

2021 Annual Report

Lurnea Public School



4289

Introduction

The Annual Report for 2021 is provided to the community of Lurnea 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 Lurnea Public School, we are deeply committed to providing excellence in teaching and learning for all students, especially in Literacy and Numeracy in an inclusive and collaborative learning environment. We nurture the development of confident and creative individuals, active and informed citizens and successful lifelong learners with high levels of self-efficacy. We make careful decisions to provide learning equity for every student to ensure their individual learning potential is being achieved. Teachers, community and students work in partnership to ensure every student is known, valued and cared for.

School context

Lurnea Public School has a student enrolment of 430 students ranging from Preschool to Year 6 from diverse social and cultural backgrounds, including 37 Aboriginal students. 71% of students come from a language background other than English.

Our Preschool provides a unique opportunity to ensure the wellbeing of each child. We achieve this by using our service philosophy to guide our practices and inform the important transition from Preschool to Kindergarten. We believe that all stakeholders, including children, their families, staff and wider community, deserve to be treated with dignity and respect. High quality early learning experiences, especially in Literacy and Numeracy, enable us to capture quality information to guide early intervention strategies and provide evidence based prior to school curriculum.

The school benefits from the opportunity of having a Support Unit to cater for students with additional learning needs. The Support Unit provides a service to students with intellectual disabilities, Autism and a range of other learning needs.

The school has a proud tradition of teaching children to be safe and respectful learners in a positive environment. Lurnea Public School has a strong commitment to Aboriginal Education and ensures that teaching and learning programs have an Aboriginal perspective.

Lurnea Public School is an Early Action for Success school that has a highly effective and strategic partnership with our Community of Schools to deliver outstanding professional learning and innovative classroom practice.

Through our extensive situational analysis, where we maintained a narrow and deep lens constantly focused on the learner, we identified the need for a continued emphasis on embedding equitable teaching excellence, particularly in Reading and Numeracy. Through deep and critical reflection, we identified data driven teaching and learning as one of the key components of maintaining continuous learning improvement for all students. Our focus will be on sustaining and improving whole school processes for collecting and analysing student data to inform teaching and learning programs with the goal of embedding evidence informed teaching strategies for every student in every classroom.

Using the What Works Best 2020 update as a guide, we identified our current collaborative and professional learning rhythms as being another key driver in ensuring teaching and learning excellence for all. We will use these routines to refine and build on our whole school wellbeing practices to ensure all students have a meaningful sense of engagement and belonging.

Through ongoing consultation with the school community, it became evident that a focus on community partnerships was important. We identified a need to grow our current forms of communication from information sharing to learning partnerships. This focus will be driven by a commitment to ensuring our school community has the opportunity to celebrate learning success and achievement in real time. We will provide clear pathways for community connections to share aspirations, goals, ambitions and hopes for the future.

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	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

Using equity of access to quality teaching excellence in reading and numeracy as a driver, along with high quality data driven professional learning, we will identify the learning entry points for every student to ensure their individual learning potential is being achieved.

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.

- Data driven teaching and learning
- Professional learning models

Resources allocated to this strategic direction

Early Action for Success (EAFS): \$240,118.00

Socio-economic background: \$722,893.00

Summary of progress

The school focus for Strategic Direction 1 in 2021 was on unpacking themes of the 'What works best: 2020 update' (Centre of Education Statistics and Evaluation - CESE) and building the capacity of middle leadership to lead rigorous reading and numeracy data analysis. This aimed to support precise and purposeful decision making throughout the teaching and learning cycle. Assistant Principals and Instructional Leaders co-facilitated stage-based high impact professional learning and data conversations to ensure a school-wide shared understanding of best practice was developed in the identified areas of focus.

