

2021 Annual Report

Duri Public School



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Introduction

The Annual Report for 2021 is provided to the community of Duri 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 Duri Public School, we strive for excellence in an inclusive environment, where students maximise their potential through a diverse range of opportunities for improving learning and well being. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self regulated and successful learners.

School context

Duri Public School, with a current enrolment of 31 students, is a rural school located 20 kilometres from Tamworth. Enrolment numbers have remained steady over the past 6 years, with student numbers ranging from 36 to 38. Our Aboriginal student population has also remained steady with between 35-40% of students identifying as Aboriginal. We have one English as an additional language or dialect (EAL/D) student. Our Family Occupation and Education Index (FOEI) is 123 and Index of Community Socio-Educational Advantage (ICSEA) identify us as a low socio-economic rural school demographic.

The learning programs are personalised, supporting a range of diverse learners from different cultural and socio-economic backgrounds. The school has a comprehensive library and high levels of access to technology for student learning. All learning spaces are fitted with interactive whiteboards. The school provides a broad range of activities including, performing arts, cultural, leadership and sporting experience with a focus on kitchen garden and environmental education.

The well being and engagement of our students remain a priority. The Tell Them From Me (TTFM) survey and school based surveys provide an ongoing data set pertaining to student voice, community perceptions and expectations around wellbeing and engagement.

As a result of the schools situational analysis, it has been determined that a whole school approach, including all members of the school community, is required to achieve improvement in student performance. This approach will include:

- The use of high impact teaching strategies to provide opportunities to improve teacher practice and ensure students achieve growth and attainment in their learning.
- The development and embedding of staff evaluative practices, data use, analyses and skills
- The development of a strong, collaborative learning community with the Winanga-Li Alliance.
- Personalised Learning Plans (PLPs) will continue to be used for each student to promote learning and wellbeing growth as well as self directed learning.
- Clear processes will be put in place to support students with additional needs.
- Catering for the needs of High Potential and Gifted students (HPG) to ensure they are appropriately challenged.
- Introducing Learning Dispositions as a whole school initiative which are fundamental for students to develop an awareness of the way they learn and establish future-focused attitudes to learning

There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority.

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	Sustaining and Growing
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	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

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.

- Quality Teaching
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$430.00

Aboriginal background: \$260.00

Location: \$1,258.34

Literacy and numeracy: \$3,201.78

Socio-economic background: \$10,405.24

Summary of progress

Our focus for 2021 was on embedding a culture of agreed practices that focused on Quality Teaching practices to improve reading and numeracy skills. We focused on streamlining our practice to ensure its consistency in regard to collaboration within our school and across our Learning Alliance, observation and feedback and visible learning.

Systematic collection and analysis of data, in reading and numeracy, was prioritised. Teachers used student data to plan quality practices into their everyday teaching. We have planned a suite of assessments and timetabled them across the year. We are using learning goals and success criteria for some lessons.

Next year we will aim to formalise our collaborative practice both within school and across the alliance by creating schedules and identifying expertise. We will embed our observation and feedback processes and work toward including the alliance as part of the schedule. We will create permanent displays for learning goals and success criteria and set non negotiables around their use.

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
At least 50% of students achieving top two NAPLAN bands in Literacy moving towards the lower bound.	<ul style="list-style-type: none">• Year 3 NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for literacy .• Year 5 NAPLAN scores indicate a historically consistent percentage of students in the top two skill bands for literacy.
Students achieving expected growth in NAPLAN reading above the baseline.	<ul style="list-style-type: none">• Percentage of students achieving expected growth in numeracy increased toward the system-negotiated target.

Strategic Direction 2: High Expectations for All

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.

- Learning Dispositions

Resources allocated to this strategic direction

Socio-economic background: \$1,341.80

Aboriginal background: \$1,000.00

Summary of progress

Our focus for 2021 was to begin the journey to embed a whole school approach to student well-being utilising Learning Dispositions. We gained a baseline and increased our knowledge about student well-being by using the Well-being Framework Self Assessment Tool. We have begun the journey to implement the 'Zones of regulation' so students can identify exactly what emotions they are feeling. We introduced the 'Rock and water' program to support students to self regulate their behaviour and emotions. We visited another local school to see how Learning Dispositions worked in their school. We had planned to visit some exemplar schools in Sydney however COVID 19 restrictions made this impossible. Staff have narrowed the number of 'Learning Dispositions' down to 15.

Next year the students and wider school community will be heavily involved in choosing the best 6 or 7 Learning Dispositions to support our students. Staff will travel to Sydney to visit some schools that have had great success at improving student outcomes by introducing Learning Dispositions. We will continue to work on embedding the language and practice of 'Zones of regulation' to identify emotions and 'Rock and Water' to manage them.

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
• Learning Dispositions will be determined through consultation with staff, students and community	Preliminary plans were halted due to COVID 19 and will be a focus in the 2022 Strategic Improvement Plan.
• Increase in the percentage of students attending more than 90% of the time to be above the lower bound system negotiated target	• The number of students attending greater than 90% of the time or more has decreased. This is due to a small number of students which makes our data seem more erratic.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$207,407.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Duri 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 <p>The allocation of this funding has resulted in:</p> <p>Our 6 funded students and other low achieving students have received support to understand and complete the differentiated tasks that are set by the class teachers. As a result these students have all made progress in achieving their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>New learning goals will be set and SLSO's will continue to work with these and other low achieving students to support them to achieve their personal goals.</p>
<p>Socio-economic background</p> <p>\$35,147.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Duri 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"> • Learning Dispositions • Data Skills and Use • Quality Teaching • 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 to support Ifsr (Interview for student reasoning) assessment program implementation. <p>The allocation of this funding has resulted in:</p> <p>All of our students have been assessed using an online, on demand diagnostic assessment tool to determine where they are operating in number and place value.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will use this assessment to determine if and what sort of intervention they require to build their numeracy skills. We will continue to assess using this tool and determine the success of our interventions and also individual student growth.</p>
<p>Aboriginal background</p> <p>\$14,349.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Duri 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 including:</p> <ul style="list-style-type: none"> • Quality Teaching

