

# 2021 Annual Report

Kurri Kurri High School



# KURRI KURRI HIGH SCHOOL

Creating Futures

8177

# Introduction

The Annual Report for 2021 is provided to the community of Kurri Kurri High 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.

## School contact details

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## School vision

Kurri Kurri High School strives to work closely with the community to create futures for students, equipping them with the skills to achieve success as lifelong, creative and curious learners and with the resources to be informed global citizens. Respecting the values and honest history of our Aboriginal culture and dynamic community, our innovative school has a strong focus on developing the wellbeing and learning disposition of the student to reach their potential both individually and collaboratively.

## School context

Kurri Kurri High School is set in the semi-rural area of the Hunter Valley. It is a proud local high school that has serviced the local area since 1956. Many families have generational patronage to the high school and strong local links to community continue to offer opportunities to students. 80 staff support the school with the academic, social and emotional development of the young people in our care. The school has a population of 922 in 2021 and has 6 support classes in Kuta Kaya. The school has a dedicated Study Centre that services the 170 students who proudly identify as Aboriginal and Torres Strait Islander. The centre also caters for senior students who enjoy the longer opening hours for support with assessments and study time. The school's tagline is 'creating futures'. The unique nature of the school architecture centres around the creation of a staged approach to learning. HUB learning, global citizenship and future pathways define the stages of learning as the blue print for student learning and success. The school works in partnership with Big Picture Education Australia to create a new blueprint for schooling in our Big Picture Academy. We are a BYOD school with a strong digital landscape with the use of CANVAS to shape online, blended and flexible learning opportunities. Student agency through SRC, Interact and Junior AECG help to make the decisions of the school in improvements and ways of thinking, learning and working.

From our situational analysis, the school has identified three key pillars for improvement, Student Growth and Attainment, Pedagogical Expertise and Procedural Excellence. Within Student Growth and Attainment, three focus areas have been identified. These centre around improved attendance, high band targets for NAPLAN and Aboriginal HSC attainment. In the focus groups, AECG consultation, surveys of students and parents and whole staff self-reflection aligned to the SEF, the school is committed to the growth and attainment of all students as we aim high with expert pedagogy, consistency of practices and quality innovations. This authentic community involvement has resulted in a strong school plan with a vision of continuous improvement, in a school that supports student agency, quality pathways for attainment, bespoke educational excellence through high expectations. Our school believes that all learners can improve every year.

## 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                 | Sustaining and Growing |
| 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

Student Growth and Attainment is the result of focused pedagogical practices to ensure ongoing improvement and achievement for all students to enable them to become successful global citizens.

### 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.

- Whole School Literacy and Numeracy
- Tracking and monitoring student progress through supportive learning environments

### Resources allocated to this strategic direction

**Flexible Funding for Wellbeing Services:** \$28,752.01

**Aboriginal background:** \$211,365.86

**Socio-economic background:** \$462,093.00

**Integration funding support:** \$448,351.00

**Low level adjustment for disability:** \$462,557.79

**English language proficiency:** \$2,400.00

**Professional learning:** \$25,193.31

**Per capita:** \$113,611.70

### Summary of progress

#### Whole school Literacy and Numeracy

Overview of activities for this initiative include the development and consolidation of a whole school literacy and numeracy program which is aligned to the Literacy and Numeracy progressions and PLAN2, to support student development and mastery. Professional learning has been developed and implemented to support building teacher capacity to use data, from a variety of sources, to inform their practice (planning, programming, assessment) and support students in all stages through monitoring learning and progress, as well as identification of areas for improvement and extension.

The school has identified the need for continued teacher and student improvement in literacy and numeracy development as students are not yet achieving the system target of expected growth. To support in this area, student dashboards were developed and implemented to provide teachers with a centralised system to access all Literacy and Numeracy summative data and promote suggested teaching activities. Professional learning was developed and delivered to backward map syllabus as well as literacy and numeracy elements from Stage 6 to Stage 4 to support the attainment of HSC targets. An investigation into Clontarf Foundation at KKHS was conducted to support the increase in A&TSI students' attendance, engagement, growth and attainment.

After evaluation the next steps will be to implement an improved whole school Literacy and Numeracy program which includes a suite of professional learning and development opportunities focusing on shared expertise and explicit teaching of literacy and numeracy skills. All teachers will review, refine and apply changes to teaching practice and produce evidence to support student progress towards targets. A focus will be to increase and develop teacher understanding of literacy and numeracy enhancing their ability to use progression indicators as well as PLAN2 and the Data Dashboard to monitor and plan for student growth and attainment. Targeted literacy and numeracy support for students in High Middle bands for NAPLAN has been established through the creation of HPGE- literacy and numeracy lessons in Year 8 and COVID tutoring program from Year 7-9 in order to shift achievement into the top 2 bands for both reading and numeracy.

