

Gymea North Public School

2019 Annual Report



4389

Introduction

The Annual Report for 2019 is provided to the community of Gymea North 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

As a community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with integrity.

This will be achieved by:

- Nurturing and encouraging students to achieve their personal best and develop individual talents by being actively engaged in a wide range of academic, sporting and cultural pursuits.
- Operating in an inclusive atmosphere which is caring, cooperative and respectful, based on our “Mantra” – ‘We are Safe and Respectful Learners’.
- Ensuring that students have frequent access to experiences that develop the 21st Century learning skills of critical thinking, communication, creativity, collaboration, problem solving as well as Information Communication Technology skills.
- Promoting and maintaining high standards and expectations across the learning community.
- Engaging as a learning community in continuous evaluation to ensure the best practice of quality educational programs.
- Welcoming and supporting parent and community participation and collaboration to share the responsibility for student development. with an active and effective P&C, canteen and uniform shop.

School context

Gymea North Public School, established in 1967, is situated in a well established residential area in the Sutherland Shire. The school is set in a leafy environment on expansive grounds and is known as 'the school among the trees'. There are currently 357 students and 14 classes. 20% of students come from a background other than English, 17 students are from an Indigenous background and 19 languages are represented by the student population. Teachers at Gymea North are dedicated and engage in continuous professional learning. Our Learning Support Team, Learning and Support Teacher (LaST) and School Learning and Support Officers (SLSOs) ensure early identification and relevant support for a large number of students. Through class based and small group support the 20% of students from backgrounds other than English are assisted by the English as an Additional Language or Dialect (EAL/D) teacher.

Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students with learning support and Gifted and Talented programs and strategies in place. Our school is committed to providing rich programs to develop 21st century skills in critical thinking, problem solving, communication, collaboration and technology to enable all students to reach their full potential educationally, socially and emotionally.

Gymea North Public School strives to create an inviting and engaging environment for all students with a strong focus on wellbeing. Our school library is newly equipped as a flexible learning space and there is a Before and After School and Vacation Care service onsite. We are continually building connections with quality preschools and high schools to ensure smooth transitions for students from preschool to Kindergarten and Year 6 to 7.

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

Excellence in TEACHING and LEARNING

Purpose

To improve student learning outcomes in Literacy and Numeracy through an integrated approach to quality teaching, curriculum planning, delivery and assessment.

To create a stimulating and engaging learning environment underpinned by high expectations, explicit and systematic teaching and differentiation to meet the diverse needs of our students.

Improvement Measures

Increased percentage of students in top 2 NAPLAN Bands in Literacy (Reading) and Numeracy.

Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in all aspects.

Increased percentage of students reaching grade based expectations, eg. guided reading levels, comprehension, SENA and Number post-tests.

100% of teachers implement formative assessment practices in classrooms.

'Tell Them From Me' parent survey results indicate satisfaction with the new reporting format.

Progress towards achieving improvement measures

Process 1: Formative Assessment

- Learning Intentions (Sustain)
- Success Criteria (Sustain)
- Student goals (Sustain)
- Focus on Feedback (2018)
- Peer/Self Assessment (2019)

Evaluation	Funds Expended (Resources)
<p>In 2019 all teacher programs show that teachers are goal setting with their class. The need to pursue professional development in the areas of feedback and peer/self assessment will need to be evaluated looking toward 2020.</p> <p>Clear and consistent planning procedures and the development of scope and sequence and planning support documents are being discussed and this will be a focus for APs in 2020.</p>	Executive planning day

Process 2: Reporting Project:

Review of school reporting system to ensure all stakeholders' needs are being addressed.

Technology is effectively used to enhance reporting procedures.

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Evaluation	Funds Expended (Resources)
<p>At the beginning of 2019 we moved to a new report pro-forma based on community feedback that highlighted parents wanted the inclusion of comparative data included in their child's report.. Student reports contain personalised information about individual student learning progress and achievement. We have now also adjusted our reports to include appropriate comparative data resulting in a more comprehensive report to parents.</p>	Utilisation of SENTRAL – set up cost

Process 3: 'Bump It Up' Project: Reading/Numeracy

- Explicit Teaching

Progress towards achieving improvement measures

- Process 3:**
- Differentiation
 - High Expectations
 - Data Analysis
 - Technology
 - L3 (2019)

Evaluation	Funds Expended (Resources)
The analysis of data from NAPALN achievement, displayed that our value-added trend is positive with students between Year 3–5 exhibiting pleasing growth trends. In school data displaying the fact that most of our students are reaching expected stage outcomes. We will continue implementing The 7 Steps to Writing Success program and support whole school maths programming to continue building teacher capacity in these areas.	Executive planning day. Cost of <i>The Seven Steps to Writing Success</i> online program (\$1500) Staff members trained in Seven Steps – attending face to face PL & costs of casual to cover this

Strategic Direction 2

Excellence in STAFF LEARNING and LEADING

Purpose

To build staff capacity through focussed professional learning that creates a school culture where every staff member is engaged in ongoing, relevant and evidenced-based learning and practice at an individual and collective level.