<p>Aboriginal background</p> <p>\$14,349.00</p>	<ul style="list-style-type: none"> • Learning Dispositions • 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 to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Progressive Achievement Tests (PAT) tests are purchased and implemented to assess student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: PAT tests will be used to measure the growth of individual students and measure the effectiveness of our teaching and learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$10,550.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Duri 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"> • Targeted students are provided with an evidence-based intervention Speech Therapy to increase learning outcomes <p>The allocation of this funding has resulted in: Purchase weekly Speech Therapy sessions for 3 students. 2 other students were assessed but determined that their needs were too great for the program to accommodate. It was recommended they access private face to face therapist at this point in time. All students on the program have made excellent progress with receptive and expressive language skills. Parent satisfaction is high.</p> <p>After evaluation, the next steps to support our students with this funding will be: These students will continue to access the program in 2022 with the support of an SLSO. It is recommended that one of the students also access the Royal Far West Psychologist.</p>
<p>Location</p> <p>\$1,258.34</p>	<p>The location funding allocation is provided to Duri 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Professional learning to improve engagement and academic achievement of Indigenous students <p>The allocation of this funding has resulted in: Teachers are indicating which of the interconnected pedagogies are incorporated in lessons by stamping lesson plans. This enables them to ensure they are using all 8 Aboriginal learning techniques to engage students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Impact will be determined in 2022 as we begin implementation of these strategies in our planning and teaching.</p>

<p>Literacy and numeracy</p> <p>\$3,201.78</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Duri Public School from Kindergarten to Year 6.</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"> • Quality Teaching • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Analyse current data sources that drive our teaching, learning and assessment <p>The allocation of this funding has resulted in: We have concluded that some of our assessments are no longer meeting our needs. Have refined our assessment of mathematics.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implementation of the new assessment schedule that has been created in 2022.</p>
<p>QTSS release</p> <p>\$6,279.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Duri 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"> • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Principal is better able to keep on top of administration tasks as well as maintain a quality standard of educational provision with senior class.</p> <p>After evaluation, the next steps to support our students with this funding will be: Stress is reduced for Principal, timelines are met, teaching standards are maintained.</p>
<p>COVID ILSP</p> <p>\$34,000.00</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"> • Employment of teacher to deliver small group tuition • Providing intensive small group tuition for identified students who were identified as requiring support in literacy. <p>The allocation of this funding has resulted in: Analysis of mid-term and end of term data indicates:</p> <ul style="list-style-type: none"> - The majority of the students in the program achieved their learning progression goals and are able to apply their new skills in the small group

COVID ILSP \$34,000.00	setting and in the classroom. - 100% of year 1 students answered > 15/20 questions correctly on the Phonic knowledge and word recognition indicator guide VC and CVC words (previous score
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	15	16	16	16
Girls	21	21	20	18

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.5	87.1	91.7	91.7
1	87.1	92.8	92.6	96.2
2	93	85.3	89.7	88.4
3	95.4	85.7	94.3	90.2
4	89.2	91.1	86.3	92.7
5	97.4	90.5	92.9	83.7
6	94.3	94.6	86.3	91.2
All Years	92.9	89.9	90.6	90.3
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	91.8	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)	1.31
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	113,246
Revenue	902,850
Appropriation	888,676
Sale of Goods and Services	2,063
Grants and contributions	12,039
Investment income	72
Expenses	-983,209
Employee related	-784,264
Operating expenses	-198,945
Surplus / deficit for the year	-80,359
Closing Balance	32,886

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	207,407
Equity Total	77,839
Equity - Aboriginal	28,384
Equity - Socio-economic	30,721
Equity - Language	0
Equity - Disability	18,734
Base Total	496,827
Base - Per Capita	8,875
Base - Location	1,258
Base - Other	486,694
Other Total	17,859
Grand Total	799,932

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

Data is taken from The Tell Them From Me surveys

Students

Social Emotional Outcomes

- Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class

School Mean 86%

NSW Govt Norm 83%

- Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.

School Mean 64%

NSW Govt Norm 55%

- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

School Mean 86%

NSW Govt Norm 96%

- Students have friends at school they can trust and who encourage them to make positive choices.

School Mean 80%

NSW Govt Mean 85%

DRIVERS of Student Outcomes

- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

School Mean 8.1

NSW Govt Norm 8.2

- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

School Mean 7.6

NSW Govt Norm 7.5

- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

School Mean 8.0

NSW Govt Norm 7.7

- Students understand there are clear rules and expectations for classroom behaviour.

School Mean 7.7

NSW Govt Mean 7.2

Parents

- Parents feel welcome at school

School Mean 7.6

NSW Govt Mean 7.4

- Parents are informed as to how their children are performing academically and socially/ emotionally at school

School Mean 7.7

NSW Govt Mean 6.6

- Parents support learning at home

School Mean 6.2

NSW Govt mean 6.3]

- The school effectively supports learning

School Mean 7.7

NSW Govt Mean 7.7

- The school supports positive behaviour

School Mean 7.8

NSW Govt Mean 7.7

Staff

- There is effective leadership in our school

School mean 8.0

NSW Govt Mean 7.1

- We Collaborate to improve teaching and learning

School Mean 7.9

NSW Govt Norm 7.8

- We have appropriate technology to support student learning

School Mean 7.8

NSW Govt Mean 6.7

- Our school is inclusive

School Mean 8.8

NSW Govt Mean 8.2

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.