#### Tracking and monitoring of student progress through supportive learning environments.

An overview of activities that were implemented for this initiative to track and monitor student achievement include interventions informed by through assessment data, HSC data, COVID tutoring data, Literacy and Numeracy progressions data including PLAN2, leading to a variety of individual wellbeing, academic and attendance meetings. The whole school focus on skill development, high expectations and consistency is sustaining and growing as teachers modify their practice to embed explicit teaching, consequently the creation of a common language for whole school expectations is developing and improving. The monitoring of student literacy and numeracy progress has had limited results. TTFM data indicated a decrease in students' positive sense of belonging and connections to the school, this has resulted in the development of class profiles and student dashboards to support teachers to develop lessons to increase

engagement for all students. School funds have been reallocated to support the repair of existing spaces to support an increase in student sense of belonging and promote a positive connection to the school.

After evaluation, the next steps will be to build the capacity and confidence in teachers to utilise data monitoring systems to effectively implement timely changes to programs, assessment and teaching and learning activities to support growth and attainment. Professional Learning funds have been allocated to support DP Innovation to create professional learning which is easily accessible to build teacher capacity in support of student growth and attainment. To support teachers to develop confidence and competence in managing challenging behaviours while enhancing student engagement, the Head Teacher Engagement role will be refocused in 2022. To support A&TSI male students and their families the Clontarf Foundation will be joining KKHS in 2022 to focus on increasing students' levels of engagement, attendance and growth and attainment

In consultation with AECG, the Personalised Learning Pathway process has been evaluated and refined to ensure the identification of goals, actions and measures of success will result in positive achievement for every student. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence and ensuring targeted and specific interventions are in place to support, develop and enhance Aboriginal Education. This has been evidenced by the investigation and implementation of a Clontarf Academy within KKHS in 2022. .

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>Establish a whole school Literacy and Numeracy focus.</p> <p>Achieve the lower bound target of 9.22% of students achieving in the top two bands of NAPLAN Reading.</p> <p>Achieve the lower bound target of 6.55% of students achieving in the top two bands for NAPLAN Numeracy.</p> | <p>9% of students are in the top two skill bands (NAPLAN) for reading indicating progress towards the annual progress measure for reading and 8.92% for numeracy indicating achievement of the annual progress measure for numeracy.</p> <p>Data indicates that 9% of students in the top 2 bands reading and 8.92% of students in top 2 bands numeracy showing minimal change from baseline data, 3% and 4% respectively higher than 2019 data.</p> <p>The proportion of Year 7 and 9 students achieving in the top two bands in NAPLAN numeracy has increased by 2.75%.</p> <p>The proportion of Year 7 and 9 students achieving in the top two bands in NAPLAN reading has decreased by 3.47%.</p> |
| <p><b>Aboriginal Students Top Three Bands</b></p> <p>Establish a baseline to Increase the percentage of Aboriginal students achieving the top three NAPLAN bands in Reading and Numeracy.</p>                                                                                            | <p>2.25% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading.</p> <p>2.7% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>HSC</b></p> <p>42.20% of students achieve in the top three bands for HSC examinations..</p>                                                                                                                                                                                        | <p>51.52% of students attained results in the top three bands in HSC demonstrating achievement of the lower bound target.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Attendance</b></p> <p>Achieve the lower bound attendance rate of 51.32% of students attending over 90% of the time. (Baseline: 47.84)</p>                                                                                                                                          | <p>The number of students attending greater than 90% of the time or more has increased by 9.91%; currently 56.2%. There are 12.9% of students attending 85-90% of the time, these students will be the focus of revised and targeted interventions for student attendance in 2022.</p>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Naplan Expected Growth</b></p> <p>Increase the percentage of students achieving growth in NAPLAN Reading by 2.47% above the baseline. (61.17)</p> <p>Increase the percentage of students</p>                                                                                       | <p>77% of students reporting positive wellbeing outcomes has decreased by 6% across the positive wellbeing measures (Expectations for success, advocacy, and sense of belonging at school).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <p>achieving growth in NAPLAN Numeracy by 3.67% above the baseline. (57.16)</p> <p>Establish a baseline for the number of Aboriginal students achieving growth.</p>                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Aboriginal Student Achievement</b></p> <p>Increase the percentage of Aboriginal students attaining the HSC.</p>                                                                                                            | <p>139 students achieved at or expected growth in reading indicating progress toward the lower bound target of 144.2 students. 145 students achieved at or expected growth in numeracy indicating achievement the lower bound system-negotiated target of 144.2 students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Wellbeing and Engagement</b></p> <p>Establish a baseline measure for student sense of belonging to school.</p> <p>Establish a baseline for Aboriginal student's sense of belonging.</p> <p>(Wellbeing Baseline: 56.80)</p> | <p>In 2021, there were 186 students who identified as Aboriginal or Torres Strait Islander attending Kurri Kurri High School. The retention rate for Aboriginal students who started Year 7 at Kurri Kurri High School and remained to complete Year 12 was 41% indicating a 7% increase from the 2020 data. Of these students, 100% completed their Year 12 pattern of study with 33.3% of students gaining their Higher School Certificate and the remaining students completing their Record of School Achievement. 22% of these students gained entry into tertiary education, with one student successful in a scholarship application through the Public Education Foundation. Increasing the number of Aboriginal students leaving with a Higher School Certificate attainment is highlighted as an area for development for the Aboriginal Education Team and will be a priority moving forward into 2022.</p> |

