

# 2022 Annual Report

Oatley Public School



2796

# Introduction

The Annual Report for 2022 is provided to the community of Oatley 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

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## Message from the principal

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We have had another unique year of being resilient and flexible and it is exciting for us to come together face to face once again. To capture this year in review I would say there have been many changes and challenges but with challenge comes growth. We are continually challenged in our transforming school culture which we started in 2019 with two interrupted years of COVID however as we settle back into some normality of school life we have also grown.

Back in 2019 when our 4Cs journey began Oatley teachers challenged our traditional teaching practices and collaboratively wanted our school culture to transform. We acknowledge that schools are the most likely sites for societal change. They have been the primary site for the community cohesion and creative productivity and still remain the most positive force in our society. Schools are storehouses of compassion and hope. In my experience teachers are overwhelmingly passionate, engaged and professional and want to see schools changing to meet the needs of the 21st century.

With this decision comes substantial resources of commitment and energy especially in teachers that make the changes we imagine as achievable. We knew that the future depended on this transformational journey for our students. You would have read threads of professional learning that teachers engaged in. You may have been in parent groups and particularly our new Kindergarten parents where we tried new strategies to engage and hear everyone's voice.

Throughout this year there has been a solidification and consolidation of us wanting students to develop as they move through their primary education to be skilled with capabilities needed for life and their ongoing journey of learning. You would be very familiar with the 4Cs approach which makes explicit the nature and development of self regulation, learning and working with the 4C capabilities; creativity, collaboration, communication and critical reflection.

Throughout this year teachers and students actively engaged with the complex mechanisms of deeper learning processes to inform their decisions in teaching and learning. Our own professional learning journey this year focused on:

- Teachers really knowing their learners by focusing on students as whole persons, and supporting their overall development by providing them with choices and responsibilities through noticing and questioning
- Viewing teaching as a creative process that collaboratively emerges between student and teacher and fosters the learning of creativity and
- Students reflecting on the way they learn best and understand the dispositions (capabilities/competencies) that they need to use.

Our overarching question we as a school are trying to answer through the 4Cs is: How can all learners be responsible and motivated in their learning? Hence our continued journey to transform our school culture to empower our learners.

I am incredibly proud of my teachers and students in their own learning. Student and teacher focus groups provides the data to ensure we are growing and enhancing the whole child development of all our students. We have our own interests and strengths and it is this challenge that we seek out to grow.

Debbie Hunter

## Message from the students

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The school creates many opportunities for students to reflect on their experiences in learning. This is a summary of their conversations from one of their focus group sessions.

The students in Year s 1-6 were able to discuss the Learning Disposition Wheel (LDW), 4Cs and the implications of leaning about these concepts, both at school and then transferring those learning skills to the home environment. K are definitely learning the metalanguage through the activities organised by teachers. Continue this in-depth learning by using the metalanguage of the whole wheel - not just Grit for example but also determined and resilient.

The successful strategy of teaching one Disposition very thoroughly was evident in the excellent responses from all students K-6. They really knew about Grit and Teamwork. From their discussions, this strategy could vary as students are obviously combining other dispositions that they have been exposed to over time. Integration of Dispositions over all activities could be a focus as teachers see the need, or from working with E - Rubrics.

The older students were very aware of how the LDW and learning about these dispositions would help them throughout life - both at school and in "the real world"



Harmony Day showing respectful relationships and inclusivity.

## School vision

At Oatley Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning empowering all students to develop as creative, collaborative, communicative and to critically reflect as learners through quality teaching and high impact leadership.

## School context

Oatley Public School is a metropolitan school located in a high socio-economic part of southern Sydney. The school is a focal point of the community and caters for students in Kindergarten to Year 6. Oatley Primary School has 26 teaching staff with a student enrolment of 458. The school has strong relationships with an Oatley Public School Advisory Group and P&C consisting of parents, caregivers, teachers and the wider community. Oatley Primary School has a proud sporting history, provides opportunities in the creative and performing arts, Sciences, Technology and embraces Creativity, Critical Reflection, Communication and Collaboration (4Cs). The school promotes the growth and development of our young people and builds the capacity of our students to develop as a whole child ( cognitively, physically, emotionally, socially, morally ) and through teaching and learning incorporate capacities which help our students navigate through a changing world of challenges.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum, school evaluation on professional learning and student focus groups on students as learners.

### Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have historically high student achievement but expected growth in both reading and numeracy is an area for explicit focus in the new school plan. We have identified a need to use data driven practices and assessment to ensure all students have access to appropriate differentiated learning outcomes that will meet their needs for growth. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to all students inclusive of students with additional needs including those identified as high potential and gifted, English as Additional Language learners and Aboriginal students. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. We are working to ensure greater consistency of continuous growth for all students from the beginning of their early years into their later years in our primary school context.

### Transforming school culture

After a year of 4C Transforming school pedagogy inclusive of creativity, collaboration, communication and critical reflection there is overwhelming evidence that the explicit teaching of strategies against the diagnostic tool of the Learning Disposition Wheel of competencies for teachers, students and parents as learners will continue. The 4C approach demonstrates how our school can change teaching and leadership to embed and enact the 4Cs to make them central to dynamic and exciting learning. This evidence based research connected to students curriculum will be assessed in action research practices. This ultimately supports students' Wellbeing and sense of belonging as we shift the culture to student centred learning.

### Partnerships in learning

Oatley PS has significant support from the whole school community. We are committed to community satisfaction and community engagement. We are working towards developing a culture especially for parents to be immersed in understanding how education has changed and the impact on their child as future citizens in their community. The school will engage in collaborative approaches to develop effective partnerships across other schools and the wider community ensuring the best use of professional skills, knowledge and experiences are promoted.

Oatley Public School has always nurtured a high professional learning culture. The leadership team promote an ethos of high impact professional learning for teachers to grow student learning outcomes. Throughout this plan three elements of

high impact professional learning will be implemented to support student progress and achievement:

- Professional learning is driven by identified student needs;
- Collaborative and applied professional learning strengthens teaching practice; and
- School leadership teams enable professional learning.



School focus on teacher and student capabilities

## 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	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling



## 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 academic 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.

- Differentiated learning
- Data driven practices

### Resources allocated to this strategic direction

**QTSS release:** \$60,000.00

**Literacy and numeracy intervention:** \$45,968.00

**Literacy and numeracy:** \$19,202.00

**English language proficiency:** \$136,377.00

**Low level adjustment for disability:** \$86,213.00

**Integration funding support:** \$71,041.00

**Aboriginal background:** \$3,716.00

### Summary of progress

#### Numeracy and Reading

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning to establish a **high expectation of culture**.

The leadership team maintains a focus on distributed **instructional leadership** to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The executive leadership team led high impact professional learning by developing a professional learning plan, knowledge sharing and establishing systems to support continuous and coherent professional learning. The school created Instructional Leader roles using Quality Teaching Successful Students for employing specialists teachers to lead **improvement in literacy or numeracy**. Their roles were providing **mentoring and coaching** support as expert teachers, to strengthen quality teaching practices through the analysis of student data to drive ongoing, school wide improvement in teaching practice and student results in Literacy and Numeracy and providing release to establish **collaborative teaching practices**, allowing teachers to work together and learn from each other through observation and discussion.

The Instructional leader focused on **high impact professional learning through collaboration** and applied professional learning to strengthen teaching practice and ensure professional learning is driven by identified student needs. The Instructional leaders would then lead a numeracy and reading Hub. This was to enable a distributive leadership model to sustain a culture of effective evidence based learning and ongoing improvement to support student learning. There was teacher representative from each stage group to upskill and to support teacher mentoring. The quality and calibre of this model created a very sustainable culture of teacher professional learning.

**Evidence based research** using the Big Ideas by Diane Siemon in Numeracy and in reading the research by Deslea Konza Research into Practice resources were a school focus in ongoing professional learning.

Professional learning for all staff focused on **unpacking data** from the school evaluation showing triangulation of data from **internal and external sources of evidence**. The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. The **learning goals for students** are informed by the ongoing regular check ins of the analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. This developed staff competencies in Data Skills and Use in both Reading and Numeracy. Teachers clearly understand, develop and apply a full range of **assessment** strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. The annual progress measure for the initiative in our student attainment strategy to develop student growth in Numeracy and Literacy is **'Data Skills and Use'**. Self assessment against the Schools Excellence Framework shows the school as

sustaining and growing. The annual progress measure for our other initiative in our student attainment strategy to develop student growth in Numeracy and Literacy is '**Differentiation**'. Self assessment against the Schools Excellence Framework shows the school as sustaining and growing.

