

# 2020 Annual Report

## Tumbarumba Public School



3275

# Introduction

The Annual Report for 2020 is provided to the community of Tumbarumba 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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## Message from the principal

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Our Tumbarumba Public School community has shown its inner resilience and strength in 2020 as we were faced with the unprecedented challenges of the impact of the black summer bushfires on every one of our students, families and staff followed by the spread of COVID-19 demanding immediate changes to how we deliver learning.

Our dedicated staff showed their commitment to their students by adjusting their learning programs, adapting new technology and making contact with every family and child through mail outs, phone calls and Google Classrooms to continue teaching and learning from both home and school. Everyone came together to juggle their own work and family responsibilities to deliver home learning during this period. On return to school, comprehensive assessments allowed us to target gaps in learning and focus on supporting our students in achieving their milestones.

Following the bushfires, we were overwhelmed by the generosity and care freely given to us from so many in the wider Australian community including fundraising by our 'buddy schools', Drummoyne Public School and Manly Vale Public School and many generous and thoughtful gifts and resources for our students. The experiences from the year have been so appreciated and helped our school community to see so many 'positives' from the experiences which we hope in turn can be used to 'give back' when others are in need.

Our thanks to our generous P&C who continued to find innovative ways to meet and fundraise for our students despite the personal challenges for everyone.

My sincere thanks to everyone of our team at Tumbarumba PS for keeping going and putting our students needs beyond their own through 2020 from beginning to end.

Jennifer Lumsden

Principal

## Message from the school community

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### *Tumbarumba Public School Presentation 2020 - P&C Report*

Our P&C has had a challenging year this year as well as our whole school with Covid-19, but with our amazing committee we have managed to get through. We thank our entire school community for their ongoing support in what fundraising we could do this year to help support our students at Tumbarumba Public School (TPS).

We also extend thanks to the community of Tumbarumba for the continued support.

P&C is the platform for communication between the school and our parent bodies. It is where, parents and carers can

have a say, provide ideas and improvements into the decisions regarding the children and TPS. We participate in a variety of discussions such as policy matters, school/student development and school uniform, for which this year a new sports shirt was designed and is now available. I am sure most parents are happy to move away from the white sport shirts.

This year, again we have given financial support to TPS to subsidise school excursions and help with the costs of learning programs such as Reading Eggs, Mathletics and Healthy Harold.

As an extra to help cover the cost, our P&C donated an additional \$10,000 to purchase new laptops for Stage 3 students and these will continue to be used for the upcoming students through TPS. This was used with the donated Ian Giles estate money.

In this crazy year that we all have faced, our P&C committee has still been able to help our school by just a few fundraising events by distance with the help of TPS staff, such as the Swimming Carnival, Athletics Carnival, Easter Hat parade / raffle, Mother and Father's Day gifts. This year we went with an off-school fundraiser with the Jolly Sole Socks. This was a great success and saw lots of boxes of socks sold. The children even got to have a Crazy Sock and Hair Day at school to showcase the variety of colourful designs.

Our monthly meetings had been put on hold from March until further notice due to Covid-19 restrictions and changed to be held via our P&C group chat for any urgent matters. We are hoping next year we can restart our face to face P&C monthly meetings which are held on the 3rd Wednesday of each month in the school admin building.

We encourage and look forward to seeing as many TPS families come along and join in our meetings as everyone is welcome.

Keep an eye out in the school Grapevine and P&C Facebook page for upcoming dates.

I just want to give a big thank you to our P&C committee and all the staff at TPS for your continued support throughout 2020.

Gemma Bremner

TPS P&C President

## School vision

At Tumbarumba Public School we aim to achieve excellence in teaching, learning and leadership to provide the best possible education to every student. We provide challenges and opportunities which enable our students to become innovative, creative and responsible members of society.

