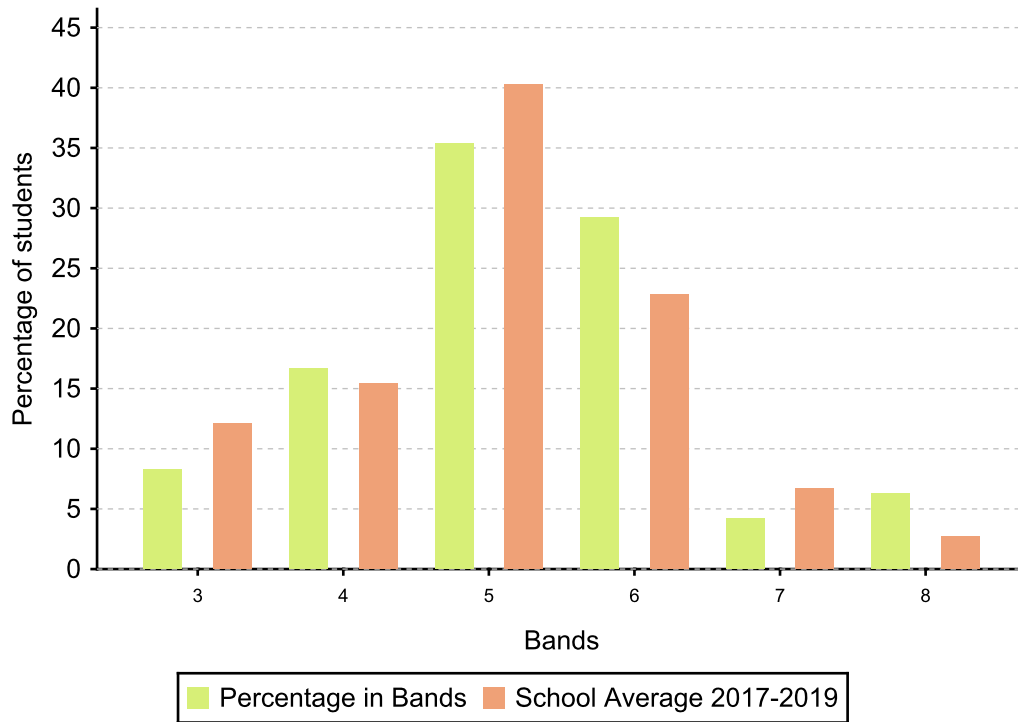
Band	3	4	5	6	7	8
Percentage of students	8.3	16.7	35.4	29.2	4.2	6.3
School avg 2017-2019	12.1	15.4	40.3	22.8	6.7	2.7

Percentage in bands:
Year 3 Numeracy
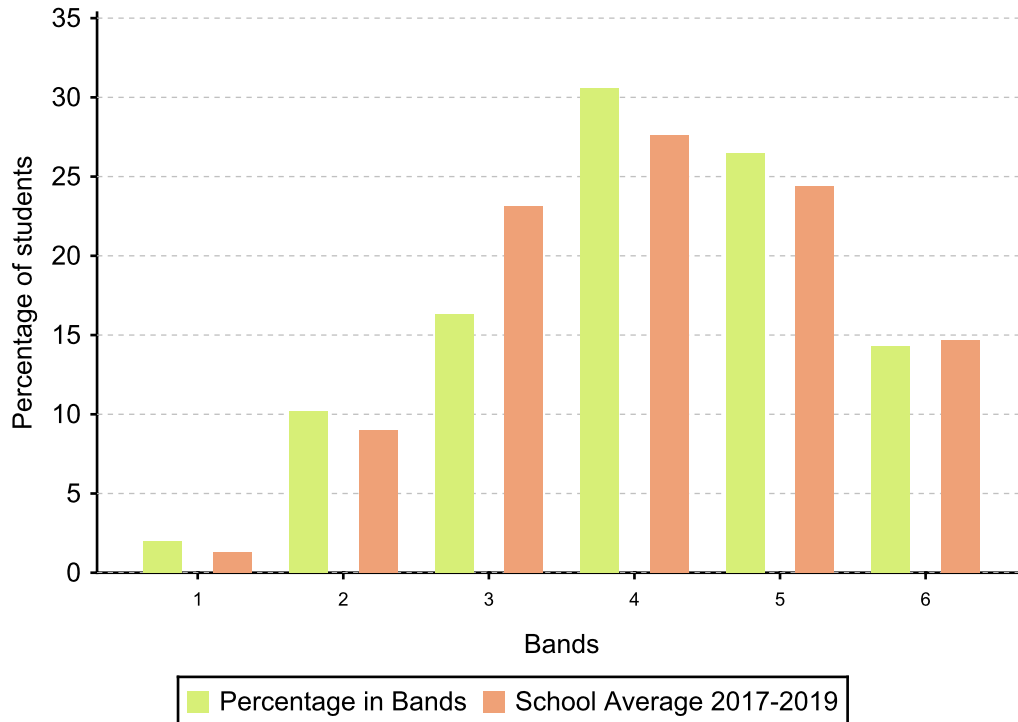
Band	1	2	3	4	5	6
Percentage of students	2.0	10.2	16.3	30.6	26.5	14.3
School avg 2017-2019	1.3	9	23.1	27.6	24.4	14.7

