

East Hills Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of East Hills 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

School vision statement

To be an educational centre of excellence where evidence informed teaching and learning is central to developing, informed, engaged and self-regulating citizens who can effectively communicate and make authentic connections with themselves and the wider community. Our students are skilled for living empowered philanthropic lives.

School context

East Hills Public School is located in South Western Sydney. The school provides educational services to a diverse and vibrant community. There are 187 students currently enrolled at East Hills Public School with 59% from a Non-English speaking background (NESB) and 7% of Aboriginal and Torres Strait Islander descent (ATSI). Currently there are three support classes at East Hills Public School catering for students with Autism. Our families come from a diverse range of socio-economic backgrounds and our cultural demographic is key in driving a dynamic, stimulating and an inclusive learning environment for all students. The school supports our onsite before and after school provider "Cubby House."

The school is part of the East Hills Community of Schools which promotes professional networks with both East Hills Girls Technology High School and East Hills Boys High School. We engage in a variety of programs including dance, sport, music, Belonging program and the INSPIRE program, as well as participation in a wide variety of performance based activities.

The school has a relentless focus on students learning and building the capacity of every staff member. It is expected that a quality teacher will lead every student to reach their individual goals. Teachers at East Hills Public School will be experts in literacy and numeracy. Non-teaching staff are committed to engage with professional learning opportunities that help strengthen their own capacity to work in a variety of areas of the school. The community has access to a range of technologies which enhance learning programs.

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

Strategic Direction 1

Evidence Informed Teaching and Learning

Purpose

To create a student focused educational centre of excellence where expert teachers use evaluative practises and data to drive student growth in literacy and numeracy. Students are empowered literate and numerate citizens.

Improvement Measures

Increase the proportion of students achieving stage appropriate outcomes in English.

Increase the proportion of students achieving stage appropriate outcomes in Mathematics.

Data measures across all strands of English are used to identify and inform individual student learning goals.

Data measures across all strands of Mathematics are used to identify and inform individual growth and student learning goals

Overall summary of progress

Literacy and numeracy continued to be a focus in 2019. To increase the proportion of students achieving stage appropriate outcomes in English and Mathematics, consistency in data collection, the implementation of a whole school assessment schedule for each stage cohort and reflection on data to set individual goals was established.

The data collected from all of the literacy assessments, including benchmarking and stage writing tasks were used to drive teacher professional learning in 2020 and the allocation of resources, including student learning support officers to provide targeted support to students.

We engaged with the numeracy specialist support team to assist us with evaluating our scope and sequence in mathematics and surveying all teaching staff regarding their confidence. It was identified that the teaching of 'Working Mathematically' outcomes was an area of need for all staff.

Stage teams continued to regularly update term overviews for English and Mathematics, increase consistency across stage teams and ensuring that all planning and programming is effectively aligned to syllabus and student learning needs.

All staff completed Scout training and reflected on ways that the data could be effectively used to inform planning, resourcing of student support and monitoring progress and growth of all students.

Progress towards achieving improvement measures

Process 1: Collection of Data

Adopt a whole school strategic approach to data collection in order to support students in developing literacy skills.

Adopt a whole school strategic approach to data collection in order to support students in developing numeracy skills

Evaluation	Funds Expended (Resources)
Benchmarking data in reading was effectively utilised to drive learning programs in literacy. This data was collected and analysed each term to best allocate LST and SLSO support. It has also helped inform planning and programming for each stage team, in setting literacy targets and individual student goals.	<ul style="list-style-type: none">• PAT Reading / PAT Mathematics (\$1285)• Reading Eggs licence (\$2533.00)• 24/7 training license for all staff (\$3850)• Mathletics licence (\$3295.81)• 1/2 day per teacher – working mathematically focus with numeracy team (\$1763.04)• Lioncrest readers – (\$1458.28)
24/7 training continued for all staff to develop assessment in all areas of literacy. This will be a valuable resource to continue into 2020.	
This data will also be used to measure student growth. Teachers are	

Progress towards achieving improvement measures

committed to triangulating data in their evaluation of student progress, including benchmarking, PAT assessment, Reading Eggs, Mathletics assessments and stage based assessments.

Support from the numeracy support team will continue in 2020, with a focus on formative assessment in Mathematics.

