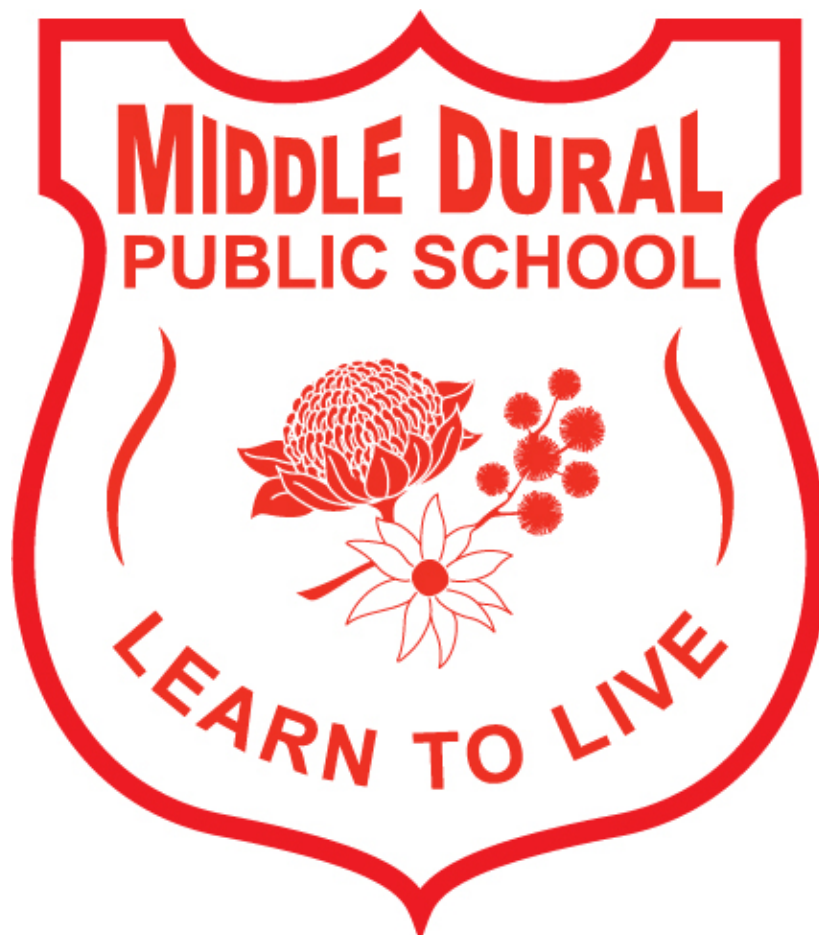


2022 Annual Report

Middle Dural Public School



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Introduction

The Annual Report for 2022 is provided to the community of Middle Dural 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.

School contact details

Middle Dural Public School

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School vision

Our *vision* is to inspire and promote a dynamic learning community that empowers students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners, becoming well rounded, confident and responsible individuals who aspire to achieve their full potential.

School context

Middle Dural Public School is a small school set in the semi-rural area of north-western Sydney, that sits on the land of the Darug people, and provides a harmonious and inclusive learning environment. Our school caters for a diverse range of students coming largely from middle to high socio-economic groups with 40% of students having a language background other than English.

Open communication and teamwork are evident among students, teachers and parents within this school. Our planning for a whole school focus on selected areas reflects a strong and inclusive ethos, which is nurtured through positive practice and collaborative approaches, and informed through continuous feedback.

Our productive partnerships with the Small Schools' Learning Alliance, as well as our Community group of Schools, provide valued interactions and connections between students through sporting, public speaking, the arts and leadership events. These forums also provide invaluable staff connections through shared professional learning and collegial collaboration.

Through our situational analysis, we have identified the need for consistency in embedding data-informed quality teaching practices in literacy and numeracy. Using high impact teaching strategies, will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective professional learning for all staff and through staff collaboration to develop feedback strategies and deep reflection on teaching and learning. This reflective practice will involve a deeper use of data to inform all processes and practices across the school providing consistency in its approach. Our teachers are committed to valuing and developing the individual needs of each student.