## School context

Tumbarumba Public School is located in the western foothills of the Snowy Mountains, near the regional town of Wagga Wagga. Tumbarumba is a vibrant, active and diverse community which serves the needs of a range of industries including agriculture, forestry and tourism. The school fosters engagement at all levels and values its strong community partnerships. The school caters to a broad range of socio- economic backgrounds including 15 Aboriginal students.

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

## Strategic Direction 1

### High Quality Learning

#### Purpose

The whole school community is committed to high expectations in continual student growth, through implementing evidence-based improvement measures, curriculum planning and student wellbeing programs. Our school environment enables every student to become creative, innovative and engaged learners using data to monitor student achievement.

#### Improvement Measures

100% students show a minimum of one year's growth for one year's learning in all Key Learning areas including Literacy and Numeracy.

100 % staff using evidence from formative and summative assessment data to guide differentiated student learning.

Improved levels of wellbeing and engagement: Increased proportion of students achieving above minimum proficiency.

10% increase of students achieving minimum proficiency.

#### Progress towards achieving improvement measures

##### Process 1: High Expectations

Develop, implement and evaluate teacher and student capacity to set explicit **learning goals** and **feedback** to achieve growth in reading texts, comprehension, writing, place value and problem solving.

Evaluation	Funds Expended (Resources)
Individualised learning goals implemented in classrooms by teachers and students. Teachers analysed evidence of student progress and placed students on the Learning Progressions to monitor growth and develop individualised learning goals. Some classrooms were engaging students in identifying their goals and self-monitoring their own progress.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$29643.00)</li></ul>

##### Process 2: Curriculum

Deliver professional learning in the literacy and numeracy learning progressions in reading, comprehension, writing and place value in order to build teacher capacity to differentiate the learning and deepen the use of the syllabus.

Evaluation	Funds Expended (Resources)
Executive and teachers worked with the Literacy and Numeracy Strategy Adviser to deepen their understanding of syllabus outcomes and develop a literacy scope and sequence. All staff contributed to the scope and sequence, linking of syllabus outcomes and learning progressions.	Casuals x 10 <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

##### Process 3: Student Wellbeing

Strengthen and integrate the whole school approach to well being in which students can connect, succeed, thrive and learn through data driven, research-based whole school initiatives.

Evaluation	Funds Expended (Resources)
The Learning Support Team leader introduced whole school use of Zones of Regulation with weekly lessons to explicitly teach strategies to teachers and students. Evidence of successful implementation was anecdotal observations of increased 'Zone' language and strategies used by teachers and students	0.5 LST Entitlement to employ teacher as Learning Support Team Leader.  LST team leader supplemented by

## Progress towards achieving improvement measures

and decreased negative incidents in the classrooms in PBL data collection.

A review of the wellbeing system introduced Class DOJO points and rewards in class based on individual and celebration of inclusive whole school positive achievement. A fortnightly behavior focus was determined by analysis of the previous fortnights incident data which has resulted in a decrease in negative incidences recorded each fortnight and increase of students in the 'Green Zone'.

disability funding to 2 days per week.

### **Funding Sources:**

- Low level adjustment for disability (\$25945.00)

## Next Steps

- Continue to embed individualised student learning goals across the school to achieve increase of student growth and students in the Top Two Bands in NAPLAN.
- Use literacy scope and sequence for teaching and learning programs and develop a numeracy scope and sequence utilizing skills learnt in LANSAs sessions.
- Continue to review effective implementation of positive programs to build student wellbeing and school attendance.

## Strategic Direction 2

### Teaching Excellence

#### Purpose

Effective teachers continually strive to deepen their own capacity to inspire students to be life long learners. They identify, understand and implement the most effective research based teaching methods, showing professionalism and commitment to ensuring our students will achieve personal success and wellbeing.

#### Improvement Measures

- Increase the proportion of students demonstrating expected growth in the syllabus outcomes each year by 10%.
- Evidence of increased collaboration between teachers to analyse data and use of this evidence to guide teaching and learning decisions.

