

# 2020 Annual Report

## Rozelle Public School



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## Introduction

The Annual Report for 2020 is provided to the community of Rozelle 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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Rozelle Public School

Darling St

Rozelle, 2039

[www.rozelle-p.schools.nsw.edu.au](http://www.rozelle-p.schools.nsw.edu.au)

[rozelle-p.school@det.nsw.edu.au](mailto:rozelle-p.school@det.nsw.edu.au)

9810 2347

## School vision

Rozelle Public School, as a partnership of students, staff, parents and the wider community, will provide an inclusive environment built on restorative practice and conducive to learning and high levels of achievement. All students have the opportunity to attain knowledge, skills, values and attitudes enabling them to be reflective life-long learners and happy and effective members of the global community.

## School context

Rozelle Public School, located in Sydney's inner west, dates from 1877 and sits in the heart of the Rozelle community. The school caters for students from preschool to Year 6. Although enrolments have risen rapidly in recent years, the school maintains a smaller school community atmosphere. A Restorative Practice framework provides a common language and practice to build respectful relationships and foster effective communication. Wellbeing programs promote students' resilience, empathy and sense of optimism. This strong social and emotional foundation combines with high quality teaching to create a powerful learning environment for engaged and effective learning. Teaching programs are based on syllabus requirements and a conceptual framework which provides opportunities for rich learning around a central idea or concept. The school is developing more flexible learning spaces to support a flexible pedagogy which enables students to become more agile, collaborative, self-directed and creative future-focused learners. Collegial and professional teachers are committed to continually improving their teaching practice and use their expertise to create learning programs tailored to the needs of their students. A cohesive Learning Support program assists staff in differentiating and individualising learning programs for all students. Additional staff provide intervention in Literacy and Numeracy for students requiring additional support and an Extension program caters for those students identified as gifted and talented. Specialist programs in Visual Arts and Music and strong extra-curricula programs including Instrumental Music, Chess, Choir and Sport complement classroom learning programs. Many opportunities are provided for student leadership. A high quality Out of School Hours Care service operates on our school site. Productive partnerships with organisations from the wider community further enrich student learning experiences.

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

## Strategic Direction 1

### Creative and Dynamic Teaching

#### Purpose

To enhance the professional practice of all teachers through professional learning and supportive performance and development processes so that they become highly effective, skilled and innovative educators who create a learning environment in which students experience high levels of engagement and successful learning and demonstrate improvement.

#### Improvement Measures

By the end of the school planning cycle:

NAPLAN results show improvement in the number of Year 3 and Year 5 students achieving in the top two bands and in the number of Year 5 students who have achieved equal to or greater than expected growth.

All measures on Teacher Tell Them From Me survey are equal to or above the NSW norm and show high levels of satisfaction on school-specific questions.

Measures on Student Tell Them From Me Survey show improvement.

An increased number of teachers gaining accreditation at highly accomplished or lead level.

Results of the evaluation of flexible learning spaces indicates high levels of skill development among teachers and students and high levels of parent satisfaction.

#### Progress towards achieving improvement measures

**Process 1:** Create an Instructional Leader position to mentor and coach teaching staff on goals identified in Professional Development Plans and support staff with accreditation processes.

Establish a coaching culture across the school through training in peer coaching and implement consistent procedures for peer observation, feedback, goal-setting and coaching as well as leadership coaching by executives of their teams.

Evaluation	Funds Expended (Resources)
Structures and processes for the QTSS role were established to assist in identifying staff professional needs and clarify areas of improvement utilising the themes, embedded in 'What Works Best' toolkit. The impact has seen clarity of teacher and leader expectations and agreed improvement of practices.  The establishment of peer coaching has enabled a more collaborative and inclusive culture to evolve that has led to improved confidence in teacher practices including feedback and goal setting.	\$119,000 QTSS Funding

**Process 2:** Provide a program of high quality professional learning for all staff responsive to whole-school priorities and individual professional goals. This will include professional learning in peer coaching, effective feedback, writing and grammar, critical and creative thinking, the Literacy and Numeracy progressions, STEM and future-focused learning.

Provide structured opportunities for staff to demonstrate and share their expertise and insights gained through professional learning opportunities.