There will be a strong focus on consistency and use of effective practices and strategies to support student wellbeing, with a whole school community understanding. We will look to embed consistent and reflective data-driven practices in school planning, teaching, learning and reporting.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Data-Driven Practices
- Explicit Teaching Practices

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$30,114.20

Professional learning: \$1,247.00

Summary of progress

In 2022 staff engaged in Professional Learning to build their knowledge and understanding of data driven practices. APCI was engaged to support staff through this process assisting with triangulating data and using data to inform teaching. Explicit teaching of writing through the Write Stuff program ensured every teacher provided short, intensive, explicit instruction that was modelled and shared before individual attempts. Data was collected and discussed collaboratively at meetings to gain a whole school perspective. Students then worked on individual goals to improve their writing. This explicit teaching practice will align with the new curriculum in 2023 and further Professional Learning around explicit teaching in other areas will be undertaken.

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
NAPLAN Top 2 Bands • NAPLAN-Top 2 bands: Increase the percentage of students in the top 2 bands for literacy by 6% for the lower bound target.	• NAPLAN scores indicate 40% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
NAPLAN Top 2 Bands • NAPLAN-Top 2 bands: Increase the percentage of students in the top 2 bands for numeracy by 3% for the lower bound target.	• NAPLAN scores indicate 40% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
NAPLAN Expected Growth • NAPLAN Expected Growth: Increase the percentage of students achieving expected growth in Reading by 20% from the lower bound target.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN Expected Growth • NAPLAN Expected Growth: Increase the percentage of students achieving expected growth in Numeracy by 20% from the lower bound target.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

In order to ensure all members of our school community Connect, Thrive and Succeed, we will align evidence-based procedures around quality teaching and data use for all teachers to follow, working purposefully and deliberately to create a collaborative, positive, enriching school culture with high expectations for all students.

Initiatives

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

- Effective Collaborative Practices
- Cultural Awareness
- Attendance

Resources allocated to this strategic direction

Professional learning: \$3,100.00

Summary of progress

In 2022 the school undertook Professional Learning to develop teacher commitment to the understanding of authentic cultural connections and building capacity to deliver this in the class setting. The authentic use of the Yarning Circle assisted this process and has assisted teachers to embed culturally appropriate content across the curriculum.

School attendance continues at a high level as the processes implemented increased the school community's awareness of the value and importance of attending school regularly. The new system of communicating with parents was well-received by all.

Collaborative approaches were enhanced with the introduction of new staff members. The importance of collaborative practices was prioritised, improving the flow of communication. This was extended to the school community and across the small school network.

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 are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.	Through collaborative planning amongst staff, between student and teacher and at times involving parent input, students were engaged and responsive to suggestions that improved learning. Individual student learning needs were identified, addressed and regularly monitored to ensure progress.
• Staff have accessed Aboriginal Cultural Education through shared professional learning, developing cultural competencies.	<ul style="list-style-type: none">• Completed Aboriginal Policy; Policy into Action; Histories and Culture• Undertook Aboriginal 8 Ways in terms 3 and 4, using this within teaching practices.• Smoking Ceremony included community members such as parents, Landcare Australia and Aboriginal Elder and Director of Schools.• Action Plan created and followed to accommodate Intercultural Understandings curriculum content.• PL Meetings to determine delivery of Aboriginal and Inter-cultural Education within the classroom were undertaken and evident in classroom programs and delivery.
Attendance * Increase the percentage of students attending > 90% of the time to be at or above the target of 90%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.• Introduction of School Bytes to simplify consistent communication with families.• Added templates to ensure prompt responses from parents ensuring all

Attendance

* Increase the percentage of students attending > 90% of the time to be at or above the target of 90%.

absences were accounted for.

- Continued newsletter actions and assembly announcements around attendance.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$11,930.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Middle Dural Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • implementation of targeted programs to differentiate teaching and learning programs. <p>The allocation of this funding has resulted in the following impact: Students accessing learning in line with peers, feeling supported, valued and cared for.</p> <p>After evaluation, the next steps to support our students will be: To continue the strong support offered through the engagement of SLSOs.</p>
<p>Socio-economic background</p> <p>\$3,360.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Middle Dural 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services. <p>The allocation of this funding has resulted in the following impact: All students accessing learning opportunities offered.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage SLSOs to ensure learning is equitable across the school.</p>
<p>English language proficiency</p> <p>\$8,161.13</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Middle Dural 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"> • Explicit teaching practices. • employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in the following impact: All students accessing support to ensure success in learning and deeper understanding/use of English Language.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage SLSOs in this role to support our EAL/D students.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$14,956.90</p>	<p>students at Middle Dural 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 a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists. <p>The allocation of this funding has resulted in the following impact: All identified students receiving support within the classroom, demonstrate growth in Literacy/ Numeracy.</p> <p>After evaluation, the next steps to support our students will be: To continue engagement of teacher and SLSO for identified Learning and Support needs across the school.</p>
<p>Professional learning</p> <p>\$4,347.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Middle Dural 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"> • Explicit Teaching Practices • Effective Collaborative Practices • Cultural Awareness <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online Professional Learning for Wellbeing and The Write Stuff. • Small Schools Learning Alliance shared Professional Learning sessions around Trauma and also First Nations Cultural Perspectives. • Planning sessions for school programs and directions. • Engaging teachers to relieve staff. <p>The allocation of this funding has resulted in the following impact: Building staff capacity in explicit instruction and delivery of Quality Teaching practices. Enriching teacher awareness and understanding, building capacity to deliver authentic cultural lessons and experiences. School on track with planning and collaborative approaches.</p> <p>After evaluation, the next steps to support our students will be: To continue to deliver high quality Professional Learning to build capacity of all staff.</p>
<p>QTSS release</p> <p>\$7,010.18</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Middle Dural Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum. • additional teaching staff to implement quality teaching initiatives.