The collaborative planning of teachers discussing this data use in teaching became the focal initiative for differentiation in the delivery and monitoring of teaching/learning programs. This provided high expectations within student learning programs. Following this effective feedback strategies enabled differentiation to support student learning goals.

Extra LaST teachers were employed along with the COVIP ILSP and EAL/D teachers to conduct IfSR PV for targeted high middle students (as identified in the Term 2 Check-In) and ASA comprehension assessments. This assessment has led to teacher differentiation of specific targeted skills for these students.

### Looking forward to 2023.

The executive leadership evaluated their initiatives using the reflect and reset model for school evaluation.

### Literacy

Vocabulary will continue to be explicitly taught and embedded into 2023 teacher programs. **Building students capacity** to transfer vocabulary across different writing genres and KLA's is the next step. Reading groups will be a key focus for Year 3 teachers. This will allow a smoother transition for students from the structured format of the InitialLit program and provide a framework for literacy blocks for Year 3. Year 1 teachers will be supported by a specialist teacher to assist with differentiation in Literacy (InitialLit program). Regular and planned collection of pre-and-post reading and comprehension assessment data will be a key element to ensure that teachers are regularly monitoring student reading progress against the syllabus and successfully differentiating for students. The area of inferencing will be monitored. K-2 teachers will be supported by the new Assistant Principal CI to implement the new K-2 English Syllabus.

### Numeracy

Number talks continued to be include in teaching programs linked to concepts in 2023. K-2 teachers will be supported to implement the new K-2 mathematics syllabus (AP C&I). Doing a deeper dive into data driven practices is one of our whole school goals will continue to implement consistent and proactive pre and post assessment practices that meet all students' needs, allows regular, efficient and accurate **monitoring of student progress** against syllabus outcomes and ultimately allow more effective differentiation for students. 3-6 teachers will implement consistent numeracy programming across each stage for the Number and Algebra strand.

### 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
More than 69.24% of students in Top two bands (or equivalent) NAPLAN Reading	2022 overall NAPLAN results for Year 3 & 5 in Reading were 74.82% (SCOUT) of students in the top 2 bands.
More than 59.19% of students in Top two bands (or equivalent) NAPLAN Numeracy	2022 overall NAPLAN results for Year 3 & 5 in Numeracy were 61.15% (SCOUT) of students in the top 2 bands.
More than 67.16% of students achieve Expected growth NAPLAN Reading	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation NAPLAN.
More than 67.8% of students achieve Expected growth NAPLAN Numeracy	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation NAPLAN.



## Strategic Direction 2: Transforming School Culture

### Purpose

Teachers engage in collaborative and applied professional learning models to deepen their understanding of student-centred curriculum design and implementation to support overall student development. Students connect with the interpersonal, intrapersonal and cognitive competencies required for deep learning, developing their self-regulation and agency.

### 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.

- Pedagogical practices
- Student-centred teaching and learning

### Resources allocated to this strategic direction

**QTSS release:** \$30,000.00

**Professional learning:** \$29,124.00

### Summary of progress

#### Pedagogical Practices

**Professional learning** in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The school maintained the Instructional Leader role to lead improvement in learning and development practices for all staff in 4C's Transformative Learning.

**The instructional leader** lead a teacher Hub, with a representative from each stage group to upskill and support teacher mentoring. This **distributive leadership** model assisted in sustaining a culture of effective evidence based learning and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease to support student learning. The quality and calibre from this model created a very sustainable culture of teacher professional learning. The school is moving into excelling.

Staff engaged in collaborative and applied professional learning opportunities through Collaborative Classroom Visits, Deep Noticing in Action and sessions to deepen understanding of the 4C coherence makers facilitated by external consultants from the Transforming Schools team. This provided a forum for professional dialogue, collaboration, sharing of expertise and innovative practice and opportunities for critical reflection.. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Evidence showed the school at excelling.

Stage teams engaged in an action inquiry into learning design and the **assessment of** Learning Disposition's in the classroom. The elements of the Wonder Web were used to design learning experiences, reflecting evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities. The Learning Disposition Rubrics provided a scope for assessment and consistency of teacher judgment. The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The school is at sustaining and growing.

