

Wyong Creek Public School

2019 Annual Report



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Introduction

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

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

School contact details

Wyong Creek Public School
583 Yarramalong Road
WYONG CREEK, 2259
www.wyongcreek-p.schools.nsw.edu.au
wyongcreek-p.school@det.nsw.edu.au
4352 1583

Message from the principal

Wyong Creek Public School is committed to ensuring high quality education with high expectations for all students, in all areas of school life.

The school has wonderful community support with a committed staff who put student needs first at all times and students, teachers and parents work collaboratively to promote quality learning for students. Wyong Creek Public School is a proud member of the Wyong Learning Community and the Ngara Aboriginal Education Consultative Group (AECG).

Professional learning for teachers in 2019 was rigorous, 3 staff members trained in AVID (Advancement via Individual Determination) all staff were involved in Anita Chin workshops, 2 staff members attended 7 Steps to Writing and all teachers were involved in Quality Teaching Rounds (QTR), a professional learning approach that involves teachers learning together and observing each other's teaching practice. Feedback from teachers was positive, as constructive feedback is given to them about their teaching from each other.

Although Wyong Creek is a small school, students have opportunities to engage in a number of extra-curricular activities. These include music lessons, school band, dance groups, public speaking, STEM (Science, Technology, Engineering & Mathematics) and many PSSA sports.

We are proud to be part of the Small Schools Network which includes Kulnura Public School, Somersby Public School, Jiliby Public School, Peats Ridge Public School and Central Mangrove Public School. This network of schools has engaged in professional learning together, excursions and Small School Carnivals including Swimming, Cross Country and Athletics.

I would like to thank students for all their hard work throughout 2019 and thank the dedicated staff, parent and community members for their commitment to Wyong Creek Public School.

Sharlene Percival

Relieving Principal

Message from the school community

2019 was another busy and successful year for the P&C

In the regular monthly meetings many items were tabled and we were able to discuss with David, Sharlene and the team a number of issues that affect the school and our families, including uniform, after school care, school infrastructure and car parking. This allowed us as representatives of the school community to have an input into the ongoing development of the school

In 2019 the P&C's focus was on school infrastructure, together with supporting the students. From an expenditure point

of view the largest payment was made for the new furniture and shelving in the library, which was approximately \$14,000. The P&C also paid to carry out the works required to re-open the play equipment by upgrading the soft fall area, top up the sandpit, complete the steps from the oval to the silver bench seating area and grade the driveway to the lower paddock. We also purchased a new pie warmer for the canteen to complete the upgrading of the appliances.

As a treat for the students the P&C paid for the drinks and popcorn at the end of year movie day

All of this work has been thanks to the continuing support and fundraising efforts of our community.

Fundraising in 2019 covered a number of events including Election Day Cake Stall, Father's Day and Mother's Day stall, Easter Egg Raffle, Return & Earn Cans, together with the Bunnings BBQ and the Yarramalong Spring Fair Stall. Also last year a commemorative Tea-towel was organised which proved to be a great success.

We are very lucky as a school, and P&C, to have a community that helps when asked by either donating their time, money, working in the canteen, showing up for working bees, or producing wonderful cakes, costumes etc. We had a number of new members last year which was great to see, including Kate, Carrissa, Matt, and Bec who gave their time and experience when asked. However, special thanks must go to the core team that attended all of the meetings last year and contributed over and above their designated roles.

Our VP's Kane and Renee, our Treasurer Kylie, and our Secretary Lea. Special thanks to those members that have now left the school, for their years of service to the P&C and the school, particularly Nicole and Kylie. We also thank Kerrie for donating her services as Auditor last year and her continuing support of the P&C. As well as her role as VP, Renee has delivered 3 years of amazing Canteen Services to our students but at the end of last year decided to step back from this role. On behalf of the students and parents I extend our overwhelming thanks for producing menus that have provided all around tasty and healthy food and have also raised a great deal of funds for the school.

Thank you to David, Sharlene and the team for attending the meetings, helping with our fundraising efforts and allowing the P&C to be so involved in the school.

For a small school we are so lucky to have such as supportive community. Thank you to each and every one of you for your support this year.

Message from the students

The small but cosy school of Wyong Creek Public is situated on the Central Coast, on the south side of the Wyong Creek. Our school now consists of roughly 95 students. From a pupil's point of view, the environment is fun, friendly and engaging, and the events that 2019 provided made the already fun school year even more exciting.