## Strategic Direction 2: Pedagogical Expertise

### Purpose

Pedagogical Expertise builds upon the procedural core to enhance the efficacy of all teachers and to ensure they are collaborative, reflective and committed to continuous improvement. Each teacher is focused on exploring new possibilities and innovation in their classroom practices to support student achievement.

### 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.

- Explicit and Targeted Teaching
- Academic Rigor Through Evidence Informed Practice

### Resources allocated to this strategic direction

**Professional learning:** \$38,500.00

**Beginning teacher support:** \$7,500.00

**Socio-economic background:** \$399,000.00

**Per capita:** \$30,000.00

### Summary of progress

#### Explicit and Targeted Teaching

Overview of activities for this initiative includes targeted professional learning on syllabus requirements to identify and map syllabus skills across the three stages, to ensure the preparedness of students for senior education is in place and having an impact. Explicit teaching of the 4C pedagogical skills is evident in teaching and learning programs and Data Dashboards have been created to assist teachers in the identification of teaching and learning activities. Student evaluation surveys are utilised to assess the acquisition of skills and to make the necessary adjustments to teaching and learning programs to ensure that differentiation is occurring for all students. Analysis of teaching programs indicates that explicit teaching of the 4C pedagogical skills is evident, however, this is not consistent across the whole school and some staff do not see the connection between the pedagogical activities and the skills they need to develop.

The focus on Explicit Teaching has worked well this year with a revised program template, planning documents and scope and sequences. New documents have been created to involve a focus on syllabus skills with faculties working to embed these into their teaching practice. These documents are mapped from Year 7 to 9 and in turn backward mapped from 12 to 10 to ensure the development of student skills to achieve academic success in their Higher School Certificate. Student evaluations have been introduced for feedback on teaching programs, however, an increased focus is required within faculties to authentically embed reflections upon the effectiveness of explicit teaching of subject and stage specific skills and the impact on student grade achievement. This resulted in the baseline measure of Sustaining and Growing in Explicit Teaching in the School Excellence Framework.

A Stage 6 Assessment Checklist was introduced to ensure academic rigor with tasks, but also to ensure quality processes around NESA compliance and the use of Higher School Certificate Data to inform teaching practice. This checklist has introduced the consistent collection of submission data, grade distribution and reflection to inform necessary refinements of this task for future use. There is a need for an increase in the consistency, quality and requirements of quality feedback in Stage 6 to establish a cycle of continuous improvement for students. This need is supported by the baseline measure of Sustaining and Growing for the element of Feedback in the School Excellence Framework.

After evaluation, the next step will be the development of enhanced processes for checking that programs have included subject specific skills and there is a continuum of skill development through the backward mapping of skills from Stage 6 to Stage 4. Professional learning in explicit teaching will build staff capacity to expertly embed a range of targeted teaching and learning activities to ensure student engagement and the acquisition of skills, essential for preparing students for Stage 6 learning.

#### Academic rigor through evidence informed practice

Overview of the activities for this initiative include the development of assessment checklists to guarantee that teachers have taken into consideration the skill development necessary for students to successfully complete the Higher School Certificate examination. Changes to the process of RAP analysis are allowing teachers to better analyse and apply strategies to meet the needs of students in Stage 6 and this has been the catalyst for staff to include specific skill

development in their teaching and learning programs. The development and use of data dashboards will assist staff to develop class learning profiles which will also assist with the differentiation necessary to meet the needs of High Potential students.

