

2020 Annual Report

Bulahdelah Central School



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Introduction

The Annual Report for 2020 is provided to the community of Bulahdelah Central 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 vision

Bulahdelah Central School's staff, in partnership with our community, are committed to maximising students' individual academic, social, physical and cultural learning outcomes in a safe, equitable and challenging learning environment.

School context

Bulahdelah Central School provides quality education for some 400 students from Kindergarten to Year 12.

With a current enrolment of 120 students in our primary and 280 students in our secondary department which includes a multi-categorical class of 7 students, (13% of student population identify as ATSI), our school structures provide learning opportunities for all students K-12.

The school has close links with its partner schools of Tea Gardens, Coolongolook, Bungwahl and Booral, forming the Myall Community of Schools, and run many programs throughout the year to support our students' transition into kindergarten, high school and post school destinations.

The school has been fortunate to receive significant funding through the Resource Allocation Model (RAM) which will allow the school to implement many programs and initiatives to improve student learning outcomes including offering a strategic curriculum model in our senior years.

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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Teaching and Learning Together

Purpose

To increase engagement in education and raise learning outcomes for all students.

Improvement Measures

Improve literacy and numeracy performance in all Key Learning Areas from our 3 year average baseline data.

Increase value added NAPLAN results for all year groups by 10% with particular focus on value added across all groups at sustaining and growing or better.

Teachers implement ATSI pedagogies into teaching programs.

30% improvement in ATSI literacy and numeracy results.

Progress towards achieving improvement measures

Process 1: Teaching Literacy and Numeracy

Implement innovative school developed programs to increase teacher capacity and student learning outcomes through demonstration of effective evidence based teaching strategies and collaborative professional learning.

Evaluation	Funds Expended (Resources)
<p>QUESTION: How can the BALANCE promote a whole school approach? What strategies can we implement for long-term change. How do we communicate positive data to staff</p> <p>DATA SOURCE: Anecdotal records. Sentral, PLC</p> <p>IMPLICATION: Teaching programs are collaboratively developed, with teaching strategies that include differentiation based on formative assessment to provide for the learning needs of individual students and cohorts. Improve literacy and numeracy performance in all Key Learning Areas from our 3 year average baseline data. Increase value added NAPLAN results for all year groups by 10% with particular focus on Number, Patterns and Algebra and writing. To increase value added HSC results by 5%. Use Sentral to inform staff of improvements and publically give praise to staff who support BALANCE as a means to encourage others.</p>	<p>BALANCE Staff member 0.6</p> <p>Literacy/Numeracy Professional Learning Community</p> <p>Learning Support Team</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$65400.00)

Process 2: Teaching ATSI Students

Teachers write teaching and learning programs catering specifically for ATSI students including Eight Aboriginal Ways of Learning, achievement data and students' Personalised Learning Plans.

Evaluation	Funds Expended (Resources)
<p>QUESTION: Are 8 ways and Aboriginal perspectives evident in teaching programs and being utilised inconsistently across all KLAs? DATA SOURCE: Anecdotal evidence. ANALYSIS: Due to a number of factors this process has been unable to be undertaken, lack of whole school understanding of 8 ways and COVID-19. Content across KLAs evident through dissemination of activities distributed to Primary and Secondary various KLAs throughout the year. IMPLICATIONS: Training required for 8 ways and an executive directive that KLAs place 8 ways into their programs within a certain time frame post 8 ways training and a review of programs ensuring Aboriginal and Torres Strait Islander perspectives are embedded across all KLAs.</p>	<p>Aboriginal Coordinator providing professional development to staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$2000.00)

Process 3: Early Action for Success

Early Action for Success (EAfS) aims to improve students' performance through targeted support for primary schools in the lowest quartile of NAPLAN performance in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>The Instructional leader coordinated the professional development in Early Action for success using various data sources.</p> <p>The Instructional leader worked elbow to elbow with classroom teachers to develop their knowledge and skills to improve classroom practice and student achievement.</p> <p>PLAN 2 data has indicated student growth in Writing and Additive Strategies through the Cycle of Inquiry plans, through pre and post testing and collegial stage discussions.</p> <p>The school formulated a phonemic awareness assessment which was delivered in Term 1 and Term 4. All stages evidenced growth in this area.</p>	<p>Instructional Leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$66934.00)

Strategic Direction 2

Lifelong Learners

Purpose

The school promotes lifelong learning, provides targeted training and develops high expectations for students, staff and community members to create a teaching and learning culture that is supportive of continuous improvement.

Improvement Measures

Short Courses

We will know we have improved when our short course participants demonstrate increased skills, knowledge and performance.