In the initiative of data driven teaching and learning, the middle leadership team (Assistant Principals) participated in an Executive Spiral of Inquiry facilitated by the senior executive. The professional learning aimed to develop school-wide systematic and effective practices in the areas of 'data to inform practice', 'assessment', and 'feedback'. Aligning themes in the 'What works best: 2020 update' (CESE) were unpacked and connections were made with the school's Strategic Improvement Plan and School Excellence Framework. The selection of these themes was based on the school's LEED Project data packs. After each Executive Spiral of Inquiry session, Assistant Principals led stage-based collaboration to define practice and develop a shared understanding of the three aforementioned themes. All teachers participated in professional dialogue using the 'What works best: 2020 update' (CESE) reflective questions as a driver for discussion. All stage-based teams were able to define practices explored based on new learning. Summaries of responses collected from stage-based professional learning activities indicate that all participants enhanced their understanding of the themes explored. Due to COVID-smart school settings and learning from home, the opportunity to refine pedagogy in a face-to-face teaching and learning situation was not available. Teachers were supported to embed new understandings to online learning. This will be revisited in 2022. Implementing effective feedback and assessment practices as a dynamic component of pedagogy, as well as using data to inform practice will be at the forefront of collaboration time from the beginning of 2022.

In addition, teachers participated in the Spiral of Inquiry facilitated by Instructional Leaders and Assistant Principals. The professional learning aimed to enhance the teaching of reading across the school by exploring research frameworks for the components of reading, drawing connections to the School Excellence Framework and the 'What works best: 2020 update' (CESE) and reflecting on what forms of data can inform the teaching of reading. Stage-based Spiral of Inquiry teams considered the Department of Education (DoE) Reading Guides along with current internal and external reading data to narrow their focus of the inquiry and develop an action plan. After rigorous interrogation of quality data sources and the unpacking of DoE Universal Resources, all K - 2 teachers agreed to focus on the Word Recognition band of Scarborough's Reading Rope. All 3 - 6 teachers agreed to focus on the Language Comprehension band of Scarborough's Reading Rope. Responses collected from professional learning activities indicate that all participants deepened their understanding of current research frameworks for the components of reading as well as the forms of data that can inform the teaching of reading. Due to COVID-smart school settings and learning from home, the Spiral of Inquiry cycle and development of action plans was paused after the 'Learn' phase. This will be revisited in 2022. Areas of focus in both literacy and numeracy for stage-based Spiral of Inquiry teams will be based on current data.

The school's Instructional Leaders also provided an extended professional learning opportunity to staff, with particular emphasis on Early Career and Newly Appointed Teachers. The DoE suite of literacy and numeracy professional learning was accessed during this time to enhance teacher capacity for data driven teaching and learning. Modules of learning that were completed include: 'Introduction to the National Literacy and Numeracy Progressions', 'Maintaining a focus on literacy and numeracy - Monitoring and supporting learning with PLAN2, and 'A technical guide to using PLAN2'.

Feedback collected via google forms at the completion of facilitated sessions indicated: 100% of teachers agreed or strongly agreed that they were confident using The National Learning Progressions to identify the main skills observed, monitor student growth, and inform re-assessment opportunities. 83% of teachers agreed or strongly agreed that they were confident using The National Learning Progressions to specify focus areas for development, shape differentiated teaching and learning activities and inform feedback. 72% of teachers agreed or strongly agreed that they were confident using technical features within the 'Plan' section of PLAN2. Further experience with Templates and Existing Areas of Focus is needed. 85% of teachers agreed or strongly agreed that they were confident using technical features within the 'Observe' and 'Analyse' sections of PLAN2. Furthermore, there is a clear trend of teachers expressing enthusiasm towards the sequential and descriptive nature of The National Learning Progressions, as well as the observable behaviours to find entry points and 'where to next' for individual students. Teachers reported their new learning would assist purposeful decision making when developing quality teaching and learning programs. Opportunities for additional professional learning sessions focussing on technical features of PLAN2 have been requested. Next year, Assistant Principals - Curriculum and Instruction will continue to support newly appointed and early career teachers through targeted and differentiated professional learning. The Assistant Principals - Curriculum and Instruction will access relevant *PLAN2: How to bite sized sessions* through Microsoft Teams and facilitate sessions with small groups of teachers based on need. Assistant Principals will be informed of evaluation and feedback from each session and identified areas of improvement for their team members. This will allow Assistant Principals to provide intensive shoulder to shoulder support during collaboration time and data conversations in 2022.