Staff engaged in focus groups to **collaboratively** reflect on their own learning with the 4C's and provide **feedback** to assist the school in establishing future directions.

#### Student Centred Teaching and Learning

Student's engaged in a range of processes to develop their skills in collaboration, communication, creativity and critical reflection. A team of Year 6 students were established to drive the 4CTV concept, unpacking each of the 'Cs' across the year through their episodes.

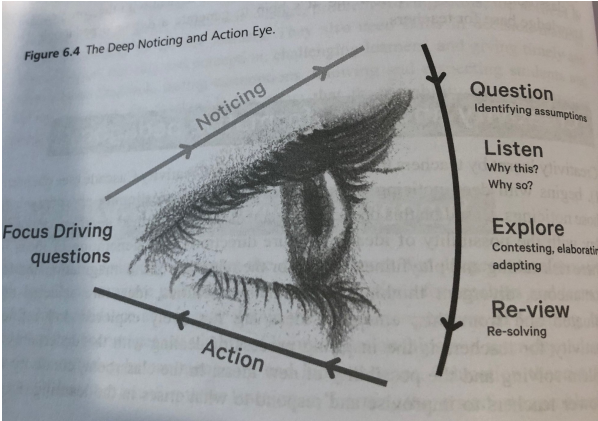
Student focus groups were conducted to unpack the impact the 4C learning has had on them as learners and to assist in establishing future directions. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Student focus groups showed evidence of how **pedagogical practices impacted on their learning** and impact at home. Effective partnerships in learning with

parents and students mean students are motivated to deliver their best and continually improve. This connection to practice was excellent.

**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
Wellbeing data (advocacy, belonging ,expectation)to increase above the lower bound target of 92.88%	Tell Them From Me data shows 87.34% reported positive wellbeing, including a 86.34% in advocacy at school, 78.92% in sense of belonging and 96.76 % in expectations of success.
Internal measures indicate an increased percentage of staff actively collaborating with internal staff and practitioners from other schools to reflect and improve on teaching practice.	100% of staff collaboratively designed learning experiences reflective of the Wonder Web competencies.  100% of staff engaged in high impact professional learning to support their learning and development.



Professional learning lense in which we use to explore critical reflective practices.

## Strategic Direction 3: Partnerships in Learning

### Purpose

Build strong connections with the school community, through creating a culture and structures that build a cycle of professional learning; an inclusive environment that enables learning and growth.

### 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.

- Connecting through learning
- Inquiry based learning

### Resources allocated to this strategic direction

### Summary of progress

#### Summary of progress

##### Connecting through learning

The initiatives in "Partnerships in Learning" were established to make purposeful connections with the community and share educational learning that is occurring at the school. Hence, the Connecting through learning initiative was profiled to instil **high expectations** by providing shared opportunities for the community to engage in learning. We have continued to connect with a range of community groups this year, including Parent and Community Association (P&C), The Fathering Project and The Lions Club promoting **Community Service**. Throughout the year, we hosted a variety of face-to-face events to engage and enhance key partnerships; and strive towards a common goal of supporting student wellbeing and success. The P&C were pivotal in raising money this year, through significant channels including grants, sponsorships, membership fees, fundraising activities, and the building fund. The Fathering Project enabled fathers and father-figures to network together and share experiences with their children at school and to further strengthen the family bond. The Lions Club supported our Ride to School Day event with a BBQ and have kept us in the loop with wider community initiatives. With the recent impact from the floods in NSW, The Lions Club delivered Christmas gifts to affected families which were donated from Oatley Public school students.

Inclusive of this initiative, the executive team monitored and tracked student attendance, particularly students at or above 90% in order to improve attendance rate which is currently 73.83%. Parents are regularly informed of the importance of students having a high **attendance** rate and that this contributes to student development and learning.

As a future direction, the school will conduct parent engagement opportunities to ensure ongoing educational practices to support student development through communication platforms, surveys, parent focus groups and the P&C body.

##### Inquiry based learning

In developing a **high expectation culture**, the leadership team introduced the "Inquiry learning" model where teachers collaboratively gained knowledge in understanding the 4Cs "e Rubric" that was used as an assessment tool and the "Wonder Web" where teachers used the various modes of learning to motivate and engage students. These educational strategies were delivered to students to provide opportunities to further develop and support our **high potential and gifted students**.

