

# 2020 Annual Report

## Coolongolook Public School



1627

# Introduction

The Annual Report for 2020 is provided to the community of Coolongolook 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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Coolongolook Public School  
Pacific Hwy  
Coolongolook, 2423  
[www.coolongolo-p.schools.nsw.edu.au](http://www.coolongolo-p.schools.nsw.edu.au)  
[coolongolo-p.school@det.nsw.edu.au](mailto:coolongolo-p.school@det.nsw.edu.au)  
4997 7183

## Message from the principal

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In what has been a trying year for most, we here at Coolongolook Public school have made huge steps forward both socially and academically during 2020 and I would like to thank everyone who contributed to the overall success of our year. Students have continued to make great advances in their K-2 and 3-6 learning environments during both online learning and at school and have applied themselves with great diligence and enthusiasm.

At our school we have once again focussed heavily on student well-being especially in the area of friendship and getting along with our Positive Behaviour Learning program. It has been pleasing to witness the growth in our respectful, safe and switched on school culture, with all students playing a major role in the happiness of others and the overall improved feel of our cooperative and happy school environment.

This year saw the continuation of our music initiative led by Mr Jacob Martyn. The 'Cool Tones' were formed and chart topping hit after hit followed as you would of witnessed when viewing our school's Facebook page. All students have contributed in some way to the success of our music program and I can't wait to witness further growth in this area during 2021.

Our school grounds are looking amazing, with the new school flagpoles erected and our school noticeboard and PBL signage welcoming visitors as they arrive. Signage was also placed in the paddock adjoining the highway for passing traffic, the clearing of trees and scrub on Lombard Street completed for improved school visibility and lighting installed in our carpark for night security.

Owing to COVID, Sport has not proceeded as well as we hoped during 2020. Earlier in the year, our students displayed great skills and sportsmanship during the Small School Swimming Carnival in Gloucester. Congratulations to all students who attended and a big thank you to the parents and carers who assisted with transport. In 2020, our students have benefited from expert instruction and coaching in Rugby League, Hockey and Athletics with great skills gained. Planning for next year has already begun with the coaching of soccer and orienteering organised. Early in Term 3 this year, we welcomed Bungwahl and Krumbach PS students for our Small School sports day. Children competed in running races, long jump, cross country, tug-o-war and Bin ball with the emphasis of each activity being on good sportsmanship and making new friends. The day was a great success with similar days already planned for 2021. Our students also participated in the Intensive Swimming Program at Great Lakes Aquatic Centre during Term 4 with huge growth and confidence gained. At all sporting events in 2020, emphasis was not on winning but being a good friend and sport.

There were no excursions held during 2020 with the Year 5/6 Hill End tour cancelled. What students may have missed with excursions was made up for when we held our school sleepover late in Term 4. Students enjoyed games, a disco, movie and a great day in Forster on the following day.

There were many celebrations held at our school during the year that followed strict Covid procedures. Students were involved in an online Easter Hat and Book Week Parade, NAIDOC Week and Harmony Day celebrations as well as learning activities centred on Day for Daniel and Whizzy the Waterdrop. Earlier in the term we also welcomed our new students for 2021, Alec, Kaylie, Hudson and Ryder for our Kindy orientation.

Our school P and C continued to work hard during 2020, especially with the additional challenge of meeting online for the majority of our meetings. The group have once again shown great support to our school and its students and I would like to thank our wonderful P and C executive committee for their ongoing support.

Students have once again enjoyed end of term PBL reward days at the end of each term and our weekly Breakfast Program. A big thank you to all involved for your tireless work once again this year in serving breakfast to the students on Fridays.

The challenges of 2020 have unfortunately slowed our connection with a number of local organisations, especially the Coolongolook Sewing Group, with the ladies unable to attend our school each Thursday afternoon owing to Covid. We have missed their involvement in our classrooms during 2020 but look forward to welcoming the ladies back into our school next year.

Finally, I wish to congratulate all staff at Coolongolook for all that they do to support the provision of an excellent curriculum for the students and the way they ensure that every student is known, valued and cared for, each and every day.

Looking forward to our new, exciting adventures in 2021!



## School vision

Coolongolook Public School provides a quality education for our students.

Staff, students and the community work together to ensure our students have the best access to educational resources, learning opportunities and life experiences.

