

Blacktown South Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Blacktown South 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

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School background

School vision statement

Blacktown South Public School aims to foster an environment where all students are given the opportunity to become successful learners, confident and creative individuals and, active and informed citizens. We foster a school life that encourages responsible students who are safe, respectful learners, giving them the integrity to stand for what they believe in and the courage to strive to achieve.

School context

Blacktown South Public School is a large primary school located in the Western Suburbs of Sydney. The school was established in 1959. Currently the school has 1080 students enrolled in 42 classes, including two Opportunity Classes (O.C.). Approximately 85% of our students come from a non-English speaking background as well as 26 Aboriginal and Torres Strait Island (ATSI) background students. It serves an increasingly diverse local community and provides a range of educational opportunities for students from Kindergarten to Year 6.

The school is set on a large block with extensive grass and asphalt areas for play and sporting activities. With twenty-eight permanent classrooms, fourteen demountable classrooms, a computer room, a large hall, modern library and an enormous covered outdoor learning area (COLA) the school is well equipped for a range of learning activities.

Blacktown South Public School is a member of local Learning Communities that emphasise cooperative approaches to learning between local Primary and Secondary schools.

The School receives the majority of its funding through the global grant from the NSW DEC, with some additional funding generated by the voluntary work of the school P&C Association.

The school and community value our motto of 'Strive to Achieve', and the school expectations: To Be Safe, Be Respectful and Be a Learner whilst working together to promote quality education and a caring school culture.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Learning

Purpose

To inspire quality teaching and learning through focused professional development programs and departmentally supported initiatives.

Improvement Measures

- Positive Growth for all students Years 3 and 5 in all aspects of the value added component of NAPLAN.
- Increase number of students achieving in the top three bands in Literacy and Numeracy based on 2017 NAPLAN data.
- 70% of students achieving grade expectations in Literacy and Numeracy based on PLAN, NAPLAN and school based data.
- 100% of teachers demonstrate proficiency and are involved in effective Professional Development Plans, school priorities and Departmental Reform Agendas.

Progress towards achieving improvement measures

Process 1: Provide quality, differentiated professional learning for all staff that compliments identified professional goals to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Differentiated Professional Learning opportunities were provided through Grade/Stage Professional Learning meetings and grade planning days• Opt-in Professional Learning opportunities were expanded to cover a variety of PL topics• Exit slips for school identified Professional Development sessions were introduced to support staff to track their NESA requirements• The employment of a Maths Consultant provided targeted Professional Learning in classrooms• L3 continued to be implemented in Kindergarten and Year 1 through targeted Professional Learning• Spirals of Inquiry was trialled with one grade, providing targeted professional development to impact teacher performance• Peer Observations were introduced to one stage	\$40 000

Process 2: Development and refinement of collaborative teaching and learning programs that are grade-based and incorporate a range of assessment practices that allow for consistent teacher judgement against syllabus outcomes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Grade Planning Days were provided in Terms 1 to 3 allowing staff to collaborate on programs and assessment practices• Introduction of Term 4 meeting and planning times for 2020 teams• Expansion of the use of Google Drive for sharing of programming and assessment practices• Introduction of Action Research in Stage 1 to support the development of writing programs and related assessment	\$5 000

Process 3: Classrooms reflect 21st century practices incorporating the use of digital technologies across many platforms and the use of flexible learning spaces.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

- Investment in mobile technology for student usage in the classroom
- 80% of teachers provided with mobile devices to support effective home–school communication, programming and assessment
- Introduction of NAPLAN online for Year 3 and Year 5 students
- OC and Enrichment Classes moved to a one to one device ratio with students working extensively in Google Classrooms
- Replacement of the final old interactive boards with new Interactive Panels
- Introduction of kidney tables K–2 for Engine rooms