In particular, this year teacher development increased and was evident in the TTFM teacher data where trends showed an uplift in norms in the areas of Planned Learning Opportunities, Collaboration, Leadership and Data Informs Practice.

Through the 4C initiative teachers presented the schoolwork to colleagues, across other school networks, the "Inquiry Learning" resulted in a significant change in the pedagogical practices of the teachers and developed their teaching pedagogy.

Through **collaborative practice and feedback** opportunities teachers have evaluated and designed units of work and their assessment methods, using the "Wonder Web" tool. The initiative has provided a sense of **shared engagement** with the community to improve student learning and development. The practices and processes that have been embedded during the inquiry support the nature of creating a culture of high expectations through regular feedback during stage meetings and collaborative planning days.

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
An improvement in the themes of 'High Expectation' and 'Teaching and learning programs' to the level of Excelling as measured by the School Excellence Framework.	Self-assessment against the School Excellence framework shows the theme of <b>High expectations</b> to be Excelling.  Self-assessment against the School Excellence framework shows the theme of Teaching and learning programs to be <b>Sustaining and growing</b> .
Increase percentage of students to be at 91.85%	The number of students attending greater than 90% of the time or more actual was 73.83%



The Fathering Program where school partnerships create successful relationships.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$71,041.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oatley Public 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>• Differentiated learning</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 staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to students learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation the next steps to support our students with this funding will be to formally incorporate integration decision making in consultation with parents or carers as an ongoing program of support. The Learning Support Team inclusive of LaST, School Counsellor, Principal and LaST coordinator will design, implement, review and adjust the PLSPs termly to ensure targetted support is allowing for student progress.</p>
<p>Socio-economic background</p> <p>\$10,166.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oatley Public 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>• 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>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This has allowed equitable access for all students to participate in school activities such as excursions and incursions as well as be supported for learning resources required for their learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This ongoing funding will be targetted to ensure all students have equitable access to school events and supplies.</p>
<p>Aboriginal background</p> <p>\$3,716.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oatley Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Aboriginal background</p> <p>\$3,716.00</p>	<ul style="list-style-type: none"> <li>• Differentiated learning</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>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This has supported the engagement of an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. It also supported the school in creating an Acknowledgement to Country endemic to this school context.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will support ongoing PLPs by providing all teachers to be engaged with the PLP process. This will provide a significant cultural understanding of student learning with cultural inclusivity embedded in the students learning.</p>
<p>English language proficiency</p> <p>\$136,377.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oatley Public 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>• Differentiated learning</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 support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students from Years K-6 with culturally and linguistically diverse backgrounds who are learning English as an Additional Language or Dialect (EAL/D) have been provided with differentiated teaching and learning programs delivered in either a withdrawal or team-teaching capacity for 2-3 sessions per week of approximately 1 hour duration per session throughout the year. In 2022, 46.8% of students at Oatley Public School were identified as having a language background other than English with just over 32% supported within the EAL/D program. In 2022 our EAL/D allocation and funding was reduced, with the EAL/D loading halved from 1.2 to 0.6 (6 days to 3 days). Throughout the year a range of assessment and data sources were used to determine specific student needs, and specialised learning programs were developed which provided differentiated, explicit and structured learning activities for students which focused on oral language, reading and writing skills.</p> <p>NAPLAN results for our EAL/D students have been positive this year. In Year 3, most students scored in the top two bands for all literacy areas and half scored in the top 2 bands for Numeracy, with the remaining 50% achieving high results in the middle two bands. In Year 5, students were evenly spread across the top 2 bands and middle two bands for all literacy areas, with all scoring in either the top two bands or achieving high results in the middle two bands. All students in the EAL/D program scored in the top two bands for Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>



