

2021 Annual Report

Carool Public School



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Introduction

The Annual Report for 2021 is provided to the community of Carool 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Carool Public School, we continually strive for whole school improvement ensuring our students have access to high quality evidence based teaching practices. Student needs are supported through differentiated learning programs, as well as, supportive and inclusive environments.

Our school provides contemporary and future focused learning to ensure all students continually make strong personal growth and feel connected to their learning and school environment.

School context

Carool Public School, with a current enrolment of 19 students, is a rural and remote school located in the Far North Coast. School numbers have remained relatively consistent over the past 5 years, with student numbers ranging from 14 to 18. We anticipate that this trend will continue in the future. Our Aboriginal student population has remained consistent over the past 5 years. In 2020 12% of students identified as Aboriginal. Our FOEI is 170 and ICSEA 915 identifying us as a low socio-economic rural school demographic.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Implementing high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

Building on the school's existing school culture will be underpinned by evidence informed practices in place to support a strong focus on student wellbeing. Carool Public School will continue to support wellbeing through practices that promote social, emotional and behavioural engagement and by fostering positive relationships across the school community. We will work with families to create and modify strategies to support students to connect, succeed, thrive and learn.

The school undertook a rigorous self-assessment process which identified the need to move towards deeper reflective practices based on quality data analysis. A focus will be to embed school wide reflective practices in all areas to drive continual school improvement. This reflective practice will involve a collaborative approach to develop a deeper understanding of analysing data to drive teaching and learning.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$816.89

Professional learning: \$4,375.52

Literacy and numeracy: \$1,854.11

Summary of progress

Reading

Throughout 2021, staff have undertaken professional learning to further develop their skills in explicitly teaching literacy. The focus areas were phonics, phonological awareness, fluency and understanding texts.

The delivery of phonics was evaluated and resources to support the delivery of a synthetic phonics program were acquired. Staff continued to monitor and evaluate the quality of delivery of the phonics instruction and were able to track student progress using PLAN2.

High impact professional learning assisted in building staff capacity and confidence in understanding reading development to implement a variety of reading instruction activities which were targeted to meet the individual needs of the students.

In 2022, there will be a complete change in teaching staff. Goals will be set to meet the specific professional learning needs of the incoming staff to ensure students are able to build on the progress made in 2021.

Numeracy

Staff engaged in the professional learning provided by Maths Action Research Project, then participated in the follow-up activities and collegiate support provided by the Maths Action Team. Number talks were modelled to staff and were then effectively utilised by teachers as a part of each lesson. This also led to greater teacher confidence in providing deep, rich learning tasks and open-ended problem-solving learning experiences for the students.

Essential Assessment was extensively utilised by staff to plan the maths program. Staff attended multiple PL sessions across the year to support navigation and effective implementation. All students conducted pre and post assessment to assist teachers to plan the teaching and learning tasks for each student.

In 2022, the new teaching team will investigate the suite of numeracy professional learning available through the Department to meet their specific needs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students in the top two bands of Reading trending towards the network negotiated lower-bound target of 35.1%.	25% of students achieved in the top two NAPLAN bands in reading indicating progress toward the lower-bound target of 35.1%. 75% of students achieved in the middle two bands for reading.

Increase the percentage of students in the top two bands of Reading trending towards the network negotiated lower-bound target of 35.1%.	The small cohort size across Years 3 and 5 has a significant impact on these percentages and the students' ability to meet the network negotiated targets.
Increase the percentage of students in the top two bands of Numeracy trending towards the network negotiated lower-bound target of 27.7%.	100% of students achieved in the middle two NAPLAN bands in numeracy. The small cohort size across Years 3 and 5 has a significant impact on these percentages and the students' ability to meet the network negotiated targets.
100% of students in Year 5 achieve expected growth in NAPLAN Reading.	Due to the small cohort size of Year 5 , progress in this area cannot be stated in 2021 to ensure confidentiality is maintained.
100% of students in Year 5 achieve expected growth in NAPLAN Numeracy.	Due to the small cohort size of Year 5, progress in this area cannot be stated in 2021 to ensure confidentiality is maintained.

Strategic Direction 2: Wellbeing

Purpose

To create a whole school environment that supports and prioritises wellbeing. Students will be equipped with the social, emotional, and mental wellbeing skills to enable them to be resilient and responsible learners.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Whole School Culture
- Data Driven Practice

Resources allocated to this strategic direction

Location: \$1,085.91

Per capita: \$249.00

Summary of progress

Positive Whole School Culture

Breakfast Club is widely enjoyed by many of the students. In 2022, students will be encouraged to make their own breakfast as part of developing their life skills.

Class Dojo rewards were valued by the students, with a high percentage of students showing an improvement in behaviour choices to work towards participation in reward days and activities.

The programs purchased to facilitate student learning in wellbeing have had a limited impact.

In 2022, staff will consider a PBL style focus which utilises school expectations rather than rules.

Data Driven Practice

Progress in this area has been limited. The school trialed two wellbeing programs over the year. Both proved to be difficult to incorporate into the small school setting and the overall impact that the activities had on student wellbeing was limited.