Evaluation	Funds Expended (Resources)
The school professional learning focused on the improvement of writing with the intention of developing teacher knowledge, skills and understanding of the English Syllabus and providing the foundations for a contextual and integrated whole school approach. The learning has provided the school with	\$21 000 English resourcing

## Progress towards achieving improvement measures

future directions and valuable data on the need to further analyse student results, use evidence based research and utilise staff expertise to improve explicit teaching and assessment practices that will increase literacy outcomes in both our NAPLAN and school results.

**Process 3:** Implement a whole-school approach to the teaching of writing based on the English syllabus and the Literacy Progressions, and incorporating the effective teaching of spelling, grammar and punctuation in context.

Provide all teaching staff with training in the Literacy and Numeracy progressions to assist them to better identify and address the individual literacy and numeracy learning needs of their students.

Use Plan2 software to describe and track student progress in Literacy and Numeracy to demonstrate improvement.

Evaluation	Funds Expended (Resources)
Tracking more closely of student data will demonstrate student improvement and accountability of resources and additional student support or extension required.	

**Process 4:** Continue to develop teachers' understandings of flexible, future-focused pedagogy and provide human and material resources to support its implementation.

Evaluation	Funds Expended (Resources)
This will be an area of focus moving forward so that all students can be fully involved in their own learning and make choices that support their own learning growth and achievements.	

## Strategic Direction 2

### Engaged and Successful Learning

#### Purpose

To enable every student to be an agile, engaged, successful learner who uses literacy and numeracy skills, critical and creative thinking and digital technologies for effective learning in authentic contexts.

#### Improvement Measures

By the end of the school planning cycle:

NAPLAN results show improvement in the number of Year 3 and Year 5 students achieving in the top two bands and in the number of Year 5 students who have achieved equal to or greater than expected growth.

Every student's progress in Literacy and Numeracy PLAN 2 data shows improvement.

Critical and creative thinking skills evaluation tools demonstrate improvement in students' use of dispositions for learning.

All students demonstrate improvement in ICT capabilities according to school-based criteria.

Student engagement measures on the student Tell Them From Me survey are equal to or above the NSW average.

Measure of "School Supports Learning" on parent Tell Them From Me survey equal to or above NSW average.

#### Progress towards achieving improvement measures

**Process 1:** Implement a K - 6 scope and sequence for writing, spelling and grammar aligned to the English syllabus, Learning Progressions and the conceptual units of work.

Develop explicit assessment criteria to provide consistency for teachers and students, inform planning, improve teachers' analysis of data and track student progress.

Use the Literacy and Numeracy progressions and Plan2 software to describe and track each student's individual progress and learning needs.

Evaluation	Funds Expended (Resources)
Professional learning based on improving teachers' ability to program using the English and Mathematics syllabus and develop explicit assessment data to demonstrate student growth, was delivered through various facilitators.  To support and track whole school student progress in Maths and Reading, standardised tests were utilised to establish base-line data as well as improve teacher skills in analysing diagnostic assessments. Student NAPLAN and school results, to date, reflect improvement in some areas such as Grammar and Punctuation, however, an ongoing, consistent and targeted approach to the explicit teaching and assessment of Literacy and Numeracy is necessary to further increase student outcomes.	\$39 000 Professional Learning

**Process 2:** Implement a whole school plan for developing ICT capabilities which sets out expectations for skills, programs and apps students will be using at each Stage.

Implement whole-school programs in coding, robotics, filming and 3D printing linked to STEM learning tasks and the DoE STEM SHARE initiative.

Evaluation	Funds Expended (Resources)
There has been significant improvement in student digital skill acquisition through the establishment of whole school programs in Coding, Robotics and Filming linked to all Key Learning Areas. Professional learning to continue	\$119 000 Technology programs and resourcing

### Progress towards achieving improvement measures

up-skilling staff in ICT capabilities and digital technologies will continue to improve teachers' ability to integrate technology and increase student engagement and achievement across all Key Learning Areas.

**Process 3:** Provide high quality professional learning in Mathematics to build teachers' capacity to authentically differentiate numeracy lessons and engage students through working mathematically.