\$130 000

Next Steps

- Deployment of dedicated Instructional Leaders to provide targeted professional learning in the teaching of Literacy, Numeracy and classroom management
- Expansion of Spirals of Inquiry into more grades
- Expansion of Peer Observations into more grades
- Introduction of more flexible online Professional Learning options for staff
- The introduction of Visible Learning as a whole school Professional Learning focus
- 2020 Report format to change to reflect outcomes and indicators
- Continual refinement of assessment tasks that marry to new report structures
- Continued refinement of programming and use of collaborative teaching structures across grades and stages to meet the needs of introduced syllabus documents
- The application of Google classrooms more deeply embedded across Years 3–6
- SeeSaw app utilised for all K–2 classrooms
- Continued exploration of flexible furniture for classrooms and the completion of online training for flexible learning
- Purchasing and upgrading of technology across the school in particular, the purchasing of notebooks for Years 3 and 4
- Introduction of a Tech Expert (STEM) one day per week to collaboratively work with teachers to build technology skills

Strategic Direction 2

Student Wellbeing

Purpose

To foster positive and supportive relationships between students, teachers and community members that promote the wellbeing of every student.

Improvement Measures

- Decrease in the number of students entered into the behaviour tracking system.
- Improved attendance rates.
- Feedback from surveys such as Tell Them From Me indicate and reflect positive growth and achievement of school directions.
- IEPs and PLPs are in place, monitored and adjusted regularly to ensure student growth towards expected outcomes.

Progress towards achieving improvement measures

Process 1: Ongoing implementation of PBL practices across Blacktown South Public school, incorporating core school expectations into all settings.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Review and refinement of Classroom Expectations• Introduction of the new BSPS Mascot• Refinement of Core Expectation Statements for all areas• Ongoing development of lessons for students	\$6 000

Process 2: Effective Learning Support structures that provide support and intervention for all students K–6, including the introduction of language intervention programs, social skills and resilience.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Designated Learning and Support Teacher (LaST) assigned to each grade• Development of a refined Learning Support Team referral process for students• Introduction of Rapid Reading as a school-based literacy program for identified students• Continuation of Early Literacy Intervention (ELI) for Years 1 and 2• Expansion of Social Skills programs particularly for senior students• Introduction of Wellbeing Professional Learning sessions for staff	\$22 015

Process 3: All classes implement differentiation of the curriculum to cater for the range of student learning needs including enrichment and learning support.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Refinement of Individual Education Plans (IEP)• Grade Professional Development on differentiation and catering for students needing an Individualised Education Plan• Strengthening of Enrichment Education through the inclusion of STEAM and Film Fest	

Next Steps

- Finalisation of PBL signage for all areas of the school
- Inclusion of anti-bullying programs including an Anti-Bullying Day

- Training of a staff member in Rock and Water
- Expansion of Staff Wellbeing training
- Introduction of Technology (STEM) targeted project for teachers

Strategic Direction 3

Community Partnerships

Purpose

To develop authentic communication and consultative decision making with the community, to drive programs that reflect improvement and innovation.

Improvement Measures

- An increase in the number of parents actively engaged in and supporting the school's educational priorities through meaningful school partnerships.
- An increased percentage of parents/carers attending community events, including P&C meetings as evidenced through data collections and surveys (such as Tell Them From Me).
- Surveys indicate increased parental use of formal and informal communication practices such as school app, website, notes and other online platforms.
- Increase in parent feedback showing the success of the school's educational and wellbeing programs.

Progress towards achieving improvement measures

Process 1: Effective and timely communication with all stakeholders through many platforms including and not limited to the school app, teacher parent meetings, assemblies, website and other digital social media.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Continued use of school app (Skoolbag)– 3996 downloads of app 62000 views of content in past 12 months, website for communication• 90% parents surveyed state electronic email of newsletter effective form of communication• 80% of parents surveyed stated school app an effective form of communication used regularly• 80% of parents surveyed stated school website an effective form of up to date communication• 56% of parents surveyed stated SeeSaw is an effective and valued form of communication• Redesigned the beginning of the year Meet the Teacher session to make it more personalised and individually student focused• Re–structuring of the Parent–Teacher Interview including changing their timing to mid–year• The introduction for Stage 3 of three–way interviews	\$3 000

Process 2: Executive to work closely with P&C to continue to strengthen parent and community participation and increase numbers at meetings and events.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• P&C Executive meetings were held regularly to facilitate effective communication and organisation of special events• Introduction of a P&C Colour Fun Run as a Fundraiser in Term 4	\$1 000