The school will review the processes for this initiative in 2022 with new teaching staff coming to Carool. Attendance will be regularly reviewed and monitored, and resources from Attendance Matters incorporated to encourage an increase in attendance.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the number of students with an attendance rate at or above 90% by 2% from 2019 levels.	The percentage of students attending more than 90% has decreased from 2020 to 2021. This is due to a number of factors including the impact of COVID-19 and border closures.
Evidenced based programs are evaluated for possible integration with teaching and learning programs.	Various programs were trialed but were not a suitable fit or sustainable for the school. Additional programs will be reviewed next year to consider ways to support student wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$28,309.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Carool Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - SLSO employed to meet the needs of students requiring specific assistance <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - review the integrated funding allocation to the school and apply for additional funding to meet the level of support required for the students
<p>Socio-economic background</p> <p>\$24,009.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carool Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teaching staff to enable the students to be split into a K-2 and 3-6 class 4 days a week • purchasing resources and services to assist staff in meeting the needs of individual students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased teacher allocation to enable classes to be split into a K-2 and 3-6 class 4 days a week allowing for a more targeted focus for student learning through an increase in explicit and differentiated teaching - teachers were supported in the delivery of the curriculum with the additional resources <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to use funding to increase the teaching allocation of the second teacher on site to provide smaller, stage based learning opportunities - continue to incorporate the resources into the teaching and learning program
<p>Aboriginal background</p> <p>\$2,845.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carool Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Aboriginal background</p> <p>\$2,845.12</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff (SLSO) to support Aboriginal students in literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased SLSO allocation to provide additional support in literacy and numeracy for Aboriginal students <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - develop connections across the network and through the Balunjahli Culture meetings to increase the cultural opportunities for the students
<p>Low level adjustment for disability</p> <p>\$13,518.65</p>	<p>Low level adjustment for disability equity loading provides support for students at Carool Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teaching staff to enable the students to be split into a K-2 and 3-6 class 4 days a week • providing support for targeted students within the classroom <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased teacher allocation to enable classes to be split into a K-2 and 3-6 class 4 days a week allowing for a more targeted focus for student learning through an increase in explicit and differentiated teaching <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to use funding to increase the teaching allocation of the second teacher on site to provide smaller, stage based learning opportunities
<p>Location</p> <p>\$1,085.91</p>	<p>The location funding allocation is provided to Carool Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Whole School Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • providing food to enable all students to participate in Breakfast Club • wellbeing resources to increase student engagement <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - assisting some students to start the day well on Breakfast Club day - encouraging students to work collaboratively towards reward activities <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - encouraging students to prepare their own breakfast to develop life skills - revise the use of Class Dojo as part of the recognition and reward systems
<p>Literacy and numeracy</p> <p>\$1,854.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Carool Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$1,854.11</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - the purchase of decodable texts to support the synthetic phonics program <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - targeted professional learning to improve literacy and numeracy
<p>QTSS release</p> <p>\$2,802.95</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carool Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased teacher allocation to enable classes to be split into a K-2 and 3-6 class 4 days a week allowing for a more targeted focus for student learning through an increase in explicit and differentiated teaching <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to use funding to increase the teaching allocation of the second teacher on site to provide smaller, stage based learning opportunities
<p>COVID ILSP</p> <p>\$12,783.31</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to monitor progress of student groups • employment of teachers to provide targeted, explicit instruction for student groups in literacy and numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - small group tuition for students identified as needing additional assistance - improved collection and recording of student improvement data <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - considering additional opportunities for more frequent targeted intervention sessions with students which are delivered online

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	8	9	12	16
Girls	9	8	4	4

Student attendance profile

School				
Year	2018	2019	2020	2021
K	85.3	94.1	93	96.5
1	90.3	89.1	90.1	95.4
2	90.8	90.6	94.1	100
3	87.9	92.6	93	95.2
4	95.6	88.7	84.9	90
5	89.7	100	92.7	89.2
6	92.6	88.4		94.4
All Years	90	90.8	92.4	93.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1		91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	0.53
Learning and Support Teacher(s)	0.1
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	72,580
Revenue	479,423
Appropriation	466,548
Sale of Goods and Services	798
Grants and contributions	11,627
Investment income	49
Other revenue	400
Expenses	-469,231
Employee related	-429,491
Operating expenses	-39,740
Surplus / deficit for the year	10,192
Closing Balance	82,772

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	28,309
Equity Total	40,374
Equity - Aboriginal	2,845
Equity - Socio-economic	24,010
Equity - Language	0
Equity - Disability	13,519
Base Total	354,513
Base - Per Capita	3,944
Base - Location	1,086
Base - Other	349,483
Other Total	23,646
Grand Total	446,842

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/caregivers, students and teachers were given opportunities during the year through surveys and discussions to express their viewpoint in relation to various areas of the school.

Parents indicated that teachers at Carool Public School expect their child to do his or her best and look for ways in which they can continually improve. Most agreed that teachers provide students with useful feedback about their learning tasks and that their child is making good progress at Carool Public School.

The student survey results revealed mostly positive attitudes to school and learning. All students recognised that there were members of staff they could talk to if they needed to discuss a concern. Most students agreed that they feel supported all the time to be the best learner they can be and believe they receive timely feedback so they can improve their learning.

Staff indicated that their workplace is a safe and happy place and that they are provided with the correct resources which support their role.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.