Evaluation	Funds Expended (Resources)
Professional learning based on improving teachers' ability to program using the Mathematics syllabus and develop explicit assessment data to demonstrate student growth, was delivered through various facilitators. In 2020, to support and track whole school student progress in Mathematics standardised tests were utilised to establish base-line data as well as improve teacher skills in analysing diagnostic assessments. Student NAPLAN and school results, to date, reflect improvement in some areas such as , however, an ongoing, consistent and targeted approach to the explicit teaching and assessment of numeracy is necessary to further increase student outcomes.	\$17 000 Mathematics resourcing

**Process 4:** Embed content and skills from new Science Syllabus to the existing teaching and learning programs.

Evaluation	Funds Expended (Resources)
Refined assessments are needed to assess student outcomes in Science accurately as well as the purchasing of Science equipment and resources to ensure that students can engage on more hands-on learning opportunities.	\$5 500 Science resourcing

**Process 5:** Further explore flexible learning pedagogy by trialling various physical layouts in concert with a range of strategies that consider student learning preferences and reflect on the impact in terms of student engagement and achievement.

Evaluation	Funds Expended (Resources)
This is an area that requires further unpacking next year as to how best to utilise our current flexible learning spaces and incorporate more project-based learning experiences.	\$10 500 resourcing for flexible learning spaces



## Strategic Direction 3

### Connected and Sustainable Community

#### Purpose

To enable every student to flourish as a confident and creative learner with a sense of optimism and resilience about the future, empathetic to and respectful of others, with a strong sense of connection to and responsibility for the local, national and global community and the natural environment.

#### Improvement Measures

By the end of the planning cycle:

Wellbeing Self-assessment tool indicates high levels of achievement in the domains of Connect, Succeed, Thrive.

Student and parent Tell Them From Me survey results related to Student Wellbeing are equal to or above NSW average.

Parent responses to surveys and focus groups indicate high level of satisfaction with school communication practices.

Playground data indicates a reduction in the number and frequency of conflicts occurring.

School payments for electricity, water, gas and landfill waste and recycling removal show a reduction.

#### Progress towards achieving improvement measures

**Process 1:** Implement Bounce Back consistently across all classes. Implement Restorative Practice consistently in every classroom and playground interaction. Provide training for students, parents and staff not previously trained. Continue the implementation of the Positivity Pod program across the school. Strengthen cooperation with parents in implementing these approaches and programs.

Evaluation	Funds Expended (Resources)
There has been significant improvement in student well being demonstrated through decreased incidents on the playground and a more consistent approach to managing classroom behaviour supported by the Bounce Back program and the Restorative Practice Framework. This evaluation is supported by school data, TTFM surveys and Suspension and Expulsion data.	\$4 000 Well being programs and resourcing

**Process 2:** Implement a national or international education project with a disadvantaged community to provide material and human resources and an ongoing relationship between our students and students there. All students participate in learning opportunities linked to the project.

Participate in the UNICEF Maker4Maker project where students design a STEM challenge and provide the resources to undertake the challenge simultaneously with displaced children in other parts of the world.

Evaluation	Funds Expended (Resources)
Opportunities for extending student knowledge and understanding of globally diverse communities has been strengthened through the conceptual learning programs and ongoing relationships with two international African schools. This has seen improvement in students' general capabilities and an increased awareness of environmentally sustainable practices which can be further adapted to reduce the school's environmental footprint.	

**Process 3:** Student Green Team members lead sustainability initiatives across the school to reduce the school's environmental footprint.

Every class undertake a student-led investigation related to environmental sustainability at a local,

## Progress towards achieving improvement measures

**Process 3:** national or global level.

Evaluation	Funds Expended (Resources)
Opportunities for extending student knowledge and understanding of sustainability and environmental education continues to be driven through the school's Green Team.	\$ 4 700 Sustainability programs and resourcing

**Process 4:** Implement improved communication strategies with parents to enhance their understanding of the school's priorities, policies and practices and better share information about their child's learning.