In the initiative of professional learning models, senior executive led the exploration of the 'What works best: 2020 update' (CESE) theme 'Collaboration' with the middle leadership team. Enhancing current school-wide systematic and applied professional learning to strengthen teaching practice was at the forefront of the exploration. As the theme was unpacked, connections were drawn with the school's Strategic Improvement Plan and School Excellence Framework. After the Assistant Principals became experts in this area, they led stage-based professional learning to: develop a shared understanding of effective collaboration; increase the impact of embedded collaboration as a means of achieving excellence in teaching practice and meeting needs of students; and to develop whole school professional learning protocols. Teachers participated in professional dialogue using the 'What works best' reflective questions as the catalyst for discussion. All stage-based teams were able to develop a shared understanding of effective collaboration. In addition, summaries of responses collected from stage-based professional learning activities were used to develop whole school professional learning protocols. Teams of teachers developed graphic organisers for each protocol to clearly outline what it is and what it is not. This aimed to ensure all staff had a deep understanding of what we hold ourselves accountable to when collaborating. The official launch of Whole School Professional Learning Protocols was delayed due to COVID-smart school settings. The official launch of Whole School Professional Learning Protocols will open stage-based collaboration time in 2022. This will provide the opportunity to revisit the impact of embedded collaboration as a means of achieving excellence in teaching practice and meeting needs of students. Next year in this initiative, we will explore the High Impact Professional Learning (HIPL) model and use the HIPL school self-assessment tool to identify relevant elements of focus. This will support further improvement in professional learning across the school.

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 achieving in the top 2 Bands of NAPLAN reading to be above the system-negotiated target baseline of 8.4%.	6.7% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
Increase the percentage of students achieving in the top 2 Bands of NAPLAN numeracy to be above the system-negotiated target baseline of 8.7%.	3.8% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
Increase the percentage of students achieving expected growth in NAPLAN reading to be trending upwards towards the system-negotiated target baseline of 54.6%.	The percentage of students achieving expected growth in NAPLAN reading decreased to 42.86% indicating progress yet to be seen toward the lower-bound target.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be trending upwards	The percentage of students achieving expected growth in NAPLAN numeracy increased to 52.38% indicating progress toward the lower-bound target.

<p>towards the system-negotiated target baseline of 59.4%.</p>	
<p>Clear shared whole school definition of effective formative and summative assessment practices.</p>	<p>Summaries of responses collected from stage-based professional learning activities indicate 100% of teachers enhanced their understanding of effective formative and summative assessment. Delay in implementing initiatives in Semester 2 caused by COVID-smart school settings have required the process of moving from stage-based to whole school definitions to be postponed to 2022.</p>
<p>Stage-based teams collect, use and review assessment data to inform Spiral of Inquiry action plans. Stage-based learning walks and lesson observations included in action plans to support implementation of learning.</p>	<p>Delay in implementing initiatives Semester 2 caused by COVID-smart school settings have required a majority of this work to be postponed to 2022. 100% of staff were able to identify an area of focus in literacy using internal and external data sources. 100% of newly appointed staff and beginning teachers increased their confidence using the National Literacy and Numeracy Learning Progressions to inform practice and monitor progress.</p>

Strategic Direction 2: Learning culture and engagement

Purpose

To ensure all students connect, succeed, thrive and learn a planned approach to whole school wellbeing processes that support high levels of tailored, individual support will be implemented. A strong sense of belonging will be cultivated in students in a positive and respectful learning environment in order to promote effective learning engagement and improve academic achievement for all 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.

- Wellbeing
- Attendance

Resources allocated to this strategic direction

Summary of progress

A focus for Strategic Direction 2 in 2021 was to begin with enhancing staff understanding around wellbeing practices and attendance procedures whilst applying student centered approaches to foster a sense of belonging and engagement.

In the initiative of wellbeing the school endeavoured to further develop staff understanding around social emotional learning, immerse staff in the Wellbeing Framework for schools and contextualise the framework for Lurnea Public School. Amplifying a student centered approach to wellbeing and developing student voice through Peer Support and Positive Behaviour for Learning (PBL) were also weaved through the school's activities.

