

2021 Annual Report

Walhallow Public School



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Introduction

The Annual Report for 2021 is provided to the community of Walhallow 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

Walhallow Public School strives to develop the potential of every student through a culturally inclusive and relevant curriculum, supported by strong school and community partnerships. By valuing individuals and being committed to student well-being, we will develop self-regulated, responsible and respectful lifelong learners.

School context

Walhallow Public School is a small rural school, located thirty kilometres from the towns of Werris Creek and Quirindi. The school has an enrolment of 23 students, 100% of students identify as Aboriginal. Most students attend our school-based early childhood program - Yuluwirri prior to commencing school.

The school is located within the Aboriginal community of Walhallow, on Kamilaroi land. The students and families are very proud of their Aboriginal heritage, and are excited to have a culture and language program as part of their children's education.

The school has high expectations for our students, staff and community. Learning programs are personalised for each student to promote learning and wellbeing as well as cultural identity.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to enhance curriculum delivery by ensuring it is diverse and inclusive to engage and extend students. We will continue to develop assessment practices and monitor student performance data to ensure teaching and learning programs are explicit, differentiated and engaging. We will do this by continuing to strengthen teacher practice through high impact professional learning and developing dynamic school wide systems to support continual improvement whilst respecting cultural protocols. Through collaboration within and beyond the school we will develop local cultural awareness, build on our community of practice with our Small Schools Network - Warrama-li and continue to engage with community and inter-agencies for student wellbeing. Every student is known, valued and cared for at Walhallow Public School.

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	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise the learning outcomes by delivering a curriculum that aims to extend and engage every student through explicit, differentiated and research informed teaching practice.

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 practices
- Data skills and use

Resources allocated to this strategic direction

Early Action for Success (EAfS): \$58,729.20

Socio-economic background: \$47,114.44

Low level adjustment for disability: \$17,164.18

Location: \$11,011.06

QTSS release: \$3,139.30

Literacy and numeracy: \$2,389.20

Summary of progress

Our focus for 2021 was on the use of quality teaching practices to improve student outcomes across all subject areas. Focusing on High Impact Professional Learning, teachers were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. For example, additive strategies, multiplicative thinking, components of reading as well as Quality Teaching Rounds (QTR).

Professional dialogue on these quality teaching practices were a focus in staff to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this.

Next year we need to meet to review the implementation of new practices to reflect and review. Staff turnover needs to be considered. Data collection processes need to be reviewed as we are working towards student learning outcomes being tracked through the collection and analysis of assessment data with the aim to improve student outcomes.

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
All students in Years 3 and 5 show an uplift in Reading on a trajectory towards our system negotiated targets in Reading.	• NAPLAN scores indicate an increase in the percentage of students in both Year 3 and Year 5 showing an uplift on a trajectory towards our systems negotiated targets in reading.
All students in Years 3 and 5 show an uplift on a trajectory towards our systems negotiated targets in Numeracy.	• Data indicates 100% of the students in Year 3 and 60% of the students in Year 5 are showing an uplift on a trajectory towards our systems negotiated targets in numeracy.



Strategic Direction 2: Connection through connectedness

Purpose

Our purpose is to create an environment of high expectations where all students' success is underpinned by connections and inclusivity.

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.

- Diverse and inclusive curriculum
- Culturally aware school wide systems

Resources allocated to this strategic direction

Professional learning: \$5,573.44

Summary of progress

The key area of language and culture featured significantly in our work in Strategic Direction 2 this year. Teachers shared resources on what quality teaching in language and culture looks like, collaboratively designed and delivered lessons with the idea to deliver a diverse and inclusive curriculum. Teachers found this approach to be extremely valuable with each teacher reporting an increase in knowledge and expertise. As a result, this structure will continue as we move forward into next year. Additionally, we will develop an 'induction pack' for new staff so they can familiarise themselves with localised cultural awareness and the way we support students having school wide systems that are culturally aware.

Community Consultation on school based projects such as learning around Cultural Safety, Cultural Competence, Reconciliation will be a focus next year as was delayed this year due to restrictions in place for Covid 19. This is not just engagement but working towards positive partnerships to engage and develop connectedness through connection.

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
All students show an uplift in attendance and are within our target range of 70%-100%.	67.03% of students attend 90% of time or more which is slightly below our target range. This has been accredited to fear around Covid 19 as well as the restrictions in place. With more stability in 2022, our target range should be reached.
Planning for learning is informed by sound holistic information about each student in consultation with parents/carers. <i>SEF Wellbeing - Individual learning needs.</i>	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing in SEF Wellbeing - Individual learning needs.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$59,104.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Walhallow 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 • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <p>The allocation of this funding has resulted in: SLSO able to support student with Individual Education Plan Differentiation</p> <p>After evaluation, the next steps to support our students with this funding will be: Further staff training to support student</p>
<p>Socio-economic background</p> <p>\$47,114.44</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Walhallow 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"> • Quality teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in: Smaller class sizes have allowed for identified student needs to be catered for in differentiated programs. Class sizes are manageable and staff have been able to develop their lessons in more depth to facilitate student growth. COVID allocation has been utilised, but hard to staff at times.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further data collection scheduled to monitor student growth.</p>
<p>Aboriginal background</p> <p>\$95,021.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Walhallow 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"> • 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 specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved

<p>Aboriginal background</p> <p>\$95,021.07</p>	<p>community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</p> <p>The allocation of this funding has resulted in: Students work habits have been supported and directed as needed by the individual to achieve appropriate levels of success.</p> <p>After evaluation, the next steps to support our students with this funding will be: SLSO support will continue.</p>
<p>Low level adjustment for disability</p> <p>\$17,164.18</p>	<p>Low level adjustment for disability equity loading provides support for students at Walhallow 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"> • Quality teaching practices <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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Two classes being established (K-2, 3-6) to support consistency and continual improvement through smaller classes and individualised learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this structure supports our students and has been successful, this will continue in 2022 4 days a week. As funding has dropped slightly due to less enrolments for 2022, students will need to combine one day a week for PDHPE, CAPA, Language and Culture.</p>
<p>Location</p> <p>\$11,011.06</p>	<p>The location funding allocation is provided to Walhallow 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 practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Two classes being established (K-2, 3-6) to support consistency and continual improvement through smaller classes and individualised learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this structure supports our students and has been successful, this will continue in 2022 4 days a week. As funding has dropped slightly due to less enrolments for 2022, students will need to combine one day a week for PDHPE, CAPA, Language and Culture.</p>
<p>Literacy and numeracy</p> <p>\$2,389.20</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Walhallow Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy</p> <p>\$2,389.20</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Smaller class sizes have allowed for identified student needs to be catered for in differentiated programs. Class sizes are manageable and staff have been able to develop their lessons in more depth to facilitate student growth. COVID allocation has been utilised, but hard to staff at times.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further data collection scheduled to monitor student growth.</p>
<p>Early Action for Success (EAfS)</p> <p>\$58,729.20</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Walhallow Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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 practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • employment of teacher to relieve the Teaching Principal to be an Instructional Leader <p>The allocation of this funding has resulted in: The Instructional Leader was employed in Term One 2021 and then moved schools. The position was advertised three times with no luck. After permission from EAfS a teacher was employed when available so Teaching Principal could be relieved off class to undertake Instructional Leader activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will cease in 2022. An Assistant Principal Curriculum and Instruction has been employed with a network of schools to support staff in this area.</p>
<p>QTSS release</p> <p>\$3,139.30</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Walhallow 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"> • Quality teaching practices <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 • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Smaller class sizes have allowed for identified student needs to be catered for in differentiated programs. Class sizes are manageable and staff have been able to develop their lessons in more depth to facilitate student growth. COVID allocation has been utilised, but hard to staff at times.</p>

<p>QTSS release</p> <p>\$3,139.30</p>	<p>After evaluation, the next steps to support our students with this funding will be: Further data collection scheduled to monitor student growth.</p>
<p>COVID ILSP</p> <p>\$14,749.97</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 [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in: Differentiated and personalised learning has well supported students to improve their skills. Students were engaged and responded well to programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further data needs to be collected to show progress. Individualised programs to continue in 2022 to further support students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	8	9	9	8
Girls	13	13	14	14

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.8	83.6	96.3	93.8
1	90.2	83.7	92	99.5
2	92.9	91.8	84.1	82.8
3	90.5	90.6	85.5	86.7
4	83.7	89.6	85.8	93
5	99.4	86.6	82.7	93.5
6	0	85.9	85.1	95.3
All Years	90.1	87.5	86	92.2
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)	0.63
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.7

*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	113,546
Revenue	727,058
Appropriation	690,293
Grants and contributions	36,667
Investment income	99
Expenses	-756,131
Employee related	-646,447
Operating expenses	-109,684
Surplus / deficit for the year	-29,073
Closing Balance	84,473

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	41,531
Equity Total	159,300
Equity - Aboriginal	95,021
Equity - Socio-economic	47,114
Equity - Language	0
Equity - Disability	17,164
Base Total	392,983
Base - Per Capita	5,670
Base - Location	11,011
Base - Other	376,302
Other Total	79,076
Grand Total	672,890

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

Despite the disruption of Learning from Home, partnerships across the whole school community were strengthened throughout 2021. During COVID-19, staff connected with families via phone calls and online messages. Staff delivered hampers to families and conducted regular home visits which played a vital role in maintaining relationships with families. Parents have voiced that this support during COVID-19 was valued. Parent responses to surveys throughout the year indicate that they appreciate our Breakfast and Lunch club and other activities including the NAIDOC Cup. This inaugural event was very popular and involved other small schools in the region. We have plans to continue this community suggested event annually. Student feedback has been that they value the 'walking bus' each afternoon, contributing to the feeling that every student is known, valued, and cared for.

Social media engagement is high on our Facebook page. Our posts reach over 2000 people. Our Aboriginal Education Officer, Zoe Allan was nominated by community members for the Aboriginal Education Award as part of the 7 News Young Achiever Awards, indicating the satisfaction that the wider community has for the work that we carry out at Walhallow Public School.

Staff have been regularly surveyed throughout the year. The surveys indicate that all staff have developed confidence and knowledge across a range of target areas and feel that they have continued to improve their teaching practice throughout the year, particularly in the areas of numeracy and spelling.



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.