- PM Readers (\$2906.27)
- Guided reading packs (\$1458.28)
- Story Box (\$109.56)
- Cengage (\$2992.18)
- Benchmarking Kit (\$427.07)

Process 2: Analysis of data

Develop staff's capacity in analysing student data to drive learning at point of need in English

Develop staff's capacity in analysing student data to drive learning at point of need in Mathematics

Evaluation	Funds Expended (Resources)
<p>Benchmarking data was analysed each term to best allocate LST and SLSO support. It has also helped inform planning and programming for each stage team, in setting literacy targets and individual student goals.</p> <p>This data will also be used to measure student growth. Teachers are committed to triangulating data in their evaluation of student progress.</p> <p>In Mathematics, support from the numeracy support team in analysing needs across the school in numeracy</p>	<ul style="list-style-type: none"> • PAT Reading / PAT Mathematics (\$1285) • Reading Eggs licence (\$2533.00) • 24/7 training license for all staff (\$3850) • Mathletics licence (\$3295.81) • 1/2 day per teacher – working mathematically focus with numeracy team (\$1763.04) • Visible Learning professional learning – calculating effect sizes and student assessment

Next Steps

Throughout 2020, reading and writing will continue to be focus areas. We will continue to enhance teacher knowledge and understanding of Get Reading Right through continued training in 24/7 online professional learning. A specific teacher professional learning schedule will be provided for all staff to ensure consistency in the implementation of teaching reading across K–6.

All students will be engaged in a consistent whole school writing task K–6 to establish a baseline for writing and determine focus areas for students, mapping each student against the literacy progressions – creating texts. This data will then be used to inform professional learning, focus teaching areas and resourcing in literacy. Further this data will be used to track data across the school, longitudinally.

Benchmarking data in reading will continue to be collected and analysed each term. PAT assessments in reading and mathematics will be administered across years 1 to 6.

All students will work with their teacher to set specific literacy and numeracy goals, based on benchmarking data and syllabus-based learning intentions and success criteria. These will be communicated to parents through biannual reports and parent-teacher interviews, discussing both student growth and achievement.

Support from the numeracy support team will continue in 2020, with a focus on formative assessment in Mathematics.

Strategic Direction 2

Connected Communities

Purpose

To build powerful connections with the whole school community, and develop authentic parent participation in student learning. Students are engaged, creative, productive and responsible users of future focused information technologies.

Improvement Measures

Increased proportion of parents connecting to their child's classroom through digital technology

Increase number of parents volunteering at school in classrooms

Increased opportunities for community forums to share community voice

Increase the proportion of students who use and apply technological skills at grade appropriate outcomes.

Overall summary of progress

In 2019, all classes from K–6 moved to using the technology application Seesaw with over 75% of parents engaging with their students' profile online. Seesaw was used as a platform to celebrate students learning and bridge the gap between school and home opening up a vision to what happens in the classroom. The school developed a Facebook page where celebration of student success and work was able to be shared with the wider community. Skoolbag application and the school website continued to be utilised for parents to access up to date information on school events, notes and administrative information.

A school Exchange of Information Fete was run in Term 3 where information was shared with parents and carers on general school life, positive behavior for learning, communication technologies and our community. This gave the opportunity to provide current information with the school community, and was also used as an opportunity to assist families in signing up to the digital platforms SeeSaw and Skoolbag.

A community liaison officer was employed within the school for 1.5 day per week. The purpose of this role was to improve communication between home and school for students, and provide opportunities for families seeking wellbeing support.

Technology use within the classroom was increased through the purchase of more iPad's for each class. Technology skills were further developed within the library program where students worked on learning the basics of coding and robotics, and digital citizenship.

Progress towards achieving improvement measures

Process 1: Digital Communication

Adopt a school wide, powerful, transparent approach to communication with the community, utilising digital technology.

Evaluation	Funds Expended (Resources)
<p>At East Hills Public School we have specifically selected different online platforms to enhance communication with our school community. Each of these platforms has a specific intended purpose. Skoolbag is used to send instant notifications and emails of school notices and attachments to notes. Facebook is used to showcase our school and celebrate learning across all Key Learning Areas. To communication between students, the classroom teacher and parents about learning, Seesaw is used. Sentral is then used to log phone calls, parent meetings and book interview timeslots.</p> <p>Having multiple online platforms for communicating with our whole school community has proven highly successful. From our exchange of information fete, families surveyed indicated that 70% understood the purpose of each platform. We will endeavour to increase the percentage next year through our</p>	<ul style="list-style-type: none">• Skoolbag – (\$80) notices and notes to families• Seesaw (\$2268) – communication between student, teacher and parents about learning• Facebook – for celebrations of student learning• Sentral (\$5070) – Parent/teacher interview bookings; recording phone calls and parent meetings

Progress towards achieving improvement measures

community hub and second Exchange of Information Fete.