In 2021, the school engaged the services of the Aboriginal Got It program who presented professional learning for all staff on social emotional learning through the Second Step Program. Preschool and Kindergarten received further targeted professional learning focused on brain development and emotion coaching. This targeted professional learning gave teachers a deeper understanding of social emotional learning and emotion regulation and they were able to apply that new learning to class routines resulting in an increase of students identifying their emotions and utilising tools to regulate themselves. During learning from home, staff were surveyed as to their understanding of wellbeing with 100% of staff able to articulate the pillars of wellbeing and identify the importance of a teacher's role in impacting positive wellbeing. Delays caused by COVID-smart school settings greatly impacted the ability to implement activities around unpacking the Wellbeing Framework for schools and developing a shared understanding. Peer Support training was implemented, however, due to COVID-smart school settings was not able to be delivered. This greatly impacted the school's ability to amplify student voice within wellbeing. Student leaders were able to drive the PBL lessons using data to identify the fortnightly PBL mantras. Their lessons were created using technology and were shared and implemented adhering to COVID-smart school settings. This initiative is only in its beginning stages and will require further work in 2022. Developing a shared understanding of the Wellbeing Framework for schools, professional learning around trauma informed practices, a deeper dive into social emotional learning through the Second Step program as well as Peer Support will be a focus for 2022.

In the initiative of attendance Lurnea Public School focused on improving the attendance of all students by establishing a positive and welcoming school culture with students, parents and carers to create a strong sense of belonging. The school developed a clear message around attendance which emphasised the school's attendance motto *Attendance is Everybody's Business*.

In 2021, after conducting the attendance self assessment survey and a school-based internal survey, it was essential that all staff were made aware of their important role in attendance. This resulted in staff being up-skilled on the Attendance Policy and roll marking procedures. The School continued with already established procedures for identifying students at risk with the Home School Liaison Officer (HSLO) and adapted some procedures to highlight students who were between 80%-90% attendance with the goal of increasing the number of students attending school above 90%. Teachers began to invite students into the conversation around attendance by sharing their attendance rate via Sentral and promoting attendance at school. Sentral became a key feature in communicating to families via SMS student absences with the ability for parents and carers to explain absences via returned text messages. This saw a sharp increase in the number of explained absences versus unexplained absences. It also sent a clear message to families of the value the school placed on regular attendance. A focus on Aboriginal attendance became a priority and through the engagement of the Aboriginal Got It program we saw a 16.2% increase of Aboriginal students engaged with the program attending above 90% . An attendance award was incorporated into the school wide leveled award system as recognition of over 90% attendance every 5 weeks. This sent a clear message to students and the community of the value placed on

regular attendance. Learning from home and a return to face to face learning greatly impacted attendance rates for 2021. COVID-smart school settings and current health guidelines at the time further impeded the school's ability to increase a greater number of student's attendance to above 90%. Attendance will continue to be a high priority for 2022, with particular emphasis on attendance procedures, the creation of a student attendance team and a student led attendance campaign.

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
Students attending greater than 90% of the time to maintain or increase (uplift) 1.6%	The number of students attending greater than 90% of the time or more has decreased by 6.75%.
Students reporting positive wellbeing from Tell Them from Me survey to maintain or increase (uplift) 0.8%	Students reporting positive wellbeing outcomes has decreased by 1.18% across the positive wellbeing measures.
Continued improvement in implementing accurate and consistent attendance procedures.	Survey data indicated that 88% of staff agree the school closely monitors and analyses attendance data with 82% of staff indicating attendance procedures are in place to track and monitor attendance. Delay in implementing attendance procedures initiatives in Semester 2 due to COVID-smart school settings have been postponed to 2022.
Refine and improve current wellbeing practices.	Summary of responses indicated that 88.9% of staff are aware of the wellbeing framework with 59.3% being somewhat confident in their understanding of the framework. Delay in implementing initiatives in Semester 2 due to COVID-smart school settings have required this work around refining and improving current wellbeing practices to be postponed to 2022.

Strategic Direction 3: Community partnerships

Purpose

There is school wide collective responsibility for the unique student learning needs and success for every learner. This responsibility is shared by the school and the wider school community and recognises the importance of aspirations, goals, ambitions and hopes for the future.

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.

- Partners in learning
- Transitions

Resources allocated to this strategic direction

Professional learning: \$928.58

Summary of progress

The focus for Strategic Direction 3 in 2021 was to collect baseline data on current school-wide practices for engaging parents and carers in student learning, establishing a mechanism for students to meaningfully share their learning, and ensuring continuity of learning for all students at critical transition points.