Analysis of teaching and learning programs indicates that staff are making modifications in their assessment tasks to ensure there is compliance with the Stage 6 Assessment and Reporting guidelines. These improvements have been further supported by the analysis of assessment grade distribution and submission rate data, along with staff using their knowledge from the RAP analysis and the Higher School Certificate Examiner Comments to ensure that students are aware of the requirements of Stage 6. The identification and extension of High Potential and Gifted students is in the beginning phases of development with a team of teachers identified to support differentiation in the Stage 5 learning spaces and acceleration of students in Year 10.

Planning for High Potential and Gifted Education has focused on Year 10, to better prepare students for the demands of Stage 6, while also aligning to individual learning pathways. This process has aligned with Stage 6 Assessment Policy and the new Stage 5 Assessment Policy, which in 2022 will be expanded into Stage 4. The introduction of these policy documents and focus upon academic achievement will continue with the establishment of whole school routines, classroom norms and a behavioural expectation and recognition systems which are in the early stages of development to increase and reward academic challenge and academic excellence.

After evaluation, the authentic analysis of grade distribution and submission rate data is now in place for Stage 4 and Stage 6, however, the focus needs to be on Stage 5 in 2022 to ensure common practice of assessment data analysis. Results from the acceleration survey of students indicate that further changes are needed in Stage 5 to effectively prepare students with the skills needed to write extended responses under timed conditions. Changing the view of Year 10 as preparation for Year 11 will assist students with the transition as they begin to understand the change of expectations in the level of work and assessment requirements. Teachers will be supported by the Deputy Principal Stage 6, Head Teacher Engagement and LaSTs to implement the practice of using data to increase academic rigour in their teaching practice.

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| The school will establish a baseline in the SEF through staff evaluation for priority areas identified in the themes: Explicit Teaching, Feedback, Coaching and Mentoring within the Teaching Domain to support an increase in academic rigor.                                                                                                                                                                                                                           | The School Excellence framework was utilised through an online questionnaire to establish baseline measures for the focus of Explicit Teaching, Feedback, and Coaching and Mentoring. These surveys were completed through faculty meetings with all areas being identified as Sustaining and Growing as a baseline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Establish a baseline data for Tell Them From Me data for Student Engagement and Academic Challenge.</p> <p>Develop a focus on establishing and recognising academic excellence across the school to increase academic challenge for all students.</p> <p>Establish baseline data for assessment submission rates and grade distributions.</p> <p>Assessment tasks are audited to ensure there is a clear development of required skills for academic achievement.</p> | <p>A focus around common expectations, routines and class norms were introduced to support student achievement of academic achievement. An accompanying teacher toolkit was developed to increase consistency in teaching staff.</p> <p>Grade distribution and submission rate spread sheets were created to establish the baseline of 80% Submission Rate and 57% of students achieving in the A-C grade range.</p> <p>The establishment of a new RAP analysis has led to enhanced reflection around stage 6 data and the backward mapping of skills into Stage 5 to, again, facilitate the creation of Prep in year 10. This has in turn led to an increased focus around academic rigor and quality assessments. The focus on assessment tasks has led to the ongoing monitoring of submission rates and grade distribution resulting in the establishment of baseline data for these focus areas.</p> |

## Strategic Direction 3: Procedural Excellence

### Purpose

Procedural Excellence underpins continuous improvement for staff and students to provide high level systems and processes to sustain professional effectiveness.

### 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.

- Clear Administrative and Systematic Processes
- Academic and Pedagogical Processes
- High Impact Professional Learning and Development for Continuous Improvement

### Resources allocated to this strategic direction

**Socio-economic background:** \$428,107.00

**Aboriginal background:** \$8,000.00

**School support allocation (principal support):** \$45,810.73

**Per capita:** \$70,000.00

**Professional learning:** \$15,000.00

### Summary of progress

Throughout 2021, creating common processes across the school has been a consistent focus in establishing school excellence. Parent communication has been a key element of this, with targeted campaigns throughout the learning from home period involving social media and the establishment of the KKHS STARS initiative to promote student achievement. These campaigns have attracted wide spread support and will continue to expand as the school moves forward in continuing to positively engage with the local community. In 2021, the Tell Them From Me survey was utilised for staff for the first time and will be expanded to include parents in this process of seeking feedback from the community to enhance school processes and community engagement. Large renovations within the school infrastructure were approved through the Regional Renewal Project to create a specialist space for Creative and Performing Arts students.