#### Progress towards achieving improvement measures

##### Process 1: Collaborative Practice

Develop systems to enable teacher collaboration to implement evidence-based practices that improve achievement of student outcomes.

Evaluation	Funds Expended (Resources)
<p>Teachers were productively using their fortnightly QTSS sessions to collaboratively analyse student growth to plan for individualized grouping and explicit learning. Teachers were demonstrating increased skills in setting and teaching to student goals.</p> <p>Due to cancellation of NAPLAN in 2020, PAT assessment data in Reading and Maths was implemented to provide a source of external assessment to compare student progress to a larger cohort. Executive and teachers were beginning to develop skills in their use of this data to identify trends in learning and student growth.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$29643.00)</li></ul>

##### Process 2: High quality teaching and learning.

Build capacity and practice of teachers, drawing on research based pedagogy and professional learning in reading, comprehension, writing, place value and problem solving to ensure every student experiences high quality teaching.

Evaluation	Funds Expended (Resources)
<p>Implementation of Curiosity and Powerful Learning pedagogy was planned as the focus for teachers to work collaboratively to observe and give feedback to each other to improve classroom practice however professional learning was postponed at the beginning of the year due to the impact of the bushfires on staff to allow them to focus on student and staff wellbeing and then impact of the period of COVID learning from home. Professional Learning resumed in Term 3 with a focus on using individualised learning progressions to set learning goals for students. Teachers modeled implementation of individualised learning goals in the classroom by experienced teachers and were encouraged to experiment with the strategies. This will continue in the 2021-2024 school plan.</p> <p>Teachers commenced training Additive Strategies, Decimals, Phonemic Awareness and Vocabulary delivered by Educational Services however these sessions were postponed due to COVID restrictions on delivery. This resulted in Professional Funds not being fully utilised as planned.</p> <p>A K-6 spelling and phonics program was implemented across the school to</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$19760.00)</li></ul>



## Progress towards achieving improvement measures

provide a consistent approach to delivery. Student results are being monitored in PLAN2 using the Phonological Awareness Diagnostic and Sound Waves spelling and phonics programs and assessments.

### Process 3: Data

Engage in professional learning in data concepts, tools and analysis to guide reflection of teacher effectiveness and inform future directions.

Evaluation	Funds Expended (Resources)
<p>External individual and trend data was not available due to cancellation of NAPLAN in 2020. Internal data was used to triangulate student growth and plan for targeted teaching using the Learning Progressions including beginning and end of year PAT assessment in Reading and Maths. Check-in data showed that students in Years 3 and 5 were achieving growth targets in literacy and numeracy.</p> <p>Increased achievement of students in the Top Two Bands in Literacy and Numeracy.</p> <p>Increased engagement of all students in learning showing a minimum of one year's growth for one year's learning using the Learning Progressions and Check-In Data.</p>	

## Next Steps

- Build capacity of teachers to collaborate in delivering high quality teaching and learning strategies in the classroom using peer observations and feedback to improve practice.
- Continuation and deepening of teacher use of data skills and use to analyse student progress and guide strategically planned next steps for learning.

### Strategic Direction 3

#### Leadership

#### Purpose

Leaders, at all levels, ensure a collective responsibility for fostering a school wide culture of high expectations and responsibility for student engagement, learning, development and success.

#### Improvement Measures

- Increased teacher capacity shown through improvement in student achievement on internal and external assessments.
- Increase of teachers seeking accreditation at higher levels.

Feedback in TTFM surveys from the school community reflects increased levels of confidence in school leadership team.

#### Progress towards achieving improvement measures

##### Process 1: Instructional Leadership:

Provide frameworks to facilitate development in instructional and management leadership skills for all staff.

Evaluation	Funds Expended (Resources)
Experienced teachers were aligned with trainee teachers who had gained interim approval (due to interruption of completion of teacher training due to COVID) to mentor and support them in the classroom.	1.2 Interim approval teachers
Experienced teachers working as mentors to support teachers in improving practice.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$80000.00)</li></ul>
All teachers working in triads to support each other through peer observations and feedback.	