In the initiative of partners in learning a school-wide mechanism for students to share their learning and celebrate success was introduced through the digital portfolio, *Seesaw*. In Term 1, the *Seesaw* Team was established and comprised of teaching staff from P-6. On-demand professional learning was accessed through the *Seesaw* Learning Suite with all staff successfully completing the 'Pioneer' training, providing them with a deeper understanding of the interactive learning platform and growing their capacity as a knowledgeable other within their stage.

Throughout Term 2, the *Seesaw* Team led the process of developing school-wide and community expectations that would guide the use of *Seesaw*. Information was shared with the community through the school Facebook page, (translated) letters and short videos. Teachers were also provided with the time and space to trial *Seesaw* in the classroom using key functions and features to prepare activities for students to share their learning. By the end of Term 2, QR codes were sent home for families to access their child's digital portfolio using the *Seesaw* Family App.

Through the strategic implementation of *Seesaw* in Semester 1, the school was able to pivot and smoothly transition to Learning from Home in Term 3. Through the effective distribution of loan devices and leadership of staff within the *Seesaw* Team, 89.5% of families were able to connect to their child's digital learning portfolio within the first fortnight. This enabled 93.5% of students across P-6 to access and complete activities set by their classroom teacher. Data collected from students in years 3-6 indicated that 82.8% of students could independently access and complete activities set by their teacher. Further to this, 100% of students reported feeling confident in using key functions and tools in *Seesaw* to demonstrate their learning. As a direct result, *Seesaw* enabled teachers to ensure continuity in quality teaching instruction, while students were provided with a platform to share their learning and celebrate success.

Feedback obtained from teachers and students in Term 4 prompted the team to postpone further work on this initiative until 2022.

In the initiative of transitions, school-wide procedures with a particular focus on continuity of learning and collaboration between parents, students and the community, were significantly impacted due to the ever-changing requirements of COVID-smart school settings. In Term 1, teachers and support staff were provided with time to exchange learning and support information on identified students to ensure continuity of learning and successful transitions. Enabling this time, as reflected in the Staff Development Day agenda, resulted in the effective handover of individualised learning and support plans, behaviour response plans, learning adjustment forms and other relevant information. Throughout Term 1, Entry Point Interviews were conducted over the telephone or via Zoom to ensure adequate support for newly enrolling students. The school has an Arabic Community Liaison Officer and English as an Additional Language or Dialect (EAL/D) teacher to engage in strong collaboration with refugee and EAL/D parents and students to ensure appropriate resources are accessed at critical transition points. Students commencing Preschool in 2021 were provided with a strong and successful start through organised Stay and Play Sessions. The aim of the transition sessions was to support children and their family with a bite-size introduction into the routines and structures of Preschool before commencing full-time learning. As a direct result, 96.5% of families reported this process made them feel connected to the Preschool setting and positively support their child's transition into Preschool.

In Semester 2, a large proportion of initiatives were postponed due to COVID-smart school settings. As a result, Kindergarten orientation, Preschool information sessions, High School transition meetings were scheduled and facilitated using Zoom to ensure continuity of quality transition.

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
Parent respondents for Partners in Learning Survey increase (uplift) 2.1%	Due to COVID-smart school settings initiatives in semester 2 will be delayed until 2022. This decision was made to ensure integrity of the process and validity of data captured through the Tell Them from Me - Partners in Learning Survey.
Establish baseline data through evidence collection of current practice to determine the level of support for all students at transition points.	COVID-smart school settings have required work in implementing initiatives in semester 2 to be delayed until 2022.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$11,778.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 additional staff for targeted student support <p>The allocation of this funding has resulted in:</p> <p>Students were provided with intensive support in learning English through daily withdrawal explicit lessons with the assistance of the bilingual SLSO. Through the learning from home period Zoom was utilised daily to provide English language support for students. Classroom teachers were also supported through this time through regular Zoom stage meetings where EAL/D learners were discussed resulting in more tailored Seesaw activities for EAL/D learners. Teachers accessed targeted professional learning that unpacked the EAL/D progressions in a meaningful and practical way. This supported teachers in developing high quality differentiated teaching and learning programs that aimed to better meet the needs of EAL/D and refugee students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to provide point of need support for refugee students that is timely and flexible. The school will further enhance collaborative and professional learning opportunities between classroom teachers and the specialist EAL/D teachers.</p>
<p>Socio-economic background</p> <p>\$1,026,463.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lurnea 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"> • Data driven teaching and learning • Other funded activities <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 • equitable access to specialist resources • engage with external providers to support student engagement and retention • professional development of staff through the Spiral of Inquiry to support student learning • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>100% of teachers benefited from employing additional teaching staff resulting in embedded collaboration time in the school timetable, including additional release time to participate in deep inquiry about student learning based on data and evidence. The employment of additional senior executive staff resulted in a whole school approach to teaching and learning, which has led to improved student achievement as measured against numerous internal assessments. This improvement was supported significantly by investing in more staff, over and above the COVID Intensive Learning and</p>