Activities that our school has participated in this year included Australian author visit Davina Bell and an exciting and thrilling incursion from the Canberra scientific museum – Questacon. We also held our annual Colour Fun, to raise money for 20 new laptops, and entered 8 teams in the Tuggerah Lakes Ball Games Carnival. A coding program called Scope IT, which ran for a term and a half, taught students the basics of coding. Years 3 – 6 spent 2 nights at the Great Aussie Bush Camp at Kincumber and Kindergarten – Year 2 saw a live performance of The Listies at The Wyong Art House.

We had a great year that was fun, amazing and overall educational and we are very proud of our school.



School background

School vision statement

At Wyong Creek Public School we create confident and respectful citizens who possess a love of learning which enables them to contribute to the community in constructive and positive ways.

School context

Wyong Creek Public School is located on the banks of Wyong Creek within 10 kilometres of Wyong town centre. We acknowledge that our school sits on traditional Darkinjung land and pay our respects to Darkinjung elders both past and present.

The school prides itself on providing a quality education for all students and specialises in implementing well developed sport, technology and creative arts programs, as well as placing a strong emphasis on social and emotional learning.

Wyong Creek School is a small school of 95 students, 8.3% of whom identify as Aboriginal, who are grouped into four multi-grade classes allowing us to meet the needs of individual students. Our students are cooperative and motivated learners. They are active, responsible and caring members of the community.

The majority of families live in a rural setting in the Yarramalong Valley. The school community is positive and inclusive. The school has a rich history and benefits greatly from its strong ties with the local community. The school is staffed by a dedicated team of teachers and support personnel who work together to provide relevant, engaging and challenging learning programs for our students.

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>

Strategic Direction 1

Quality learning with High Expectations embedded throughout.

Purpose

Differentiated and personalised learning facilitate student engagement and outcomes to drive student improvement. Teacher capacity is developed through focused, personalised, evidence based and engaging professional learning while teaching practices evidence high expectations and student achievement.

Improvement Measures

By 2020, 90% of Kindergarten students are on a reading level 8, Year 1 on a level 18 and Year 2 on a level 26+ by the end of each year.

By 2020, increase the proportion of students in the top two NAPLAN bands by 8%

Reading 43% to 51% Year 3, 26% to 34% Year 5 and 25% 33% Year 7

Numeracy 48% to 56% Year 3, 33% to 41% Year 5 and 25% to 33% Yr 7

(Baseline 2015–2017)

Progress towards achieving improvement measures

Process 1: Individualised Learning /personalised learning with a growth mindset is developed, monitored, evaluated and supported by all members of the learning community.

Evaluation	Funds Expended (Resources)
<p>Progress toward Improvement Measures:</p> <p>All students at Wyong Creek PS had an Individual Student Growth Plan in 2019 that was adjusted throughout the year as needed. Quality Teaching Rounds were successfully conducted. Teaching/Learning programs showed differentiation within them, supporting all stages of student learning within the classroom .</p>	<p>Funds used are reported in the Strategic Initiatives section of this report</p>

Process 2: Curriculum Literacy/ embed evidenced based teaching practices in Literacy.

Evaluation	Funds Expended (Resources)
<p>Progress Toward Improvement Measures:</p> <p>Successful programs to assist in reaching set school targets were Jolly Phonics, that was implemented into Early Stage 1 and Stage 1 classrooms, Quality Teaching Rounds with a focus on Literacy across the school and the Small Schools Network Writing CTJ professional learning and collegial discussions.</p> <p>The rolling averages indicate that students in K –2 are on reading levels as stated in in the improvement measures of Kindergarten, Level 8, Year 1, Level 18 and Year 2, Level 26+ are well on there way to achieving 90%. Rolling averages; 93% of Kindergarten students are at or above Level 8, 87% of Year 1 students are at or above Level 18 and 85%of Year 2 students are at or above Level 26.</p> <p>Reading NAPLAN results are shown below.</p> <p>61.5% of Year 3 students were in the top 2 bands.</p> <p>(School Plan Target 43 – 51%)</p>	<p>Funds used are reported in the Strategic Initiatives section of this report</p>

Progress towards achieving improvement measures

27.8% of Year 5 students were in the top 2 bands.

(School Plan Target 26 – 34%)

Process 3: Curriculum Numeracy/ embed evidenced based teaching practices in Numeracy.