Improvement Measures

All staff plan, implement and review their Personal Development Plan (PDP).

100% of staff achieve accreditation at appropriate levels.

Increasing staff involvement in leadership roles

Aspiring leaders build their leadership capacity through coaching and mentoring.

Progress towards achieving improvement measures

Process 1: Performance and Development Culture:

- Whole school focus on improved teaching methods in Literacy (writing) and Numeracy and Science.
- Individualised / cluster Professional Learning groups for teachers
- Community of Schools– 4C Transformative Learning

Evaluation	Funds Expended (Resources)
<p>Gymea North have engaged with academic partners to build a transformative culture that is committed to growing communication, collaboration, critical reflection and creativity skills (known as the 4Cs) amongst students and empowering teachers to explicitly and effectively teach these skills to their students. The school leadership team have embarked on a project with Dr Miranda Jefferson from the University of Sydney, and a network of schools, to broaden and deepen the 4Cs across all areas of teaching and learning at Gymea North PS. The impact of this professional learning on the leadership team has seen the 4C skills begin to be taught across stages in the school and promoted high level communication across school teams. Gymea North will continue this journey of school transformation placing us in an excellent position to increase the capacity of our students to reach our targets both in numeracy and literacy through the acquiring of these future focused skills.</p> <p>Professional learning that focused on improving student learning in writing was also initiated. Staff engaged in professional learning and collaboration that sought to improve teacher practices and student outcomes. Opportunity was provided for teachers to practise their newly acquired skills, for collaborative planning and for teachers to work 'shoulder to shoulder' in classrooms modelling lessons to one another. A measure of success has been increased student engagement in writing lessons and positive progress tracked against the Creating Texts sub-element of the literacy progressions. Initial data from NAPLAN 2019 shows an upward growth trend in Year 5. TTFM student data at has already displayed a 4% increase in student interest and motivation in writing in the few 6 months of the program's instigation.</p>	<p>The 4C Professional Learning Course</p> <p>The Seven Steps to writing online course and workshops presented by Executive staff. (\$1500)</p>

Process 2: Coaching and Mentoring Project:

- Induction program
- Build leadership capacity and provide leadership opportunities
- Support early career teachers
- Create measurable and meaningful PDPs linked to the School Plan.
- Succession planning
- Community of Schools – Building Excellence Together Alliance(BETA) collaboration (ceased end

Progress towards achieving improvement measures

Process 2: 2018)

Evaluation	Funds Expended (Resources)
<p>BTs were given time to reflect on their successes and set goals for 2020.</p> <p>Discussions reflecting on the induction program have lead to the decision to continue with regular, timetabled mentor and BT time into 2020 as it played a large role in supporting teachers.</p> <p>Staff had time to critically analyse their success and learning over the year while completing their PDPs</p> <p>Exec. have used the 4C framework and disposition wheel to reflect on the school and their roles. Looking toward 2020 they have decided to use "influence" to bring about positive change, this requires clear role descriptions to be created.</p>	

Strategic Direction 3

Excellence in ENGAGEMENT and WELLBEING

Purpose

To have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development, success and wellbeing. This will result in sustained and measureable whole school improvement.

Improvement Measures

Percentage of students achieving positive behaviour levels.

Improved levels of wellbeing by decreasing instances of negative behaviour on EBS OnTrack/ Student Management.

Increased percentage of parents engaging in supporting their child's education.

'Tell Them From Me' survey results show increased parental satisfaction.

Percentage of students who feel better prepared for transition to High School. (Survey)

Percentage of parents who feel they/their child have been supported in their transition to school (Kindergarten). (Survey)

Progress towards achieving improvement measures

Process 1: Wellbeing (Positive Behaviour for Learning) / Social Skills Project:

- Friendly Schools Program
- Targeted Social Skills – School Chaplain
- Wellbeing Framework – incorporated in school planning
- Positive Behaviour for Learning (PBL) review

Evaluation	Funds Expended (Resources)
Implementation of the peer support program across the school, training our senior students to be the facilitators of the program and creating multi-age groups across the school ensured a whole school approach and provided leadership opportunities for our Stage 3 students. Evaluation of our 2019 TTFM student data displayed an 11% decrease in students who felt they were a bully-victim and a 7% increase in feelings of positivity in just one year of the program. School wide impact in other areas has seen qualitative data highlight that students are feeling a greater sense of belonging and student behavioural data, measured through SENTRAL incident reports, evidences a reduction in bullying behaviours.	School Chaplain attended Rock and Water program training. Peer Support Australia program and staff training. 3 casual teachers were employed to release staff to attend. A yoga/ mindfulness instructor engaged to work with K–2 students.