<p>Socio-economic background</p> <p>\$1,026,463.00</p>	<p>Support Program, to allow more students to access and benefit from small group tuition. Students have been supported individually to meet their learning goals, which are monitored and tracked throughout the school year. 100% of teachers have participated in high quality professional learning that is responsive to their needs, team teaching, demonstration lessons, observations and feedback.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the whole school approach to linked and consistent professional learning that takes place over time. We will also continue to invest in high quality leadership to ensure consistency of educational delivery, quality teaching and learning and timely interventions for students requiring additional support.</p>
<p>Aboriginal background</p> <p>\$85,661.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lurnea 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 • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: 100% of Aboriginal students being supported by the Aboriginal Education Officer (AEO). The students benefited from the school maintaining connections with families, external support services and community organisations. This individualised support resulted in students participating in meaningful activities designed to increase cultural understanding and appreciation of Indigenous Australians through programs like the Aboriginal Got It Program. In addition, classroom teachers were released to work with the AEO and the student's parents to develop and then implement Personalised Learning Pathways for all Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to develop and grow connections and relationships, especially with Aboriginal families who are new to the school. We will also continue to meet Aboriginal students at their point of need to personalise the support they receive.</p>
<p>English language proficiency</p> <p>\$323,153.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lurnea 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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging)

<p>English language proficiency</p> <p>\$323,153.00</p>	<p>support</p> <p>The allocation of this funding has resulted in: The employment of specialist EAL/D teachers, along with employing bilingual SLSOs, resulted in EAL/D students receiving targeted support with a school-wide focus on building oral English language skills. Opportunities for small group learning was provided for new arrival students in addition to their in-class support. Additional funding was allocated to support the professional learning needs of the specialist EAL/D teachers by forming a partnership with the network EAL/D Education Leader. The specialist EAL/D teachers were provided with additional time to support capacity building of classroom teachers by providing explicit evidence based teaching strategies to better support all EAL/D learners.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide quality EAL/D programs including small group intervention support and flexible in-class support.</p>
<p>Low level adjustment for disability</p> <p>\$380,219.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Lurnea 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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [Multilit] to increase learning outcomes • 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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: This funding allowed for students to benefit from the employment of additional therapies and SLSOs. A whole school focus on early intervention, quality class instruction and regular small group withdrawal sessions assisted students with additional learning needs to access the curriculum in more equitable ways. The Learning and Support Team was made more productive by investing in additional time for Assistant Principals and other staff to attend Learning and Support team meetings regularly. The Learning and Support Teacher was a vital connection between in-school support strategies and broader system supports for students. The Learning and Support Team in consultation with classroom and specialist teachers, were more able to identify students who may require additional learning, behavioral or social support. Individual Education Plans (IEPs) were further refined to assist classroom teachers to better adjust and differentiate for students with additional learning needs. Additional time allocated to the Learning and Support Team led to a consistent and more streamlined approach to support consultation with parents and external agencies resulting in strengthened partnerships between all stakeholders.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to invest in the entire leadership team being a part of the</p>