Percentage in bands:
Year 5 Numeracy
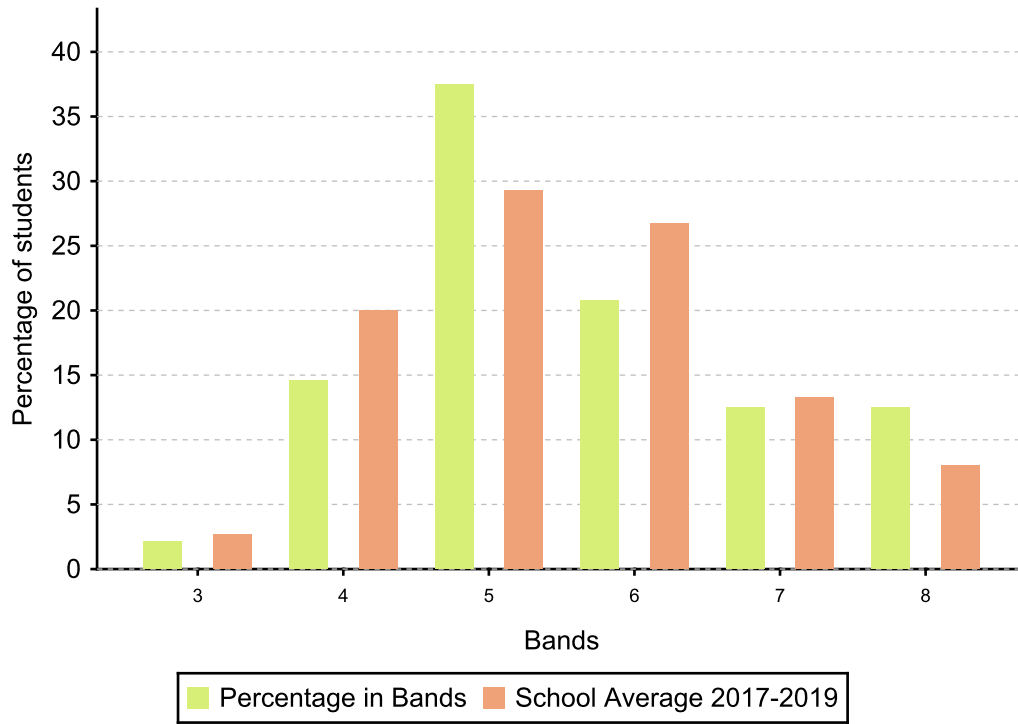
Band	3	4	5	6	7	8
Percentage of students	2.1	14.6	37.5	20.8	12.5	12.5
School avg 2017-2019	2.7	20	29.3	26.7	13.3	8

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community.

This year our school sought feedback through parent and teacher evaluation around school culture and an Aboriginal Torres Straight Islander student and staff committee survey.

An analysis of the findings from these evaluations include;

Parents

76% of respondents indicated that 'our school understands the families and community it serves'

75% of respondents indicated that 'school leaders have a positive influence on the culture of the school'

67% of respondents indicated that 'parents support what is happening at the school'

83% of respondents indicated that 'parents were proud to be associated with the school'

"Any concern is followed up in a fair and timely manner"

"Thank you so much UPS for being such a wonderful school for my two boys, we are really happy"

"My daughter started Kindergarten this year and she is thriving, very impressed with the support she is receiving"

Teacher

100% of respondents indicated that 'our school understands the families and community it serves'

100% of respondents indicated that they were 'proud to work at UPS'

86% of respondents indicated that 'our school caters for the learning needs of all students'

"I believe that all staff at UPS have a common desire to see each and every student succeed, one little step at a time'"

Aboriginal Torres Straight Islander

93% of ATSI students indicated that they had spent time with the schools Aboriginal identified School Learning Support Officer (Mrs Talbott) throughout the year. These students indicted that when working with Mrs Talbot the majority of support they received was with their academic learning (62%) and cultural awareness (76%). The main area identified for the future, as identified by our ASTI students, was continued support in the classroom. It is interesting to highlight that many of our ASTI students indicated that they were interested in participating in more cultural art and craft opportunities.

It is pleasing to report that 100% of our ATSI committee indicated that our 2019 stage representatives were successful and that ATSI education was discussed during stage planning meetings. Areas of ongoing focus, as highlighted by the ASTI committee, include further embedding Aboriginal perspectives in class programming, developing cultural lessons for staff on the significance of Acknowledgement of Country, building the cultural competencies of all UPS staff and completing our schools yarning circle and bush garden.

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.