Staff are aware of the purpose of each, as outlined in the EHPS Essential Agreement for Communication.

Process 2: Future Focused Technologies

Commitment to a school wide approach to up skilling students in learning with technology

Evaluation	Funds Expended (Resources)
Technology continues to be updated each year. The addition of new iPads has helped to increase resourcing in our communal library space. Increasing our technology to include coding resources was a focus in 2019. Students have found these highly engaging and a useful tool in the achievement of technology outcomes for all students K–6.	<ul style="list-style-type: none">• Purchase of 10 new iPads (\$9578.16)• iPad updates of equipment (\$1128.56)• B–Bots; Spheroes; Ozbots (\$3278)• Makey–Makey (\$1007.51)

Next Steps

In 2020, we will aim to have 100% of families connected to Seesaw to see student learning profile. School documentation will be developed to outline the purposes and goals for each digital platform being used within the school. Increased number of workshops offered to parents run by the CLO.

The development of an online community hub platform is a commitment for 2020. We aim increase the number of families engaged with our school and offer support in a range of topic areas. At our first annual Exchange of Information Fete parents and carers were surveyed to gain information on the topics they would most like support in and the opportunity to discuss as a school community. The benefit of this online community hub will be to provide a connection with the school for those families who cannot attend school events during the day, including P&C. Moving into 2020 we will set up this community platform and begin engaging with a wider cross–section of families with the support of the CLO.

Strategic Direction 3

Empowered Learners

Purpose

To create student centred learning environments that nurture, guide, challenge, and inspire students to become skilled, motivated, confident learners. Students are empowered to be successful self-regulators of emotions and thought patterns and philanthropic citizens living successful lives.

Improvement Measures

Increase proportion of teachers planning for explicit lessons on Hattie's learner dispositions.

Increase proportion of students who can articulate and use their personal learner disposition goals

Overall summary of progress

Staff have met to explore Hattie's Learner Dispositions. The Learner Dispositions were re-assessed, and in some instances, realigned to meet the needs of our unique school culture. Plans are underway to present this re-evaluation to staff and then to students. Classroom teachers will then be in a position to embed the Learner Dispositions in their teaching and learning.

Positive Behaviour for Learning is being successfully implemented across the school. Students are able to respond to the week's Positive Behaviour Rule. Staff have engaged in discussions on presenting the weekly focus and presenting the same to morning assemblies. After an independent PBL assessment (regional PBL consultant), it was recorded that 98% of students knew the school rules and what their job was at school.

The school leadership team have reassessed the school award system. Academic Excellence Awards have been continued.

Sentral software has begun to be utilised to record and monitor student well-being.

Progress towards achieving improvement measures

Process 1: Self-Regulated Learners

Adopt a school wide approach to implementing explicit lessons on learning dispositions as reflected in a more philanthropic synergy between students and the community

Evaluation	Funds Expended (Resources)
Staff attended Visible Learning professional learning workshops, utilising onsite staff expertise. Well-being is an area we are committed to for students, staff and our wider community.	<ul style="list-style-type: none">• Visible Learning – PL• Well-being – Michael Crossland (\$1200)• Growth mindset training

Process 2: PBL

Implement a whole school approach to student wellbeing in which students demonstrate self-regulating behaviours of emotions and thought patterns

Evaluation	Funds Expended (Resources)
The school has effectively embedded the principals of PBL in the development of consistent school rules, a consistent reward system and an approach to behaviour management by all staff members that encourages positive behaviours and supports students to resolve matters of inappropriate	<ul style="list-style-type: none">• PBL signage around the school (\$5833.50)• PBL Award Days (\$600)

Progress towards achieving improvement measures

behaviour when they occur.	
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Next Steps

The reassessed Learner Dispositions will be presented to staff. Staff will meet in Teams to discuss opportunities to embed the Learner Dispositions in their programs. Learner Dispositions will be linked explicitly to student learning in the classroom.