Stage based assessment processes have been created to ensure consistency of practice to meet NESA compliance and to embed "N" determination processes. These policies were delivered to all classes in Stage 5 & 6 to ensure students, staff and parents have clear and concise communication of the high expectations and academic rigor within our school assessment policy. Establishment of faculty practices such as corporate marking and improved teacher judgement is at the foundational stage, with pockets across the school gaining momentum.

The use of the Canvas Learning Management system, to establish a team of Canvas Champions resulted in a consistent template for all Canvas courses and the replication of this into teacher Professional Learning courses has established a solid foundation for procedures in high impact professional learning. Professional Learning was maintained during the learning from home period with the online learning environment becoming a focus for the development of school wide professional learning. Focusing on system negotiated targets, a range of professional learning activities were planned and developed to support consistency and the establishment of a high expectations culture to support teacher capacity and student learning.

After evaluation, it was determined that school wide processes to establish high expectations and teacher mastery in the areas of planning, programming, teaching and assessment will be a focus for processes in 2022. Establishing staff mastery in teaching and learning with a focus on student engagement will be supported through professional learning and mentoring from the Head Teacher Engagement. A positive system of parent and community engagement will be a focus through a positive recognition system and improvement of school facilities.

### 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                                                                                                                       |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Establish baseline data to plan school activities and opportunities to engage | In 2021, the Tell Them From Me survey was utilised for staff for the first time and will be expanded to include parents in this process of seeking |

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| <p>community members.</p> <p>Seek feedback from parents and community members through surveys</p> <p>Exploration of opportunities to increase the engagement of Aboriginal parents at school and personalised learning pathways. Establish a baseline of parent involvement in PLP completion.</p> | <p>feedback from the community to enhance school processes and community engagement. Tell Them From Me surveys have now included parent and staff participation. As this is the first year of implementation there is no baseline to judge improvement.</p> <p>Communication channels have been established in 2021 and provided in a mapped visual to allow purpose and responsibility for each different channel to be defined. Communication methods have included both the use of digital, verbal and written communication with a revised and online Personalised Learning Pathway template introduced for Year 12 students. We are working towards better communication methods for our parents, carers and wider community through increased use of Schoolbytes for online communication.</p> |
| <p>Staff reflect on their Data Skills and Use in order to reflect on the effectiveness of their teaching and assessing and inform future teaching and learning within their classrooms</p>                                                                                                         | <p>Staff reflected upon the use of data in their teaching practice utilising the School Excellence Framework. Staff Identified requiring further development of skills in this area to see data use in planning for student engagement increase.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Establish school wide professional learning focus areas to create high impact professional learning opportunities</p>                                                                                                                                                                           | <p>Close management of professional development and professional learning activities have been established in 2021 with a Deputy Principal now monitoring applications for PL that are streamlined through a digital application process using SchoolBytes. This process allows a more rigorous application procedure to ensure high impact PL is undertaken, that the PL links to the SIP and that efficient use of resources and budgets occur. It also allows for equitable distribution and higher accountability ensuring the SIP, Performance Development Plans and resource allocations are aligned.</p>                                                                                                                                                                                      |

| Funding sources                                        | Impact achieved this year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Integration funding support</p> <p>\$448,351.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Kurri Kurri High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Literacy and Numeracy</li> <li>• Tracking and monitoring student progress through supportive learning environments</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Improved outcomes for students receiving IFS in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continued support for students receiving IFS in the areas of engagement, literacy, numeracy and attainment of Higher School Certificate.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Socio-economic background</p> <p>\$1,300,000.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kurri Kurri High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Clear Administrative and Systematic Processes</li> <li>• Whole School Literacy and Numeracy</li> <li>• Tracking and monitoring student progress through supportive learning environments</li> <li>• Explicit and Targeted Teaching</li> <li>• Academic Rigor Through Evidence Informed Practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• equitable access to specialist resources</li> <li>• professional development of staff through [program] to support student learning</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Continued implementation of targeted support practices to support student engagement with technology access, attendance, engagement, and developing skills in literacy and numeracy to support HSC Attainment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continued implementation and extension of targeted practices to support student outcomes in attendance, engagement, and skill development in literacy and numeracy to support HSC Attainment.</p> |
| <p>Aboriginal background</p> <p>\$219,365.86</p>       | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kurri Kurri High 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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p>Aboriginal background</p> <p>\$219,365.86</p>               | <p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Literacy and Numeracy</li> <li>• Tracking and monitoring student progress through supportive learning environments</li> <li>• Clear Administrative and Systematic Processes</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Improved outcomes for Aboriginal students in the areas of numeracy, literacy, HSC Attainment and attendance.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Enhanced tracking and monitoring of Aboriginal students growth and achievement in literacy, numeracy HSC and attendance.</p>                                                                             |
| <p>English language proficiency</p> <p>\$2,400.00</p>          | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kurri Kurri High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Identification and support for students who require additional support due to requiring additional language support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continued implementation of practices to support student outcomes in literacy and numeracy.</p>                                                                                                                                          |
| <p>Low level adjustment for disability</p> <p>\$462,557.79</p> | <p>Low level adjustment for disability equity loading provides support for students at Kurri Kurri High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Improved outcomes for students in the areas of engagement, HSC attainment, attendance, literacy, numeracy.</p> <p><b>After evaluation, the next steps to support our students with this</b></p> |