Evaluation	Funds Expended (Resources)
The format of the current school reports will be analysed in 2021 and a parent survey undertaken to understand the specifics of which of our current communication strategies work well and which need improvement.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4 948	<p>In 2020 funds continued to provide additional in class assistance one day per week to several Aboriginal students not achieving at Stage Level. Lessons focused on valuing country, place, culture and people.</p> <p>Aboriginal students demonstrated improvement in achievement levels in literacy and numeracy on internal measures and continue to work towards meeting grade expectations. Aboriginal students have a strong sense that their culture is valued and that the teachers understand their culture.</p>
<b>English language proficiency</b>	\$40 430	<p>Our 2020 allocation of 0.3 Literacy &amp; Numeracy Initiative and 0.2 Equity Funds and 0.1 English Language Proficiency funds provided this support for our students. 24 students (33%) are currently being supported. Of this 33%, all of the LLB and SPL are supported, along with 35% of Emerging students and 38% of Developing students.</p>
<b>Low level adjustment for disability</b>	\$109 401	<p>Students were supported through the allocation with Student Learning Support Officers (SLSO) across the week when needs were identified. They worked with the class teacher and with individual students to support Personalised Learning Plans that had been devised with conjunction with the families, Learning Support teams and any agencies involved.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$119 401	<p>Consistency and expectations of QTSS leaders to be more accountable in terms of improvements in 2021.</p>
<b>Socio-economic background</b>	\$5 595	<p>This funding supported students and families who would otherwise be unable to provide various opportunities to their children. We supported families, to purchase resources such as uniforms, textbooks and experience respite at OOSH during holidays. This funding normally enables students to attend camps and excursions, but these were on hold due to COVID.</p>
<b>Support for beginning teachers</b>	\$18 856	<p>Early Career teachers in both their first and second year of temporary or permanent employment at Rozelle were supported through peer mentoring and professional learning, both onsite and online. They received time to work in small groups, work with an experienced teacher and have support both in and out of the classroom to ensure they are consolidating their teaching skills and ensuing best practice in the classroom.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	330	326	325	337
Girls	312	309	307	305

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.8	96.5	95.3	96.8
1	96	96.3	95.4	96
2	96.4	96.1	95.5	96.3
3	96	96.1	95.2	96.7
4	96.9	95.6	94.6	95.4
5	95.7	95.1	95.1	95
6	96.3	95.4	95.8	93.9
All Years	96.3	95.9	95.3	95.8
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.41
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	5.26

\*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>	494,559
<b>Revenue</b>	5,942,911
Appropriation	5,323,067
Sale of Goods and Services	-32,496
Grants and contributions	635,312
Investment income	1,528
Other revenue	15,500
<b>Expenses</b>	-6,198,446
Employee related	-5,019,723
Operating expenses	-1,178,723
<b>Surplus / deficit for the year</b>	-255,534
<b>Closing Balance</b>	239,025

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>	58,403
<b>Equity Total</b>	160,373
Equity - Aboriginal	4,948
Equity - Socio-economic	5,595
Equity - Language	40,430
Equity - Disability	109,401
<b>Base Total</b>	4,420,856
Base - Per Capita	154,235
Base - Location	0
Base - Other	4,266,621
<b>Other Total</b>	598,609
<b>Grand Total</b>	5,238,241

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

The student TTFM survey results report that 92% of students have positive relationships at school, 78% feel a sense of belonging and 90% give effort at school. This is an increase in results from previous years. Two areas to investigate were that only 56% of students report participation in sports and only 50% have a positive attitude towards homework. Students show higher rates of perseverance (51%) which is above the NSW Govt norm. Only 21% of students reported they had witnessed or been a part of bullying (which is well below the NSW norm) but 78% knew where to seek help if bullied. Year 5 students display 20% of early signs of disengagement and 19% of students were not confident of their skills and found Maths or English challenging. This is above the NSW 14% norm. 80% of Aboriginal students felt good about their culture and that teachers understood their culture.

## Staff Satisfaction

A positive from our staff wellbeing survey was to continue the close collaboration of lesson programming, the QTSS role to demonstrate and team teach lessons and the work so far on interpreting and understanding data to help differentiate student learning needs and increase student achievements. Staff have valued the opportunities for whole-staff analysis and reflection on data related to both student learning and the progress towards the school strategic directions.

## Community Satisfaction

The TTFM analysis and community consultation identifies the continued importance of consistent and effective communication strategies required to maximise high levels of satisfaction. The school will continue to provide opportunities for the ongoing involvement of parents and carers in students learning that best support school priorities.

### ***Finding from 2020 Leapfrog research (small sample of parent responses)***

#### *Parents: What's Working Well*

- Overall, very happy with the school, children happily come to school, come home happy
- Children find friendship groups, a space / place / belonging for everyone
- Valued the year in flexible learning environments
- Personalised experience for many students

#### *Parents: Areas of Concern*

- Visibility of their child's academic progress - greater understanding of student achievement is needed.
- Inconsistent communication
- Reintroduction of a second language program

# 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.