Process 3: Strengthening authentic Aboriginal partnerships that build upon cultural awareness and the development of meaningful PLPs for students and acknowledge different ways of learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All Aboriginal students participated in the development of their own Personalised Learning Pathways (PLPs) with parents and their teacher• Aboriginal Lingo Program continued to be embedded into teaching and	\$3 000

Progress towards achieving improvement measures

learning programs

- NAIDOC celebrations incorporated aspects of Aboriginal history, culture and traditional sports and games
- Teaching and Learning programs reflect Aboriginal perspectives as outlined by the New South Wales Syllabus documents

Process 4: Implementation of Best Practice to engage all stakeholders of Blacktown South Public School's learning community through special events, celebrations and cultural events.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Introduction of evening parent workshops• Reintroduction of Little Library as a positive initiative to engage pre-schoolers and their families from within our school community• Refinement of the school's traditional special events and celebrations to ensure positive engagement by the school community	\$5 000

Next Steps

- Continuation of the redesigned meet the Teacher afternoon format – Term 1
- Extension of three-way Parent Teacher Interviews
- The introduction of Facebook as an additional format for parent communication
- Re-think the purpose of the P&C Day meeting as a parent forum
- Support the P&C in a spending P&C funds on meaningful and lasting school projects
- To work closely with staff and parents to design parent workshops that best support student learning
- Continue to refine and carefully plan the school's special events and celebrations so as to maximise parent participation

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$19 100	<ul style="list-style-type: none"> • All Aboriginal and Torres Strait Islander students were provided the opportunity to develop individual Personalised Learning Pathways (PLPs) that targeted their current and ongoing learning goals. Parents and teachers were active participants in this process. • 2019 saw the Aboriginal Lingo Program continue to be embedded into every teaching and learning program as an integral part of the Literacy sessions each week maintaining student awareness and cultural acceptance. • NAIDOC activities provided students the opportunity to explore Aboriginal culture through the creation of 'Deadly Doors', as well as the opportunity to explore Aboriginal history, culture and traditional Aboriginal games.
English language proficiency	\$548 807	<ul style="list-style-type: none"> • EAL/D support was provided to all identified students through a range of teaching and learning programs that included withdrawal groups, in class support and learning plans. • New Arrivals continue to be a focus with individual interviews upon enrolment, an EAL/D staff member assigned to the student to ensure smooth transition into school and an initial intensive program with one-to-one support. • EAL/D timetabling was refined to ensure maximum support for EAL/D students K–6.
Low level adjustment for disability	\$308 000	<ul style="list-style-type: none"> • Refinement of the process around NCCD collection saw the development of a committee to analyse teacher feedback on student's identified needs to accurately place students against levels of support. • LaST structures included intensive withdrawal groups, in class identified targeted support, social skills withdrawal groups and professional support of necessary adjustments. LaST provided resources, program adjustments and individual support for colleagues to ensure maximum success for all students. • Individual Education Plans (IEPs) were maintained and reviewed regularly to ensure students continued to work towards achieving their personalised learning goals.
Quality Teaching, Successful Students (QTSS)	\$186 326	<ul style="list-style-type: none"> • Each grade was allocated a supervising Assistant Principal, this required above establishment allocation. The provision of extra Assistant Principals ensured quality teaching and consistent teacher judgment married with the teacher Performance and Development Plans. • QTSS allowed for the implementation of Spirals of Inquiry and the targeted professional growth of selected teachers involved in this process and the development of peer observation to improve teacher quality.
Socio-economic background	\$86 445	<ul style="list-style-type: none"> • Quality resources for Literacy and Numeracy were purchased to improve