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Low level adjustment for disability</p> <p>\$462,557.79</p>    | <p><b>funding will be:</b><br/>Continued implementation of initiatives to support student engagement in the areas of literacy and numeracy and attendance leading to HSC Attainment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Flexible Funding for Wellbeing Services</p> <p>\$28,752.01</p> | <p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Kurri Kurri High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Student Support Officer to support vulnerable students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Small group and individualised interventions for students requiring additional well being support leading to increased engagement of these students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continuation of SSO to ensure support for those students requiring it most.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>COVID ILSP</p> <p>\$602,290.49</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employing staff to provide online tuition to student groups in literacy/numeracy - [focus area]</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Small group tuition throughout the year to support targeted students increase their basic skills in literacy and / or numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Modification in the structure of small group tutoring to support students increase their basic skills in reading and numeracy in line with whole school literacy and numeracy planning.</p> |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 412        | 409  | 430  | 432  |
| Girls    | 388        | 374  | 392  | 400  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| 7         | 85.9 | 87.5 | 88.7 | 85.1 |
| 8         | 85   | 82.8 | 86.6 | 80.3 |
| 9         | 83.9 | 81.1 | 82.9 | 77.3 |
| 10        | 80.3 | 81.7 | 85.8 | 76.6 |
| 11        | 82.1 | 76   | 80.5 | 71   |
| 12        | 83.1 | 87.5 | 84.3 | 86   |
| All Years | 83.5 | 82.7 | 85.3 | 79.2 |
| State DoE |      |      |      |      |
| Year      | 2018 | 2019 | 2020 | 2021 |
| 7         | 91.8 | 91.2 | 92.1 | 89.7 |
| 8         | 89.3 | 88.6 | 90.1 | 86.7 |
| 9         | 87.7 | 87.2 | 89   | 84.9 |
| 10        | 86.1 | 85.5 | 87.7 | 83.3 |
| 11        | 86.6 | 86.6 | 88.2 | 83.6 |
| 12        | 89   | 88.6 | 90.4 | 87   |
| All Years | 88.4 | 88   | 89.6 | 85.9 |

### 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

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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.

### Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|----------------------------------------------------------------------------------|-----------|-----------|-----------|
| Seeking Employment                                                               | 3.7       | 36.62     | 3.2       |
| Employment                                                                       | 17        | 35.21     | 44.8      |
| TAFE entry                                                                       | 5.35      | 11.27     | 13.8      |
| University Entry                                                                 | 0         | 0         | 34.70     |
| Other                                                                            | 0         | 0         | 3.5       |
| Unknown                                                                          | 0         | 0         | 0         |

### Postschool destinations

In February 2022, all Kurri Kurri High School Year 12 graduates from 2021, totalling 66, were contacted for the purpose of the Post School Destination report.

Research has indicated that the 2021 Yr12 student HSC Graduates had 24.1% of students accept a place into University courses and of that group 3 were offered a place into Open Foundation program at Newcastle University.

Approximately 30 separate early entry applications were lodged with 28 students applying through the SRS system and various universities private programs, 98% of which were successful. Many students accepted these early offers in December where only 40-50% enrolled in these courses, while the remainder took up main round offers after the release of their ATAR. The majority of students have enrolled at Newcastle University while 1 student has moved to Wollongong University, 3 to Charles Sturt at Port Macquarie, and 1 student gaining entry to UNE.

From the research obtained 1(3.4%) student has chosen to defer their university offer and will hopefully attend in 2023. Research has indicated that from the students that left during or at the end of their respective school year, there were 44.8% (Yr12), 35.21% (Yr11) and 17%(Yr10) who were gainfully employed, whether it be part time, casual or an apprenticeship. It is known that 13.8%(Yr12), 11.27%(Yr11) and 5.35% (Yr10) of the 2021 cohort have continued with their education at TAFE or private providers while an average of 14.51% of school leavers from all of the three-year groups are currently seeking employment.