Leadership Development

Effective distributed leadership where at least 10% of staff are engaged in new leadership roles at BCS in each year of the school plan

Progress towards achieving improvement measures

Process 1: Short Courses

The school community develops, delivers and evaluates a range of short courses, including recreational, academic, vocational and life skills, to engage the community in ongoing positive learning experiences.

Learning partnerships will be developed through staff, students and community members involvement as teachers and learners in the short courses.

Evaluation	Funds Expended (Resources)
This was severely disrupted due to COVID and the restrictions that were in place around them. The Year 12 Formal assembly was streamed to try to include parents.	Professional photographer and Video cameraman employed for Year 12 formal Booklets/flash drives produced for parents/carers Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2800.00)

Process 2: Leadership Development

Building leadership capacity for aspiring leaders through differentiated learning opportunities, including professional learning and assumed responsibilities, thereby developing a distributed leadership culture throughout the school.

Evaluation	Funds Expended (Resources)
All staff that undertook a new leadership role for them in 2020 continued in that role throughout the school year (Deputy Principal x 1, Year Advisers x 2, HSC Minimum Standards Coordinator x 1, Literacy/Numeracy tutors K-6 x 2, External validation/Situational Analysis Team x 4) It is anticipated that most staff will not continue in these roles into 2021 due to different requirements of the department and funding allocated. It is also anticipated thought that the skills and confidence gained by all teachers filling new leadership roles throughout 2018-2020 will propel them to look positively upon future opportunities in the next school planning cycle.	HSC minimum standards coordinator External Validation Team, casual relief (20 days) Literacy/ Numeracy Tutors (K-6) Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$31800.00)

Progress towards achieving improvement measures

All staff that undertook a new leadership role for them in 2020 continued in that role throughout the school year (Deputy Principal x 1, Year Advisers x 2, HSC Minimum Standards Coordinator x 1, Literacy/Numeracy tutors K-6 x 2, External validation/Situational Analysis Team x 4)

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- Literacy and numeracy (\$24888.00)

Strategic Direction 3

Owning our future

Purpose

To collaboratively support the development of our young people so they know themselves and realise the possibilities open to them in a dynamic and challenging world. We support our students to grow academically, socially and culturally as life long learners

Improvement Measures

Aboriginal Education

Increase by 5% of the average retention rate of senior ATSI students.

Increase of 5% in the average attendance rate of ATSI students

Increase of 5% in the number of ATSI students taking up leadership opportunities.

Reporting

An increase in the number of parents engaging and understanding their child's academic progress and effort in each class.

Careers

Increase the number of students engaging in developing a careers plan.

Progress towards achieving improvement measures

Process 1: Aboriginal Education: Self-Determination

Partnerships with parents/carers and ATSI students to enhance student outcomes and engagement. Utilising PLP programs and M-Goals will assist students to develop greater self determination, ownership of their learning objectives, responsibility for their attendance and successful transitions.

Evaluation	Funds Expended (Resources)
QUESTION: Are students, parents/carers, community and staff all contributing to setting goals for Aboriginal and Torres Strait Islander Students ? DATA SOURCE: Anecdotal evidence. ANALYSIS: Student input in setting goals has maintained steadily, staff interactions with the Goalhub program have increased, parent/carer contributions significantly impacted by COVID-19 and local AECG has not run throughout the year. IMPLICATIONS: Going forward emphasis needs to be placed on strengthening ties to the community and increasing parent engagement through the development of strategies that would be able to be utilised even in pandemic conditions.	Goalhub subscription \$565 Aboriginal Coordinator, casual relief Aboriginal SLSO Funding Sources: • Aboriginal background loading (\$7965.00)

Process 2: Aboriginal Education: Student Leadership

ATSI students are supported to develop skills for leadership to act as role models for younger students demonstrating their understanding of culture and connection with the ability to effectively share this knowledge. Introduction of Bro Speak and Sister Speak programs.

Evaluation	Funds Expended (Resources)
QUESTION: Has the percentage of Aboriginal and Torres Strait Islander students in leadership positions at BCS increased? DATA SOURCE: Data analysis, attached list of School captains and SRC representatives elected for 2021 ANALYSIS: 5 of the 25 positions are held by ATSI students (20%) IMPLICATIONS: Representation at BCS is on a strong trajectory.	Aboriginal Coordinator, casual relief Aboriginal SLSO Aboriginal Community Liaison Officer- no cost

Progress towards achieving improvement measures

QUESTION: Has the percentage of Aboriginal and Torres Strait Islander students in leadership positions at BCS increased? **DATA SOURCE:** Data analysis, attached list of School captains and SRC representatives elected for 2021 **ANALYSIS:** 5 of the 25 positions are held by ATSI students (20%) **IMPLICATIONS:** Representation at BCS is on a strong trajectory.