<p>Low level adjustment for disability</p> <p>\$380,219.00</p>	<p>Learning and Support Team. Our focus remains early interventions, timely assessments and observations and quality professional learning for all staff in supporting students with additional learning needs. We will continue to invest heavily in additional SLSOs to provide ongoing, flexible and responsive student support.</p>
<p>Literacy and numeracy</p> <p>\$12,871.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lurnea 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"> • Other funded activities <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: Kindergarten teachers were provided with additional time to complete the mandatory Best Start assessment. This additional time and support resulted in a more consistent and timely approach to administer the assessment. Students gained additional access to quality decodeable texts purchased to support the implementation of the new K-2 English syllabus in 2022 and beyond.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding not available in 2022.</p>
<p>Early Action for Success (EaFS)</p> <p>\$240,118.00</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Lurnea 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"> • Data driven teaching and learning <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 build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: Teachers were able to benefit from the expertise of 2 Deputy Principal Instructional leaders employed through this funding. Kindergarten, Year 1 and Year 2 classroom teachers participated in high quality professional learning, coupled with clear and consistent support from Assistant Principals, to examine 'Effective reading in the early years' to build expertise in the teacher identified area of focus - 'Word Recognition band of Scarborough's Reading Rope.' The Deputy Principal Instructional Leaders further designed a system of regular data check-ins for Assistant Principals and classroom teachers to ensure team planning was accurate and responsive to student growth and attainment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding for Early Action for Success ended in 2021. Moving forward, Lurnea Public School has been allocated the new position of Assistant Principal, Curriculum and Instruction. This new role will be guided by the Lead Learner series in 2022.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$94,179.00</p>	<p>improve teacher quality and enhance professional practice at Lurnea 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"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: QTSS release funding, coupled with significant investment from other areas of the school budget, enabled the school to employ additional staff for the school year to allow Assistant Principals to be 'non-class attached'. This enabled 100% of classroom teachers to participate in quality mentoring, should to shoulder support coupled with weekly collaboration time and fortnightly Spirals of Inquiry sessions. 100% of classroom teachers reported through the Department of Education's People Matters Employee Survey that they felt supported by their supervisors to keep improving in their teaching practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide teachers with collaboration time and regular Spirals of Inquiry sessions. This will allow teachers to meet with their teams, supervisors and the Assistant Principals Curriculum and Instruction to more closely examine student data and evidence, collaboratively plan for teaching and learning based on student need and participate in higher levels of discussion around contemporary pedagogy.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,406.73</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lurnea Public School who may be at risk of not meeting minimum standards.</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"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: The employment of additional teachers and SLSOs to support small group interventions resulted in a pivotal strategy to enhance teaching and learning in the early years.. The additional staff allowed classroom teachers to build their capacity in the areas of phonics and phonemic awareness resulting in more consistent and explicit teaching for students in the early years.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding not available in 2022.</p>
<p>COVID ILSP</p> <p>\$358,515.00</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</p>

<p>COVID ILSP</p> <p>\$358,515.00</p>	<p>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 assistant principal to lead and coordinate the program • employment of teachers and tutors to deliver small group tuition • providing targeted, explicit instruction for student groups in numeracy (Semester 1) and literacy (Semester 1 & Semester 2) <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 87.5% of numeracy intervention students answering more than 80% of questions correctly in 2021 Term 4 Check-in Assessment and achieving their numeracy learning progression goals. • 100% of literacy intervention students advancing through their relevant MultiLit program lessons and progressing in their learning, with significant improvements to their grapheme/phoneme knowledge and decoding and encoding skills. • 93% improvement of literacy intervention students' outcomes in their Areas of Focus on PLAN2. There was a significant shift with an average increase of 65% more indicators recorded as 'always' after literacy intervention in Semester 2. • All surveyed classroom teachers agreeing that intervention is engaging, targeted to students point of need and results in increased student confidence. Survey data also shows clear trends in improved student literacy outcomes and growth mindsets, along with increased participation in learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be; to continue the implementation of literacy and numeracy small group withdrawal tuition using data sources to identify students who would benefit most from targeted intervention. A priority of the Lead Intervention Teacher will be to facilitate Spirals of Inquiry as a framework to provide high impact opportunities for the development of aspirational expectations of learning progress and achievement for intervention students. Furthermore, developing authentic and effective partnerships with parents/carers to improve understanding of student learning and strengthen student outcomes in COVID ILSP Interventions.</p>
<p>Integration funding support</p> <p>\$124,192.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lurnea 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"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <p>100% of students who were allocated with Integration Funding Support were provided with 1:1 in-class support by SLSOs. Where additional needs were identified, other school funds were allocated to increase the amount of in-class support as required. Additional release time provided classroom teachers to collaboratively develop Personalised Learning and Support Pathways that were shared with support staff and regularly monitored, reviewed and refined. Additional school funds were allocated throughout the year to ensure adjustments were made to suit the level of need of each student. This resulted in a collaborative approach between the school and parents to ensure student progress towards learning goals were being measured and celebrated.</p>