### Year 12 students undertaking vocational or trade training

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23.46% of Year 12 students at Kurri Kurri High School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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In total, 75.4% of all Year 12 students at Kurri Kurri High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

During 2021 at Kurri Kurri High School in the Vocational Education Department approximately 23 students (34.8%) studied a school VET subject as part of their HSC year. It must be noted that 7 students had undertaken one or more VET subjects during the final year of their HSC. Meanwhile the Preliminary year of 2021 there were 29 students (19.33%) who undertook a School VET subject while 5 of those students had chosen one or more VET subjects.

During 2021, students from Kurri Kurri High School also availed themselves of EVET courses offered by outside providers. We had approximately 58 students commence studying courses such as Animal Studies, Human Services, Electrotechnology and Childcare to name a few. The majority of these courses were conducted at TAFE NSW. These courses provided students with the opportunity to access and complete additional modules of work and attain higher levels of qualifications prior to leaving school. Unfortunately, the withdrawal from EVET courses was high in 2021 with some 35 students withdrawing. Some of this could be accredited to the challenges of online learning.

2021 also saw 11 students completing School-Based Part-Time Traineeships in Retail, Hospitality and Early Childhood and Acute Care. School-Based Apprenticeships and Traineeships see students provided with paid work in their chosen area of study whilst they attain vocational qualifications and the HSC.

# Workforce information

## Workforce composition

| Position                                | FTE*  |
|-----------------------------------------|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 2     |
| Head Teacher(s)                         | 10    |
| Classroom Teacher(s)                    | 53.9  |
| Learning and Support Teacher(s)         | 2.7   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 17.37 |
| Other Positions                         | 2     |

\*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 <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---------------------------------------------------------------------------|
| 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 293,254                 |
| <b>Revenue</b>                        | 14,537,432              |
| Appropriation                         | 14,267,693              |
| Sale of Goods and Services            | 109,426                 |
| Grants and contributions              | 159,569                 |
| Investment income                     | 374                     |
| Other revenue                         | 370                     |
| <b>Expenses</b>                       | -13,868,955             |
| Employee related                      | -12,666,559             |
| Operating expenses                    | -1,202,396              |
| <b>Surplus / deficit for the year</b> | 668,476                 |
| <b>Closing Balance</b>                | 961,730                 |

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

## Financial summary - Equity loadings

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

|                         | 2021 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 474,751                           |
| <b>Equity Total</b>     | 1,984,324                         |
| Equity - Aboriginal     | 219,366                           |
| Equity - Socio-economic | 1,300,000                         |
| Equity - Language       | 2,400                             |
| Equity - Disability     | 462,558                           |
| <b>Base Total</b>       | 9,832,142                         |
| Base - Per Capita       | 213,612                           |
| Base - Location         | 0                                 |
| Base - Other            | 9,618,531                         |
| <b>Other Total</b>      | 754,051                           |
| <b>Grand Total</b>      | 13,045,268                        |