Process 2: Quality Transition Project:

Preschool to Kindergarten

- Preschool visits
- Open Morning (May) – Kindergarten 2019
- Kindergarten Orientation
- 'Stepping Stones' Transition Program

Year 6 to Year 7

- Feeder High School visits/Talks
- GNPS transition program (4 days, Term 4)
- PHHS Transition Program (4 days, Term 4)

Evaluation	Funds Expended (Resources)
Kindergarten orientation was run in 2019 with an altered format. This format allowed parents to visit multiple sites in the school including the library and computer room where they engaged in a variety of activities. Stage 3	Casual employed to assist in Kindergarten orientation and for PHHS visits.

Progress towards achieving improvement measures

students were used to lead the morning. This provided opportunity for parents to become familiar with different parts of the school and the new kindergarten students a chance to engage in a variety of lessons with the security of their parents for this initial visit. Consequent orientation visits were run for the students only while parents were provided with the option of attending information sessions and a morning tea while their children were engaged in activities. Attendance and survey data indicating that parents thoroughly enjoyed this format and found the information sessions extremely helpful. We will continue this orientation organisation in 2020.

Stage 3 students were highly engaged in their high school transition lessons. Bell times were changed, students were given timetables and moved to different spaces across the school. The success of this program also evidenced by excellent student feedback and will be continued into 2020 with the possibility of extending the period over which it is run.

LaST teacher utilised to assist with Kindergarten orientation observations.

Process 3: Enhanced Parent Engagement Project:

Parents engage with and contribute towards school life, school improvement and student learning through:

- Workshops / Information Sessions
- 'Tell Them From Me' Surveys
- Forums and Focus Groups

Evaluation	Funds Expended (Resources)
<p>The community is responding positively to Kindergarten Orientation, Fathering Project Events. TTFM survey results indicate an increase in the number of parent feeling welcomed by the school.</p> <p>Our first Fathering Project event saw over 250 attend with our second night equally as successful with over 275 attendees. The result of these purposely planned events was that fathers or father figures who had not previously been engaged with the school, or with other parents, felt comfortable attending with their children whose pleasure was clearly visible. TTFM 2019 parent survey data was extremely promising, displaying positive growth in the elements of being an inclusive and welcoming school after only a few months of the program. The continuation of this project will become a future objective.</p>	<p>The Fathering Project joining cost (\$450)</p> <p>School Chaplain</p> <p>P&C & staff volunteers</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14,857.00	Funding was used to support the development and monitoring of Personalised Learning Pathways for Aboriginal students. Student learning was supported in classrooms to achieve goals set in personalised plans. MiniLit and MacqLit resources were purchased and teachers trained to support Aboriginal students in reading and writing. Assistance was provided to cover the costs of excursions and camps so that all students could access the curriculum. Opportunity was provided for Aboriginal students to attend cultural events in the local area. NAIDOC week was celebrated with an in school concert performed by Christine Anu and this provided an opportunity for all school students to learn about Aboriginal tradition and culture through music.
English language proficiency	\$42,851.00	A teacher was employed to provide additional support for students in areas of literacy and numeracy for identified EAL/D students. This year we increased our capacity to provide this specific and targeted support by employing a second EAL/D and support teacher. Writing and Mathematics were a particular focus with the teacher working with small groups of students and also team teaching with class teachers, allowing for more individualised support. All students demonstrated increased confidence and were able to engage in the curriculum. All students moved along the learning progressions as a result.
Low level adjustment for disability	\$91,322.00	<p>All students requiring adjustments and accommodations continued to be catered for within the school and were monitored by the Learning and Support Team. The Learning and Support Teacher (LaST) was employed an extra day per week to support individualised student learning programs in the school and also implemented lessons in the Phonemic Instruction Program (LIP), a reading/spelling program for K–2 students. Classroom teachers team taught with the LaST teacher to improve student word recognition, spelling, reading and comprehension. Funds were also allocated to employ School Learning Support Officers to assist with the delivery of differentiated programs within the classroom and social skills in the playground.</p> <p>MiniLit and MacqLit programs purchased and funded</p> <p>Teachers Aide employed to continue with MacqLit</p>
Quality Teaching, Successful Students (QTSS)	\$63,283.00	The Data Analyst Role for an Assistant Principal continued. The role involves supporting teachers in collecting data and evidence that shows impact, extracting relevant data from our welfare and