Our students are inspired learners, creative thinkers and able to function in the 21st century.

## School context

Coolongolook Public School offers students individualised, highly resourced learning with the highest expectations of individual and collective success. The genuine relationship between staff, students and our families ensures our school maintains a high standard of success in our 'respectful, safe and switched on' environment.

Our students are encouraged to be disciplined learners. Staff members participate in relevant professional development and implement quality education programs that give every student the opportunity to reach their potential. Individualised education programs and activities are designed to develop in our students, a confidence to face life's challenges and to enhance their love of learning.

Through Early Action for Success, the school is provided with an Instructional Leader and a training allocation for teachers to strengthen personalised learning for K-2 students.

Coolongolook Public School's small size of 25 students engenders a constructive, socially inclusive environment for students to learn and play. Local community involvement supports all aspects of school life, in particular the promotion of strong community and family values.



## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Inspired Learning

#### Purpose

To develop the future focused skills of critical thinking, creativity, communication and collaboration by enhancing the capacity of teachers to provide effective learning experiences through participation in high quality, professional learning.

#### Improvement Measures

##### Future Focused Learning

Students show improvement in the development of future focused learning skills as evidenced in surveys, work samples and assessments.

85% of students reading at or above

Aboriginal students meet or exceed expected growth in numeracy and literacy.

#### Progress towards achieving improvement measures

##### Process 1: Future Focused Learning

School leaders drive teacher professional learning and the development of programs based on critical thinking, creativity, communication and collaboration

Students engage in lessons specifically teaching the future focused learning skills of critical thinking, creativity, communication and collaboration

Evaluation	Funds Expended (Resources)
<p>Students have demonstrated positive growth in their ability to apply communication, creativity, collaboration and critical thinking skills to their learning. They are now more able to approach problem solving tasks with a growth mindset and they are more open to taking risks with challenging tasks. Staff will continue to learn how to embed the pedagogy of the 4Cs (Communication, creativity, collaboration, critical thinking) across all key learning areas.</p> <p>Despite being a small school, the students have access to an abundance of technological resources and experiences. Teachers have engaged with professional learning in the use of Spheros, Ozobots, Makey Makey and Coda-mouse and regularly use these learning tools in classroom learning.</p> <p>During the Covid home learning time, teachers up-skilled in their knowledge to use Microsoft Teams and Google Classroom to provide rich learning tasks and communicate with their students. These learning platforms have become another teaching tool to support individual student learning as evidence in teaching programs.</p> <p>Data indicates that the improvement measure of 85% of students reading at or above expected reading level has not been met. Currently 78% of K-6 students are reading at or above expected levels.</p>	<p>Learning Tools - Spheros, Ozobots, Makey Makey, Code-a-mouse - \$5000</p> <p>Professional Learning - 2 days (Casual) - \$1100</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$6100.00)</li></ul>

#### Next Steps

Moving forward, staff embed the skills of the 4Cs into all learning activities. A continued focus on small group reading groups as well as the pedagogy of L3 and Close Reading will enhance current learning and support improvement in student reading levels.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

To optimise learning outcomes through developing teachers capacity to implement effective evidence based teaching practice.

#### Improvement Measures

School assessment against SEF 2 moves from 'Delivering' to 'Sustaining and Growing' in Effective Classroom Practice (Explicit Teaching and Feedback)

School assessment against SEF 2 moves from 'Delivering' to 'Sustaining and Growing' in Learning and Development (Collaborative Practice and Feedback).

#### Progress towards achieving improvement measures

##### Process 1: Evidence Based Practice

Teachers engage in professional learning and work collaboratively to develop their capacity to use success criteria, learning intentions and feedback.