Evaluation	Funds Expended (Resources)
<p>Staff actively attended an Anita Chin workshop and used this new knowledge in their classroom to improve student's basic number fact knowledge. Staff will participate in more Professional Learning to increase their knowledge in Mathematics in 2020.</p> <p>By 2020, increase the proportion of students in the top two NAPLAN bands by 8%</p> <p>Numeracy NAPLAN results are shown below.</p> <p>53.8% of Year 3 students were in the top 2 bands. (School Plan Targets 48% – 56%)</p> <p>27.7% of Year 5 students were in the top 2 bands (School Plan Targets 25% – 33%)</p>	<p>Funds used are reported in the Key Initiatives section of this report</p>

Next Steps

Individual student growth plans and 1–1 student meetings with class teachers was successful and this will continue.

K – 2 teaching staff will continue to implement Jolly Phonics and L3 strategies within their classrooms. The K/1 teacher is undertaking L3 training in 2020.

All teaching staff K – 6 will continue to implement Anita Chin strategies in Mathematics and will be involved in Professional Learning in 2020.

Strategic Direction 2

Quality Systems and Processes.

Purpose

Quality systems and organisational practices to support the development of all staff to demonstrate innovation and leadership through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities. Feedback to students, teachers and parents will be transparent, consistent and focused on a growth mindset.

Improvement Measures

Student growth in Year 5 and Year 7 Reading and Numeracy increases to *90% from baseline (2015–2017) 74%

Teacher collaboration and Data used to inform practices increases each year, based on Tell them from me teacher survey questions. (Baseline not available 2017).

Progress towards achieving improvement measures

Process 1: Quality Systems/ facilitate and streamline operational systems within the school.

Evaluation	Funds Expended (Resources)
Teaching staff have begun to use a common online space to store Teaching & Learning programs and resources to enable the sharing of information about their teaching. Stage 2 and 3 teachers have been trained in the use of AVID techniques and will continue to impart this knowledge with their students.	Funds used are reported in the Strategic Initiatives section of this report.

Process 2: Innovative Learning/ embed research based, reflective best practice.

Evaluation	Funds Expended (Resources)
Teachers were involved in Quality Teaching Rounds in 2019 and this was highlighted in Teaching & Learning programs. This is evidenced by Quality Teaching Rounds coding sheets. Teachers found Quality Teaching Rounds to be beneficial as it strengthened their understanding and practice of Quality Teaching through lesson preparation, teaching, observing and collegiate discussions. This was monitored and supported through the school's Performance and Development Framework. Individual discussions with teachers about their teaching practices complimented Quality Teaching Rounds.	Funds used are reported in the Strategic Initiatives section of this report

Next Steps

The school will continue use a common digital space to store Teaching & Learning programs and will move toward a common system and online storage space for recording assessment data for all students. This will enable an ease in reviewing and analysing student data more regularly.

Strategic Direction 3

Engaging Community Partnerships

Purpose

Promote the school image by creating a shared community identity and fostering partnerships with the Wyong Learning Community of schools and other similar small schools to facilitate innovation, quality educational delivery, consistent high standards and shared professional practice.

Improvement Measures

In line with state priority contribute to a 35% increase of Aboriginal students in the top two skill bands, where reportable cohort size is significant (baseline– 2015–2017, 2 Aboriginal enrolments) .

Successful partnerships with small schools as evidence by every small school child participating in small school events.

Progress towards achieving improvement measures

Process 1: Enhance opportunities for connections across NGARA AECG, Wyong LMG and small schools network.

Evaluation	Funds Expended (Resources)
Staff benefited as they worked closely with the AECG and the Small School Network to improve their knowledge and understanding of Aboriginal perspectives. Teaching staff were involved in a whole day Professional Learning session in the Small Schools Network on a Staff Development Day looking at culture and Aboriginal sites. This enabled them to share information with their students, therefore impacting positively on their teaching involving Aboriginal perspectives within the classroom.	Funds used are reported in the Strategic Initiatives section of this report

Process 2: Embed effective communication strategies to build strong partnerships with parents.