Quality Teaching, Successful Students (QTSS)	\$63,283.00	attendance system and analysing NAPLAN and school data for improvement and areas for particular focus. The role also encompassed facilitating lesson observations across the school. Teachers were given opportunities to reflect on and build quality teaching practices through lesson discussion/evaluation, resource sharing and observation and discussion of teaching with colleagues.
Socio-economic background	\$24,468.00	Chromebooks were purchased. This has lead to increased engagement and equity of access to technology for all students. Ageing Smart Boards were replaced with ProWise Interactive Boards in six classrooms to ensure quality resources are available for students. School Learning Support Officers (SLSOs) were employed to assist with implementation of the Kindergarten Reading Tutor Programs. They also supported students with additional needs who did not have targeted funding to attain individual learning goals as set out in IEPs.
Support for beginning teachers	\$42,390.00	<p>Three identified staff members in their beginning years of teaching were eligible for support through this funding in 2019 and were aligned with a mentor. Additional planning time and mentoring relationships were established and opportunities to observe more experienced teachers were provided.</p> <p>One teacher was supported with their accreditation requirements in 2019 with one completing their accreditation at Proficient Level.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	173	174	188	192
Girls	165	164	159	158

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.7	95.3	94.6	94.4
1	94.5	93.3	93.6	92
2	95.6	95.2	94.8	94.3
3	96.4	94.8	94.4	96.5
4	94.1	94.7	94.9	94.9
5	94.3	93.3	93.8	94.1
6	95.3	94.6	91.1	93.9
All Years	95.3	94.4	93.9	94.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
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)	12.78
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	418,206
Revenue	3,562,946
Appropriation	3,207,365
Sale of Goods and Services	1,788
Grants and contributions	348,925
Investment income	4,766
Other revenue	100
Expenses	-3,371,446
Employee related	-2,936,633
Operating expenses	-434,813
Surplus / deficit for the year	191,500

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	209,485
Equity Total	173,498
Equity - Aboriginal	14,857
Equity - Socio-economic	24,468
Equity - Language	42,851
Equity - Disability	91,322
Base Total	2,444,131
Base - Per Capita	81,419
Base - Location	0
Base - Other	2,362,711
Other Total	185,207
Grand Total	3,012,320

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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

In 2019 Gymea North in looked at events that would promote parental engagement in the school and led us to begin 'The Fathering Project' initiative. Utilising the expertise of people from The Fathering Project program, our school chaplain and staff we planned out father and children events to encourage greater community engagement in the school. Our first event saw over 250 attend with our second night equally as successful with over 275 attendees. Heartened by promising TTFM 2019 parent survey data which displayed positive growth in the elements of being an inclusive and welcoming school after only a few months of the program we have decided that this program will continue in 2020. This will ensure our school continues to enable and foster positive connections between the school and families.

Gymea North staff recognise that active listening is paramount to effective communication and school management. Valuing community feedback, we have created parental surveys in relation to our new report format, online learning during COVID and the school's communication methods and have used that feedback to guide future planning and practices. We are committed to involving all members of the school community in consultative decision making. These processes of collaborative, consultative communication have built parent and student engagement and confidence and ensured that our school is truly responsive to building and maintaining a cohesive school community.

Gymea North students have been working to develop coping strategies and skills in resilience to ensure ongoing wellbeing. In 2019 we implemented a peer support program across the school, enlisting the assistance of Peer Support Australia. Training our senior students to be the facilitators of the program and creating multi-age groups across the school ensured a whole school approach and provided leadership opportunities for our stage 3 students. Evaluation of our 2019 TTFM student data displayed an 11% decrease in students who felt they were a bully-victim and a 7% increase in feelings of positivity in just one year of the program. These performance measures have increased our school's capacity to monitor student success and wellbeing and work towards achieving the DoE's goals set out in their statewide strategic plan 2018–2022. School wide impact in other areas has seen qualitative data highlight that students are feeling a greater sense of belonging and student behavioural data, measured through SENTRAL incident reports, evidences a reduction in bullying behaviours.

Perspectives of Students from the 2019 Tell Them From Me survey:

89% of students felt they had positive relationships at school;

92% of students displayed positive behaviour;

95% valued school outcomes.







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.