Funding Sources:

- Aboriginal background loading (\$2810.00)

Process 3: Reporting

Ongoing evaluation and realignment of assessment and reporting procedures in the school to support best practice.

Evaluation	Funds Expended (Resources)
Staff are encouraged to use SENTRAL to record positive incidents as well as negative. By the end of the term there were more positive incidents than negative in each week.	Staff Professional Learning during allocated staff meetings

Process 4: Careers

A K-12 whole school careers program developed and implemented across the school.

Evaluation	Funds Expended (Resources)
Over 90% of students participation in planned lessons, activities and excursions K-12. All students Years 10-12 have a written and ongoing Career Plan in the student secure section of the school careers website.	Website Subscription : www.bulahdelahcareers.com Website Subscription: www.wirl.com Funding Sources: • Socio-economic background (\$395.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Early action for success	Employment of Instructional Leader (3 days per week) Funding Sources: • Early action for success (\$66 934.00)	During the COVID period staff were supported with engaging in online learning. Staff were also supported in meeting the educational needs of students who attended school during the COVID period. The Instructional leader coordinated the professional development in using various data sources. The Instructional leader worked elbow to elbow with classroom teachers to develop their knowledge and skills to improve classroom practice and student achievement.
Aboriginal background loading	Aboriginal Tutor Aboriginal SLSO Aboriginal Shirts Funding Sources: • Aboriginal background loading (\$19 120.00)	90% of students engaged with the Aboriginal Tutor to complete M Goals. The Aboriginal SLSO was used in classroom for support as well as assessment support. The shirts purchased also included shirts for incoming Kindergarten, Year 7 and new students to the school.
Low level adjustment for disability	Primary LaST 0.4 Secondary LaST 0.9 SLSO Funding Sources: • Low level adjustment for disability (\$204 179.00)	The Learning and Support Teachers work with classroom teachers and families to support students in mainstream classes who have additional learning and support needs. SLSO support provides teachers within classrooms extra support with differentiation of tasks, assessments, examination supervision, social interaction on the school site and on excursions and classwork.
Quality Teaching, Successful Students (QTSS)	Casual staff to release teachers Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$23 627.00)	All primary staff, including RFF teachers attended QTSS meetings on a rotational basis for each stage. The meetings involved sharing knowledge and skills, analysing data, professional development and identifying any student well being issues. Classroom observations involved all primary staff. Staff negotiated their observation based on school needs and plan, opportunities to discuss feedback was also provided.
Socio-economic background	Technology upgrade Staffing Breakfast Club resources, food and equipment Funding Sources: • Socio-economic background (\$408 793.00)	Employment of staff member 0.2 to run HSC minimum standards, Year 7 Best Start and NAPLAN. The school runs a breakfast club two days per week. Technology to support teaching and learning programs. Employment of second Deputy Principal (7-10). Support of students through Well-being initiatives. Purchase of new interactive panels and chromebooks. All interactive whiteboards

<p>Socio-economic background</p>	<p>Technology upgrade</p> <p>Staffing</p> <p>Breakfast Club resources, food and equipment</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$408 793.00) 	<p>have been replaced.</p> <p>Financial Assistance for students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	196	211	219	213
Girls	186	189	205	196

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.8	87.9	89.6	87.8
1	92.3	88	92.2	89.3
2	94.6	90.3	91.5	87.8
3	89.4	94.4	91.8	87.3
4	91.9	88.3	93.7	88.4
5	89.6	89.7	87.7	90.9
6	94.8	91.8	89.2	84.2
7	88.8	88.8	86.6	86
8	88.6	81.7	84.2	76.2
9	88.4	82.6	78.7	79.3
10	82.5	82.4	87	75.3
11	82.8	80.4	77.4	79
12	84.9	90.9	81.4	85
All Years	88.2	85.8	85.3	82.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	13	13
Employment	100	65	48
TAFE entry	0	0	6
University Entry	0	0	16
Other	0	22	11
Unknown	0	0	6

Year 12 students undertaking vocational or trade training

36.11% of Year 12 students at Bulahdelah Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.3% of all Year 12 students at Bulahdelah Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	5
Classroom Teacher(s)	27.07
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	9.89
Other Positions	1

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,406,344
Revenue	7,313,151
Appropriation	7,132,802
Sale of Goods and Services	142,686
Grants and contributions	36,965
Investment income	698
Expenses	-7,550,124
Employee related	-6,576,784
Operating expenses	-973,339
Surplus / deficit for the year	-236,973
Closing Balance	1,169,371

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.

	2020 Approved SBA (\$)
Targeted Total	157,369
Equity Total	797,433
Equity - Aboriginal	84,067
Equity - Socio-economic	509,188
Equity - Language	0
Equity - Disability	204,179
Base Total	5,567,181
Base - Per Capita	103,373
Base - Location	68,594
Base - Other	5,395,214
Other Total	514,836
Grand Total	7,036,820

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.