Evaluation	Funds Expended (Resources)
<p>The transition to School program was again well received by families with 100% participation.</p> <p>The Welcome to school afternoon tea was well attended by families with over 85% attendance and was effective in families meeting teachers in an informal way.</p> <p>Social media engagements have increased, enabling the school to send vital information quickly to the parent community. The school also uses email as well as social media, to ensure all families are kept informed.</p> <p>Class Dojo is another area that parents have increased their use of. This is enabling parents to have more contact with class teachers both digitally and regularly.</p>	Funds used are reported in the Strategic Initiatives section of this report

Process 3: Engage outside agencies to enhance school programs.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019, Wyong Creek Public School enhanced school programs through the use of external providers and agencies.</p> <p>Students were supported in Science and Technology by Scope IT. Students were explicitly taught the basics of coding from Kindergarten to Year 6.</p> <p>Interrelate were invited to the school to enhance Personal Development for</p>	Funds used are reported in the Strategic Initiatives section of this report

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$31 222.00) 	<p>\$ 21,343 Staffing Allocation</p> <p>\$9,879 Flexible Funding</p> <p>School Learning Support Officers were employed to assist students with additional needs. This support included social, emotional, behavioural and academic support. A lunchtime social skills program was created to facilitate Kindergarten students learning to play positively with others. The school saw very few behaviour incidents arise throughout 2019. Many students were assisted in the classroom by SLSO's to improve and maintain academic success. Learning Assistance was provided for targeted students at point of need.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$15 260.00) 	<p>The Quality Teaching Rounds that were completed in 2019 had a positive impact on staff. Collegial discussions occurred regularly and this enabled teachers to make decisions about changing, adapting and improving teaching practice in specific areas.</p> <p>Teachers were also given time to work alongside students to set goals for their learning. This proved to be beneficial for most students as it enabled them to achieve goals that they set, evaluate them and re set goals as needed.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10 577.00) 	<p>All students increased their understanding of Aboriginal Australia through activities to celebrate NAIDOC and Reconciliation Weeks. Aboriginal students were supported in their PLP goals.</p> <p>Students were supported in Literacy and Numeracy through the employment of an SLSO to target specific students needs in line with school targets.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	35	43	51	50
Girls	30	35	33	41

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.6	93.6	97.5	93.7
1	95.9	95.5	91.5	95
2	88.2	95.3	96	94
3	92.2	90.2	95.3	92.6
4	89.8	93.4	93.3	89.2
5	89.7	93.7	97	91.7
6	88.8	93.7	91.4	93.4
All Years	90.7	93.4	94.6	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
Classroom Teacher(s)	3.48
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	148,076
Revenue	984,975
Appropriation	928,671
Sale of Goods and Services	996
Grants and contributions	54,541
Investment income	767
Expenses	-982,232
Employee related	-838,907
Operating expenses	-143,325
Surplus / deficit for the year	2,744

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	52,781
Equity Total	46,052
Equity - Aboriginal	4,252
Equity - Socio-economic	10,577
Equity - Language	0
Equity - Disability	31,222
Base Total	773,674
Base - Per Capita	19,710
Base - Location	0
Base - Other	753,964
Other Total	28,459
Grand Total	900,966

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below through the student Tell them From Me survey.

- 80% of students feel accepted and valued by their peers and others at their school;
- 95% of students have friends at school that they can trust and who encourage them to make positive choices;
- 97% of students believe schooling is useful in their everyday life and will have a strong bearing on their future
- 95% of students try hard to succeed in their learning;
- 69% of students expect to go to University when the finish High School

Some key findings from a parent survey where 62% of families participated were:

- 96% of families felt welcome at Wyong Creek Public School
- 100% indicated that their child was happy to come to school each day
- 100% indicated that their child's class teacher knew them well
- 96% felt that communication between the teacher and themselves was good
- 96% indicated that communication between Wyong Creek Public School and home was excellent

Some parent comments from survey are below

- Overall thanks for your dedication as a school community teachers.
- School has always treated me with respect and I feel like the teaching staff know each of my Children as individuals and my children love coming to school and learning.
- Communication could be a little better, but overall good.
- The commitment to education and learning and the responsiveness to parents of my child's teacher is outstanding
- The school is very supportive of my child's learning and well being. Communication is excellent.





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.

Wyong Creek Public School is committed to ensuring all students develop an understanding of the culture and perspectives of Aboriginal people as the First Peoples of Australia. All formal gatherings incorporate 'Acknowledgement of Country'. Aboriginal education at Wyong Creek Public School continues to implement the Aboriginal Education and Training Policy and the Aboriginal and Torres Strait Islander Education Action Plan (2010–2014) and the Partnership Agreement between the Department and the Aboriginal Education Consultative Group Incorporated. In 2019, the school's Aboriginal student enrolment was approximately 5%. Wyong Creek Public School continues to provide support for Aboriginal students. The school also presents programs designed to educate all students about Aboriginal history and culture as well as contemporary Australia. School programs support our goal of Aboriginal equity in opportunities and achievements. This has been demonstrated by:

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.