Regular meetings for PBL will be mapped on the school calendar. Specific attention to what needs to be done, how it is done and why it is being done across the school is critical to maintain all staff support of the program.

Opportunities are being investigated to present Academic Excellent awards in whole school assemblies.

Well-being is an area we are committed to for students, staff and our wider community. We have planned for well-being focus sessions for our Term 2 staff development day – Adam Fraser and Term 3 staff development day – Michele Chevalley Hedge.

Sentral will continue to be used for the recording and monitoring of student well-being. We will continue to increase our use of this platform for recording notes of parent interviews, meetings and other well-being student needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • As per School Budget Allocation Report (SBAR) 	<ul style="list-style-type: none"> • Belonging project • school camps • NAIDOC cultural experience • Harmony Day breakfast • School Learning Support Officer Support (SLSO)
Low level adjustment for disability	<ul style="list-style-type: none"> • As per School Budget Allocation Report (SBAR) 	School Learning Support Officer Support (SLSO)
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • As per School Budget Allocation Report (SBAR) 	Instructional leadership time allocated to Assistant Principals (APs) to support each of their teams. As of Term 3, introduction of school Deputy Principal to head professional learning across the school, as part of a three-year Deputy employment plan. This role is supplemented.
Support for beginning teachers	<ul style="list-style-type: none"> • Budgeted for additional allocation of release from face-to-face (RFF) • Teacher professional learning 	<ul style="list-style-type: none"> • Two beginning teachers on staff • Additional allocation of release from face-to-face (RFF) provided per week as reflected on the school timetable • Access to additional teacher professional learning in alignment with individual professional development plans • Additional mentor support and accreditation advice provided

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	85	93	82	88
Girls	71	91	94	85

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.1	93.5	95.4	91.8
1	93.6	90.8	89.9	90
2	96.6	94.1	90.5	90
3	96.1	89.7	93.4	91.9
4	93.6	94.7	94.3	88.2
5	94.1	91.3	92.8	87.7
6	90.7	93.5	90.1	90
All Years	93.3	92.6	91.9	90
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)	8.24
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	5.02

*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.

All staff are involved in 24/7 training (Get Reading Right), completing all of the modules in phonemic awareness, phonics, morning routine, reading, comprehension and writing.

Non-teaching staff have access to a range of professional development including both face-to-face and online.

Where appropriate all staff participate in professional learning to ensure consistency across the school, e.g. Amanda

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	521,004
Revenue	2,563,566
Appropriation	2,454,353
Sale of Goods and Services	1,298
Grants and contributions	105,354
Investment income	2,461
Other revenue	100
Expenses	-2,485,242
Employee related	-2,160,255
Operating expenses	-324,987
Surplus / deficit for the year	78,324

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	579,044
Equity Total	263,125
Equity - Aboriginal	9,462
Equity - Socio-economic	108,312
Equity - Language	56,861
Equity - Disability	88,490
Base Total	1,406,181
Base - Per Capita	45,534
Base - Location	0
Base - Other	1,360,647
Other Total	145,651
Grand Total	2,394,001

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

At East Hills Public School, regular tasks within the school are constantly changing and evolving to match the school priorities and ensure that processes are completed in the most effective and efficient manner. In line with this, we surveyed families regarding school communication at our 2019 Exchange Information Fete. The results of this survey found that parents were more likely to access notifications via Skoolbag and the majority of parents indicated that they rarely read the school newsletter. To meet the ever-evolving needs of the school community, the leadership team made the decision to publish a newsletter twice a term instead of fortnightly. Alternatively, daily communication of notices, notes and links is provided via Skoolbag.

In 2019 our school participated in the Tell Them From Me Surveys again to provide school staff and school leaders with an insight into parent engagement, wellbeing and effective teaching practices at our school, from the perspective of students, staff and parents. In the parent survey we had 8% of our families respond. It was evident from the results that the parents of East Hills Public School rate our school above the NSW CESE ratings in the following categories: School Supports Positive Behaviour; School Supports Learning; and Inclusive School.

In the student survey, the number of students having positive relationships with peers and teachers increased from 2018. Additionally, the number of students that indicated having a positive sense of belonging showed an increase, sitting above the NSW student average.

In the teacher survey, staff indicated that the school is committed to increasing parental involvement, explicit teaching strategies that are consistent across the school (24/7 training). Teachers indicated that this is a highly inclusive school with a high level of collaboration between stage teams.

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.