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.

2020 NAPLAN

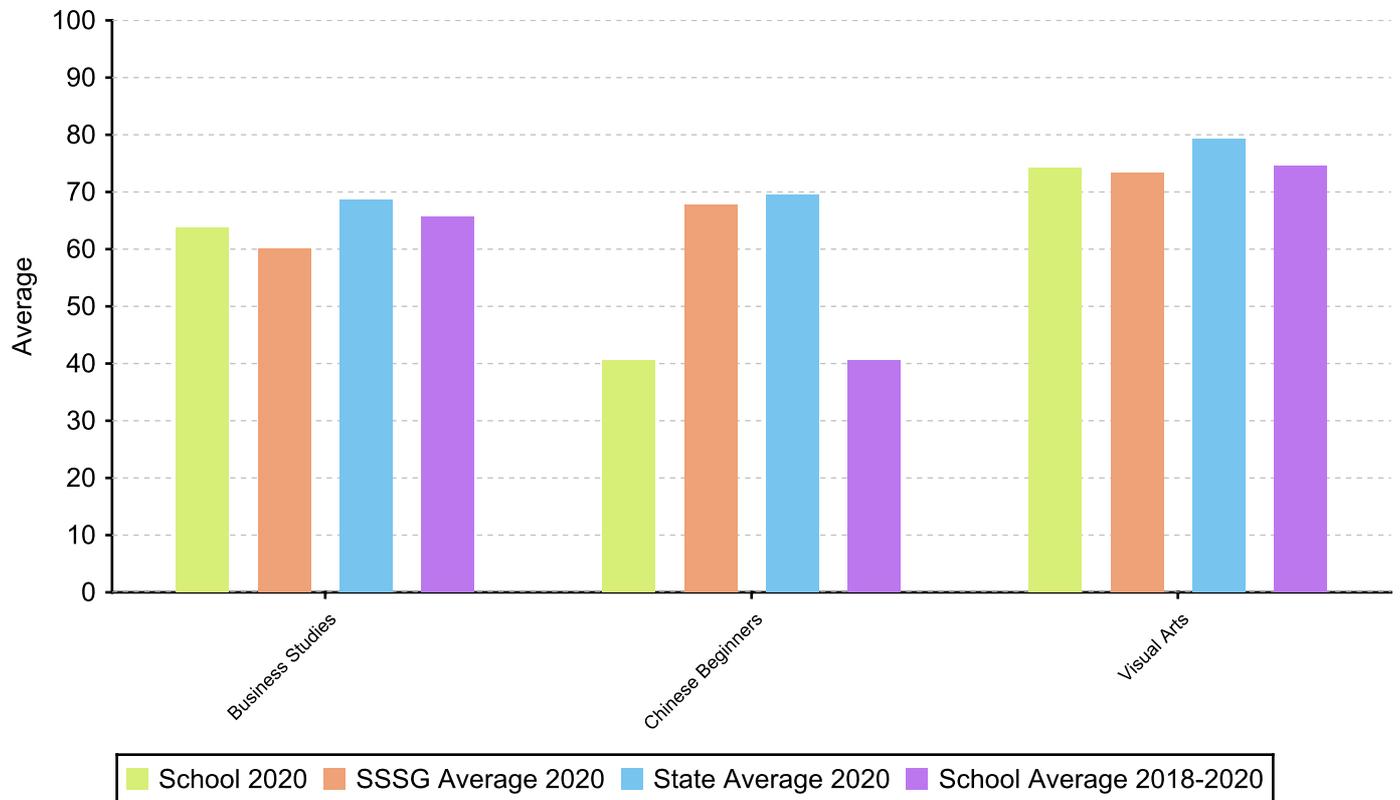
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Business Studies	63.8	60.0	68.6	65.6
Chinese Beginners	40.6	67.7	69.6	40.6
Visual Arts	74.2	73.3	79.2	74.6

Parent/caregiver, student, teacher satisfaction

Due to the disruption caused by COVID-19, parent interaction was through phone, email and social media. There was only 1 P&C meeting at the beginning of the year. Through the use of Google classroom, parents received reports and updates about student progress. During the year students completed Tell Them From Me surveys. Students identified high expectations for success by school staff with an emphasis on academic skills. Students feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice. Students understood clearly the expected rules for school behaviour, feel safe at school and believe that the school helps prevent bullying. Students also identified that they find classroom instruction to be well-organised, with a clear purpose and with immediate and appropriate feedback that helps them learn. Our staff provided positive feedback regarding the consultation and engagement in decision making regarding student management processes, teaching and learning activities and whole school systems. Staff indicate student engagement and work ethic are a main priority and concern.

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.