<p>QTSS release</p> <p>\$7,010.18</p>	<p>The allocation of this funding has resulted in the following impact: Collaborative approach to teaching and students receiving programs to meet student needs.</p> <p>After evaluation, the next steps to support our students will be: To continue the use of this funding to support staff.</p>
<p>COVID ILSP</p> <p>\$12,587.00</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 2022.</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 teachers/educators to deliver small group tuition. • providing intensive small group tuition for identified students. • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact: Targeted students receiving specified tuition appropriate to need, demonstrating progress through PLAN2.</p> <p>After evaluation, the next steps to support our students will be: To continue this strong support if funds received.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	18	24	27	24
Girls	14	14	15	14

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.1	94.6	97.1	88.4
1	88.9	96.4	96.6	91.8
2	93.9	89.0	93.2	92.8
3	95.6	94.5	88.1	82.4
4	97.9	92.8	87.5	87.8
5	88.1	95.6	94.4	88.0
6	93.9	83.5	88.8	87.3
All Years	93.9	93.3	92.5	88.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	0.2
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	130,934
Revenue	686,088
Appropriation	668,760
Grants and contributions	16,616
Investment income	512
Other revenue	200
Expenses	-655,103
Employee related	-591,985
Operating expenses	-63,118
Surplus / deficit for the year	30,985
Closing Balance	161,919

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.

	2022 SBAR Adjustments (\$)
Targeted Total	11,930
Equity Total	26,479
Equity - Aboriginal	0
Equity - Socio-economic	3,361
Equity - Language	8,161
Equity - Disability	14,957
Base Total	521,038
Base - Per Capita	10,613
Base - Location	0
Base - Other	510,426
Other Total	47,307
Grand Total	606,755

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

Reports from teacher feedback and discussions in 2022 indicated a strong desire to continue and expand many aspects of our learning. Areas such as Writing and Wellbeing have been enhanced through valuable Professional Learning and a whole school approach. Teachers acknowledged that a revisiting of the principles of Building Learning Power through commencing the Year with our BOOTCAMP assisted all new students, particularly with increasing enrolments and reinforced the expectations of all. Teachers felt that the inclusion of the Yarning Circle gave an authenticity to their inclusion of Indigenous and cultural understandings and teaching. Teachers also indicated that they felt supported as they trialled and adopted new approaches to pedagogy.

Students shared their views through fortnightly Circle Time discussions, giving them an opportunity to air any grievances and celebrate any successes. A very positive theme from these meetings has been the acknowledgement, respect and pride in the use of the Yarning Circle through various lessons and whole school events; in particular the smoking ceremony. It was also evident that students felt comfortable in sharing their concerns and praise, acknowledging that issues raised were always followed up by staff members. Students commented on the increasing numbers of students in glowing terms and appreciated having support through our new School Learning Support Officers.

Parents shared their views through focus groups and individual responses to staff. Attendance at assemblies remained high demonstrating enthusiasm and support of the school's ethos and programs. Parents said that they felt valued, particularly citing the Mothers' Day assembly where they received a rose and tributes from their child. Parents commented how nice it was to be back on school grounds and included in special events such as assemblies, Easter, Mothers Day, Book Week, sporting Carnivals and more, provided by the school following restrictions from COVID. Parents commented on the strong support students receive though the smaller numbers and the way teachers know their child. *"He is always so happy to come to school. Thank you for what you do."-SH*

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.