Socio-economic background	\$86 445	<p>student engagement and access to teaching and learning resources that are appealing and current.</p> <ul style="list-style-type: none"> • Acquisition of more digital mobile devices provided the additional support needed to engage students meaningfully in the classroom using 21st century teaching strategies. • The provision of quality Wellbeing programs ensured all students were Known, Valued and Cared for.
Support for beginning teachers	\$36 798	<ul style="list-style-type: none"> • All beginning teachers were provided extra release time every week to meet with a designated mentor to improve pedagogy, discuss individual concerns and observe best practice by experienced teachers. • All beginning teachers were provided release to attend Early Career Networks in the wider educational community. • 100% of beginning teachers are provided with grade specific professional development opportunities and were integral parts of team planning days that determined future directions for all student learning programs.
Targeted student support for refugees and new arrivals	\$28 700	<ul style="list-style-type: none"> • School structures have been coordinated to support all students in having equal access to schooling. • Changes to teacher parent interview processes ensured designated and timed access to interpreters to guarantee clear communication to parents of student progress and communication to teachers of parental concerns. • 100% of New Arrival students identified and supported through intensive withdrawal sessions with the EAL/D teachers to ensure smooth transition into Blacktown South Public School.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	500	530	572	586
Girls	460	477	499	506

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	94.3	95	92.7
1	92.6	92.4	93.2	91.4
2	93.7	93.3	91.8	92.5
3	94	91.9	93.2	92.7
4	94.6	93.4	93.8	93.9
5	95.4	94.5	94.4	93.1
6	92.7	93.5	93.3	90.8
All Years	93.9	93.3	93.5	92.4
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
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	41.29
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.6
Teacher ESL	4.8
School Counsellor	1
School Administration and Support Staff	6.27

*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	926,153
Revenue	9,867,231
Appropriation	8,935,006
Sale of Goods and Services	15,534
Grants and contributions	907,384
Investment income	8,607
Other revenue	700
Expenses	-9,374,716
Employee related	-8,380,878
Operating expenses	-993,839
Surplus / deficit for the year	492,515

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	77,540
Equity Total	962,370
Equity - Aboriginal	19,108
Equity - Socio-economic	86,445
Equity - Language	548,807
Equity - Disability	308,010
Base Total	6,925,025
Base - Per Capita	251,298
Base - Location	0
Base - Other	6,673,728
Other Total	680,347
Grand Total	8,645,283

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 website.

Parent/caregiver, student, teacher satisfaction

Each year we are required to survey the key stakeholders – parents, teachers and students– and seek their opinions about the school. In 2019, we utilised Tell Them From Me (TTFM) for student and teacher feedback and a school based survey for parental feedback. The following results were obtained:

Key Findings from Teachers (TTFM) where results were above the State Mean:

- I work with school leaders to create a safe and orderly school environment.
- I talk with other teachers about strategies that increase student engagement.
- I monitor the progress of individual students.
- I set high expectations for student learning.
- My assessments help me understand where students are having difficulties with their learning.
- Students receive feedback on their work that brings them closer to achieving their goals.
- Students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter.
- I strive to understand the learning needs of students with special learning needs.

Key findings from students (TTFM) where results were above State Mean:

- 80% of all students have a positive sense of belonging at Blacktown South Public School.
- 87% of all students take the opportunity to participate in school extra curricula activities such as sport, dance, debating etc.
- 85% of all students have positive relationships with their peers.
- 90% of all students believe they always demonstrate positive behaviour at school.
- 93% of all students believe they are provided with quality instruction from their teachers.
- 90% of all students apply themselves to their learning at all times.
- 85% of all students are interested and self motivated with their learning.
- 84% of Aboriginal students feel good about their culture.
- Students believe their teachers have high expectations for their individual success.
- Students believe they have positive relationships with their teachers.

Key findings from Parent Survey:

- 95% of all parents surveyed believe their child / children are happy at Blacktown South Public School.
- 91% of all parents surveyed believe that Blacktown South Public School seeks to put the interest and needs of the students first.
- 90% of all parents surveyed are satisfied with the quality and standard of education provided for their child / children at Blacktown South Public School.
- 95% of all parents surveyed are satisfied with the standard of care their child / children receives at Blacktown South Public School.
- 87% of all parents surveyed believe that technology has helped their child / children become a more engaged learner.
- 97% of all parents surveyed value the school expectations to: "Be Safe, Be Respectful and Be a Learner".

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.