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

## School performance - NAPLAN

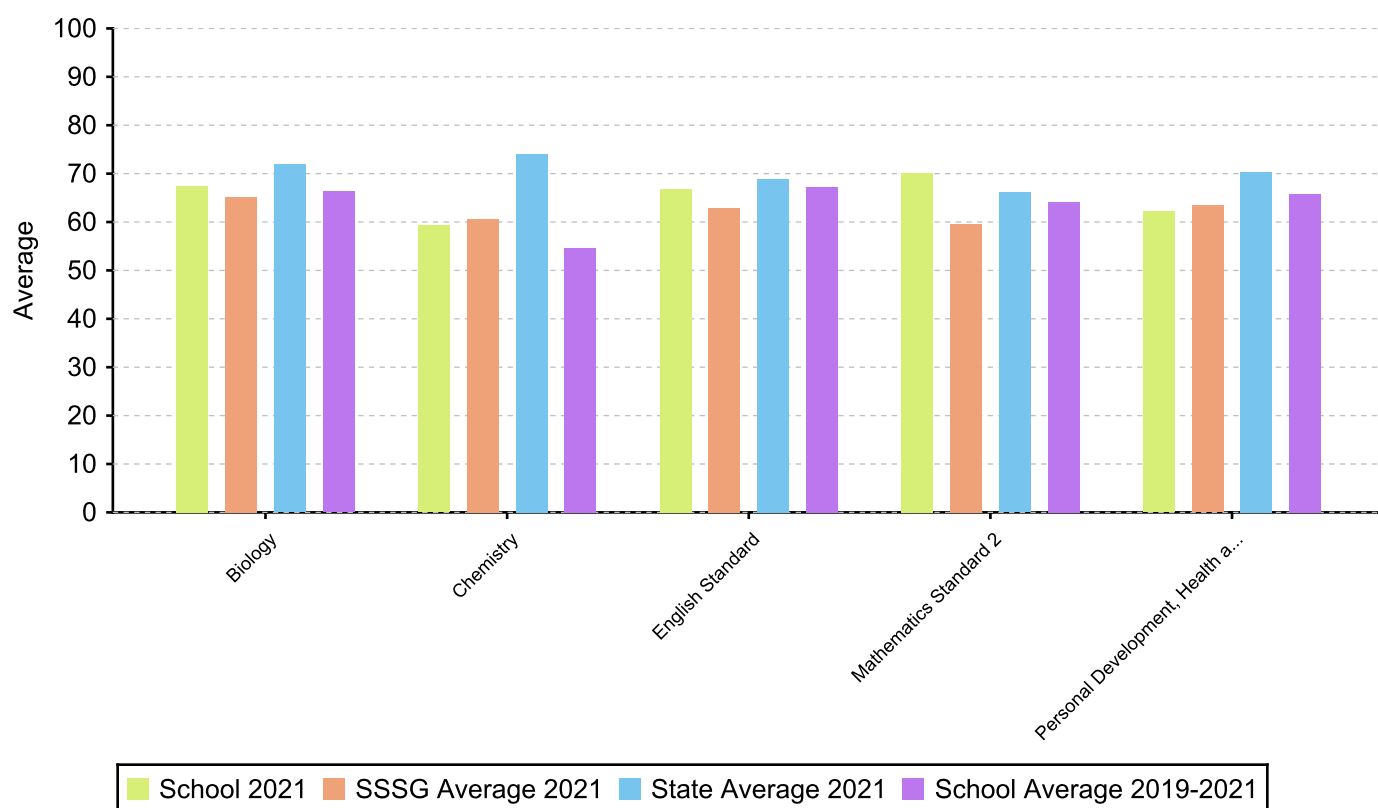
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject                                             | School 2021 | SSSG | State | School Average 2019-2021 |
|-----------------------------------------------------|-------------|------|-------|--------------------------|
| Biology                                             | 67.4        | 65.2 | 71.9  | 66.3                     |
| Chemistry                                           | 59.3        | 60.6 | 74.1  | 54.7                     |
| English Standard                                    | 66.9        | 62.9 | 68.8  | 67.2                     |
| Mathematics Standard 2                              | 70.1        | 59.6 | 66.1  | 64.1                     |
| Personal Development, Health and Physical Education | 62.2        | 63.4 | 70.3  | 65.7                     |

## Parent/caregiver, student, teacher satisfaction

Establishing links with parents / carers to create common communication channels was a major focus for Kurri Kurri High School within our new school improvement plan. These communication methods had, in the past, been varied and inconsistent to the establishment of systems to ensure parents had access to school information was a priority. In 2021, with the extended period of learning from home, communication with parents became a very important feature of school life. Independent surveys with parents indicated that during this period 93% of parents surveyed indicated that they had received communication from Kurri Kurri High School regarding learning from home set up and organisation. An important factor in these responses was over half of parents indicated that they received their communications via email, with 29% of parents indicating that they accessed information via school social media. This positive response indicates that successful communication with parents is occurring with email and social media appearing to be the preferred method of communication. From these surveys it was also revealed that 67% of parents felt that they were unable to support students navigate through the school's learning management system (Canvas). This may be a focus for future information to parents to enhance their competence in using Canvas as a learning tool. In 2022, the school has opted to use the parent Tell Them From Me survey to gain more effective measure of gauging parent feedback and responses to student learning at Kurri Kurri High School.

Student satisfaction is measured through the Tell Them From Me student survey and indicates satisfaction levels above NSW Government School Norms for positive teacher relations and at state average for the positive learning climate in place within the school. These results demonstrate a positive level of satisfaction and in 2022, the school will aim for increased results in other areas of the Tell Them From Me Survey.

Staff results in the People Matter survey indicate that communication has increased and that staff are aware of positive changes regarding things happening in the school. It was also identified that clear directions for the future of the school are in place and well communicated. In 2022, staff Tell Them from Me will be implemented to provided more accurate and timely information regarding teacher satisfaction.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for 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

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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.