Evaluation	Funds Expended (Resources)
<p>Teaching and learning programs across the school reflect consistent implementation of learning intentions and success criteria, especially in numeracy. Learning Walks have been implemented in numeracy lessons with student understanding of lesson content improving from 52% to 68%. Success Criteria and Learning Intentions have been trialled in literacy but further focus will need to be given to this area.</p> <p>The school is making progress in embedding Visible Learning across the school. The impact to date has been positive and key aspects of Visible Learning will remain a focus in the new School Improvement Plan.</p> <p>Throughout 2020, all staff engaged in high quality professional learning both online and under the instruction of our Instructional Leader in the pedagogy of 'Close Reading'. As this learning is new for staff and the disruption of Covid became apparent, the application of this explicit reading pedagogy was deep and narrow and will take more time moving into the next planning cycle to consolidate. Staff have continued to progress with their ability to pose deep questions related to texts studied, along with their skill development in explaining and breaking down knowledge for students.</p> <p>The School Excellence Framework themes of 'Effective Classroom Practice' and 'Learning and Development' indicates maintenance at 'Delivering' and some movement towards 'Sustaining and Growing'.</p>	<p>Casual x 6 - Learning Walks and Close Reading PL - \$3300</p> <p>District personnel to deliver Professional Learning in 'Close Reading'</p> <p>Staff meeting time to support the implementation of 'Close Reading' and 'Visible Learning' strategies</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$3300.00)</li></ul>

#### Next Steps

Next steps in moving forward will be for all staff to continue to implement Visible Learning strategies into both numeracy and literacy learning. Learning Walks will continue to be timetabled and staff will continue to learn and embed the most appropriate reading pedagogy for each child to make academic gains.



## Strategic Direction 3

### Positive Wellbeing

#### Purpose

To ensure Coolongolook Public School connects with the school community to promote wellbeing in an environment which allows all students to connect, succeed, thrive and learn.

#### Improvement Measures

School measures against SEF 2 and moves from 'Delivering' to 'Sustaining and Growing' in Wellbeing..

The quality of the learning environment improves from baseline data.

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour for Learning

Implement and monitor a whole school approach to student wellbeing and engagement

Evaluation	Funds Expended (Resources)
<p>The implementation of Positive Behaviour for Learning in our school has been significant. Tell them from me data clearly displays improvement in student attitudes and increased engagement in their learning. 93% of students reported a positive sense of belonging, 84% of students who felt interested and motivated and 93% reporting positive relationships with their peers.</p> <p>Weekly PBL lessons have been implemented into classroom learning that highlight identified focus areas for improvement. Our school core values are clearly understood and upheld by students, staff and community. Our school mascot 'Lionel' leads all in our 'Respectful, Safe and Switched On' school values.</p> <p>Signage has been completed around the school. Flagpoles have been erected, noticeboards and signs displaying the core values installed and numerous photos strategically located around the school reminding students and the community of our high expectations in these areas.</p> <p>The School Excellence Framework theme of 'Wellbeing' indicates improvement from 'Delivering' to 'Sustaining and Growing'.</p>	<p>School Noticeboard</p> <p>Core Value signage</p> <p>School Flagpoles</p> <p>School entrance signage</p> <p>Display posters for identified school areas</p> <p>Staff meeting time and discussion</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$12000.00)</li></ul>

#### Next Steps

Moving forward, staff will continue to implement PBL weekly focus lessons that highlight any areas of need. The school will continue to engage and work closely with the community to create environments that enable students to be healthy, happy, engaged and successful.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$10853	<p>Aboriginal Equity funding was used to engage an SLSO to support aboriginal students. The SLSO worked alongside teachers in the academic, social and cultural support of students.</p> <p>Strong ties were maintained with our school Aboriginal Community School Liaison officer, Stephen Brereton during 2020. The school IDM taught regular 'Guntang' lessons to our K-6 students that were enjoyed by all.</p>
<b>English language proficiency</b>	\$400	This funding was absorbed by the LaST program that supported student language development as part of the program.
<b>Low level adjustment for disability</b>	\$43883	In 2020, two SLSOs worked four days per week in each classroom which enabled students greater access to assisted programs. This meant that students were able to see SLSOs more regularly for targeted Literacy and Numeracy assistance individually or in small group situations. As a result, our Learning Support teacher has been able to focus on more intensive individual programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	.02 Staffing Allocation	Funds were utilised to support 'Learning Walks' as part of our Strategic Direction 2 milestones. Teachers were allocated time to discuss, implement, teach and review teaching goals during lessons.
<b>Socio-economic background</b>	\$68892	Funds were once again allocated to engage additional SLSO time in both classrooms to provide academic and social support to students. Working alongside teaching staff our SLSO's supported all students in Literacy and Numeracy via in class or withdrawal support. SLSO's also worked to support the positive wellbeing of students through provision of emotional support as part of our PBL program.
<b>Support for beginning teachers</b>	\$11485	Time was accessed to work alongside our Learning Support teacher as well as the development of Accreditation evidence and documentation. The teacher indicated that the access to these funds had a significant effect on the ability to provide engaging teaching and learning for students and also supported the achievement of goals outlined in the Professional Development Plan.
<b>Early Action for Success</b>	\$58759	2020 saw the ongoing implementation of this initiative at Coolongolook Public School during Phase 2. The funds continued to support the implementation of an Instructional Leader in three small schools, Coolongolook, Krumbach and Stratford Public Schools. The Instructional Leader led the deep analysis of student data and ongoing tracking of student progress. The IL also led targeted Professional Learning for staff during 2021.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	17	11	14	9
Girls	18	18	15	12