Integration funding support

\$124,192.00

After evaluation, the next steps to support our students with this funding will be:

Continue with SLSOs working with students who attract additional funding to support their learning in the classroom with a focus on social skills in the playground.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	239	240	221	201
Girls	193	203	209	207

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.8	88.8	88.2	89.8
1	92.5	91.1	85.9	88.9
2	93.3	90.2	90.7	90.4
3	91.6	92.8	88.9	91.6
4	92.4	89.9	92.1	89.2
5	90.8	90.7	88.7	90.7
6	90.4	90.1	89.1	88.8
All Years	92	90.6	89.1	89.9
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
Assistant Principal(s)	5
Classroom Teacher(s)	18.13
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	2.4
Teacher Librarian	0.8
Teacher ESL	2.4
School Counsellor	1
School Administration and Support Staff	9.37

*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	10,763
Revenue	7,027,675
Appropriation	6,963,257
Sale of Goods and Services	30,954
Grants and contributions	33,431
Investment income	34
Expenses	-6,769,544
Employee related	-6,317,834
Operating expenses	-451,710
Surplus / deficit for the year	258,131
Closing Balance	268,894

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	73,874
Equity Total	1,815,496
Equity - Aboriginal	85,661
Equity - Socio-economic	1,026,463
Equity - Language	323,153
Equity - Disability	380,219
Base Total	3,657,963
Base - Per Capita	116,528
Base - Location	0
Base - Other	3,541,434
Other Total	884,466
Grand Total	6,431,799

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

As a result of the COVID-19 pandemic and subsequent learning from home period, Lurnea Public School utilised online platforms to ensure strong collaboration with parents, students, teachers and the community was maintained throughout the year.

The Lurnea Public School Facebook page is an essential and interactive platform necessary for staying connected with the parent and wider community. Data collated using the Facebook Insights administrator tool recorded 92797 page visits during the Learning from Home period, which is an increase (uplift) of 972.9%. Additional data harvested through the Facebook Insights tool showed an increase (uplift) of 129.6% in page "likes" and an increase (uplift) 36% in page reach (parents sharing content with other community members). Throughout Semester 2, a total of 38 COVID-19 related principal updates were uploaded, further prompting parent and community engagement through comments and private inbox messages.

The strategic implementation of Seesaw also provided valuable evidence of strong collaboration during the learning from home period with the Analytics Report showing 89.5% of families across the school successfully connected to their child's digital learning portfolio. A further 21175 family member "visits" to the Seesaw platform was also recorded. As a direct result, 93.5% of students from Preschool - Year 6 accessed learning activities and stayed connected to their classroom teacher.

Data harvested through the Seesaw Analytics Report was regularly shared with staff during zoom meetings, with the parent community updated regularly through Facebook posts.

Evidence captured through the student Tell Them from Me (TTFM) - Student Outcomes and School Climate Survey indicates of the 143 students who completed the survey, 80% reported feeling a strong sense of advocacy at school. This refers to the support students felt they received from adults in the school who consistently provided encouragement and could be turned to for advice.

Comparative data captured through the TTFM Linked Survey and TTFM Linked Survey II, shows a static 48% of students indicated they can pursue their goals to completion, even when faced with obstacles. This further reinforces the emphasis placed on maintaining strong collaborative practices between all stakeholders and how this was maintained during the learning from home period.

Teacher satisfaction was measured using the Department of Education's *People Matters Employee Survey*. With a survey response rate of 79%, the school gained valuable insights into teacher satisfaction relating to their role, an inclusive workplace culture and school leadership. 100% of teachers felt their supervisors encouraged them to keep improving while 98% of those surveyed felt a feeling of personal accomplishment in their job. Along with 96% of teachers indicating they understand what is expected of them in their job, 98% reported that senior school leaders communicated the importance of customers in the schools work. All of these results were higher than the average of other local schools indicating an extremely positive workplace culture.

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.