##### Process 2: Performance management and development

Support teaching and non-teaching staff to achieve continual improvement and attain higher levels of accreditation to provide high quality learning opportunities for all students.

Evaluation	Funds Expended (Resources)
Accreditation- all staff present, discussed and reflected PDP linking to the SP and standards - all staff progress through the accreditation steps and have a PDP in place to support and guide their practice.	No additional funds required.
	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

#### Next Steps

- Further develop capacity of the school leadership team to guide and support teachers and develop systems to embed quality evidence-based practices.
- The school leadership team lead weekly sessions with teachers to build staff capacity in the planning, programming and delivery of innovative teaching and learning programs.
- Analyse the Professional Standards for Teachers to plan personal professional development goals, support colleagues in identifying and achieving personal development goals and pre-service teachers in improving classroom practice.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$17 339.00)</li> </ul>	Aboriginal students were supported in achieving academic growth and engagement through their Personal Learning Pathways which was collaboratively developed by the students, parents and teachers. Small student numbers identifying as Aboriginal meant that trend data is not viable however individual Check-in assessments for Year 5 students showed growth.
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$4 722.00)</li> </ul>	Learning and Support Team members have utilised the EAL/D framework to support school-based programming and have tracked student progress using the ESL scales. Students with additional needs were identified and supported by the LaST.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$25 945.00)</li> </ul>	Additional SLSO time was used to provide daily support for students with low level cognitive skills requiring additional support to access the curriculum.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$29 643.00)</li> </ul>	Teachers were provided with time to plan collaboratively in stage teams and to plan using student data. Student achievement was tracked using the Learning Progressions and PLAN2.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$102 868.00)</li> </ul>	A teacher was employed to provide support to students who had identified learning needs. This teacher time was used flexibly depending on the needs raised at the Learning and Support meetings in collaboration with classroom teachers. Student needs were identified using DoE screening and internal assessments and regularly updated PLAN2 data to monitor effectiveness of the initiative.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	90	81	77	70
Girls	74	84	87	90

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.2	92.6	91.1	93.3
1	88.1	93.4	89.6	90.4
2	89.4	90.7	90.1	91
3	91.9	90.5	90.6	89.4
4	91	92.6	87.6	88.3
5	90.4	91.3	90.1	87.1
6	91.4	91.1	88.1	86.5
All Years	90.7	91.8	89.6	89.6
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
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.95

\*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>	212,656
<b>Revenue</b>	2,096,315
Appropriation	2,031,173
Sale of Goods and Services	13,426
Grants and contributions	51,533
Investment income	183
<b>Expenses</b>	-1,966,873
Employee related	-1,826,778
Operating expenses	-140,095
<b>Surplus / deficit for the year</b>	129,442
<b>Closing Balance</b>	342,097

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>	193,571
<b>Equity Total</b>	205,565
Equity - Aboriginal	17,339
Equity - Socio-economic	102,868
Equity - Language	4,722
Equity - Disability	80,637
<b>Base Total</b>	1,489,986
Base - Per Capita	39,443
Base - Location	65,453
Base - Other	1,385,091
<b>Other Total</b>	99,954
<b>Grand Total</b>	1,989,077

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.

## Parent/caregiver, student, teacher satisfaction

2020 posed immediate challenges in maintaining communication throughout the year, firstly in supporting students, families and staff during the aftermath of the bushfires. The COVID pandemic then began to dramatically demand a new approach to learning and our staff immediately provided learning in new and challenging conditions despite still recovering from the impact of the bushfires. Students, families and teachers have communicated in different mediums. Parents reflected their appreciation in a survey conducted among P&C members where 91% of members participating rated two-way communication at the highest level. Questions regarding school support of learning gave 78% to the top rating with some concerns raised in the area of communication of positive and negative behaviors to parents. TPS continues to reflect on all responses and take actions to make improvements in these areas where possible.

# 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.