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.5	63.6	88.7	39.9
1	91.8	85.7	71	84.9
2	86.7	92.6	89.4	48.9
3	95.7	85.9	94.4	85
4	74.2	93.9	86.5	93.5
5	89.9	78.9	94.6	80.7
6	93.8	85.7	82.2	88.2
All Years	89.9	85.9	89.3	83.6
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
All Years	93.9	93.4	92.8	92

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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	118,842
<b>Revenue</b>	740,694
Appropriation	730,171
Sale of Goods and Services	1,824
Grants and contributions	8,419
Investment income	281
<b>Expenses</b>	-700,880
Employee related	-630,521
Operating expenses	-70,359
<b>Surplus / deficit for the year</b>	39,814
<b>Closing Balance</b>	158,656

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	43,883
<b>Equity Total</b>	115,299
Equity - Aboriginal	13,390
Equity - Socio-economic	74,186
Equity - Language	400
Equity - Disability	27,323
<b>Base Total</b>	487,417
Base - Per Capita	6,975
Base - Location	2,714
Base - Other	477,729
<b>Other Total</b>	71,821
<b>Grand Total</b>	718,421

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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.





## Student Voice

Student responses differed greatly from TTFM Snapshot 1 to 2 in 2000. During Snapshot 1, students expressed concern about peer relationships (67%), sense of belonging (50%) and interest and motivation (40%). During Snapshot 2, all areas grew to at or above NSW Govt school norms. After discussion with staff, all agreed that reading the questions to our year 4 -6 students during Snapshot 2 and explaining the meaning of each question assisted in gaining more reliable data to inform school directions. Both Snapshots did highlight the need for a focus on Explicit Teaching Practices and Feedback (6.0). 90% of students expressed a sense of pride and value, supporting the identified growth of PBL in our school.

It was noted that the behaviour of their peers was positive (80%) and 85% of students believed that they have a medium to high level of perseverance. Overwhelmingly, students indicated that they had a positive, growth mindset, with 85% saying that they try to do their best and 90% indicate that they try to improve.

## Staff and Support Staff

Recent Staff and SAS Staff surveys emphasised that they felt included and proud to be part of the school community and worked collaboratively in supporting parents. All staff commented positively regarding the support they receive in attaining their professional goals and commented on the importance of the music and technology programs. Responses highlighted the need to continue to grow the school positive community image using platforms such as social media and promotional videos to communicate. They also highlighted the need for improved enrolments, higher attendance rates and Improved student engagement.

## Community Voice

Parents indicated through a phone survey during Covid, that they overwhelmingly appreciate school staff. They mentioned that staff were helpful, supportive, dedicated and caring. They also reported that staff made time for one on one interaction with students. PBL was highly spoken about by parents who indicated this program helped their children to strive to do better. Also highly valued by the community was the school's music program. Parents commented on how they felt the program had brought joy to their children. 70% of families highly valued small class sizes and the individual encouragement their child received in a small school setting. 75% of surveyed families felt a close connection between community and school, mentioning open communication, positive community involvement and their appreciation for the school's use of technology to communicate school learning and inform of school achievements. Parents indicated areas for future development included broadening the music program to include all students and an increased level of participation in inter-school sport.

After the review of our TTFM Snapshot 2 student data and community responses to areas of growth and focus in the school, parents/carers and students suggested that the current 1 day/week music program be expanded. Parent/Carer responses also highlighted the desire to see more regular Inter School Sport visits, building on the success of this year's Term 3 activity.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.