<p>English language proficiency</p> <p>\$136,377.00</p>	<p>To maintain EAL/D specialist teacher support within the allocated loading of 0.6 (3 days), ensuring that all EAL/D students can access the mainstream curriculum. The students targetted will be identified from data informed assessment practices.</p>
<p>Low level adjustment for disability</p> <p>\$86,213.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Oatley Public 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>• Differentiated learning</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The LaST and school counsellor working collaboratively to identify and support students with differentiation and intervention to access the mainstream curriculum. Students identified through regular literacy data collection and analysis from Kindergarten - Year 2 who participated in the InitialLit and MiniLit programs during 2022. Students involved in the programs demonstrated significant improvement in phonemic awareness skills, in support of their ability to successfully decode and make meaning from text. At the beginning of Term 3, additional Learning and Support teaching staff members were successfully trained in the delivery of a Numeracy Intervention program. It was developed based on results from standardised testing and Naplan. Emphasis was placed on primarily the number strand whereby specialist staff collaborated with classroom teachers in Stage 2 to build capacity in meeting the Numeracy needs of identified students. The program was fluid and students had the opportunity to move back to the core group once the fundamental maths concepts were mastered based on regular testing. MiniLit program was updated and specialist staff were trained to support students in the early years of schooling who required additional literacy support. Funding was used to release teachers for additional professional learning and to purchase school learning support time to support students and teachers. The LaST liaising with the Itinerant support teacher (hearing) who works with a student who have a confirmed hearing disability. Comprehensive standardised testing on all newly enrolled students in all areas of numeracy and literacy. The data gathered informed teachers on how best to differentiate and provide targeted programs to meet the learning needs of the student. The LaST liaising and working with the School learning support officers (SLSO) in order to provide appropriate support and assistance to students with a disability and additional learning and support needs. The LaST oversees the SLSO's implementation of school routines through classroom activities, and the care and management of students with disability and additional learning and support needs. The LaST liaising and providing valuable information to High Schools in a well-planned and coordinated approach to transitioning students with additional learning needs from primary to secondary school. This can make a significant difference to a student's achievement, engagement and wellbeing outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The Learning Support Team will continue to monitor student achievement and evaluate the success of various programs. This data will be used to plan allocation of future resources to maximise impact on learning and meet</p>

<p>Low level adjustment for disability</p> <p>\$86,213.00</p>	<p>the changing needs of students with additional needs. Based on assessment, successful targeted support was implemented for identified students with a focus on phonics, reading and sight word acquisition skills in literacy withdrawal programs in Kindergarten. Identified Early Stage 1 students showed individual growth in their knowledge of phonics as noted through teacher observations and InitialLit check in Assessment data. 85% of identified students in Kindergarten increased their reading skills by 1-3 reading levels. While, 90% of identified students in year 1 increased by 3 to 5 reading levels over semester. In numeracy, intervention groups were implemented based on PAT Maths Data over a six month period. 84% of identified Year 3 and Year 4 students received a pass above 50% and 34% of students received a mark of 91% or more. The students who scored below a pass percentage have significant LST referrals and/or diagnosis. These students accounted for 15% of the group.</p>
<p>Professional learning</p> <p>\$29,124.00</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 Oatley Public 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>• Pedagogical practices</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>• engaging a specialist teacher to unpack evidence-based approaches to connecting 4Cs into class pedagogy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The QTSS funding supported executives to lead learning within the school setting allowing for higher impact of professional learning opportunities which were authentically practiced and supported within the teaching classroom. The school focussed on the high impact professional learning model in collaboration and student data informs teaching practice. This was driven by high engagement of executive leadership in professional learning .Data through many sources using qualitative and quantitative strategies provided growth in teachers' knowledge which transferred into their teaching and student learning programs. This is a strategic focus in developing the school's culture of high expectations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing professional learning focussing on executive leadership as instructional leaders and the growth of distributive leadership among the staff has had a great impact. Fron evaluation of this model changes will occur and new leadership team will change in 2023 but professional learning against the high impact professional learning model (HIPL) will still remain.</p>
<p>Literacy and numeracy</p> <p>\$19,202.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oatley Public School from Kindergarten to Year 6.</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>• Differentiated learning</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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul>

<p>Literacy and numeracy</p> <p>\$19,202.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>          Opportunities for teachers, students and community to be engaged in an authentic experience which engaged higher order thinking skills in learning as well as enhancing technology skills in students. Updated resources to support curriculum implementation.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          With the new K-2 Curriculum reform for 2023 professional learning in DET resources along with APCI will be utilised.</p>
<p>QTSS release</p> <p>\$90,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oatley Public 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>• Differentiated learning</li> <li>• Pedagogical practices</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>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          The velocity and strength of professional learning was of high intensity because the executive release model of instructional leaders enabled the consistency and evaluation of high quality professional learning along with supporting differentiation of learning. It also engaged opportunities of distributive leadership among other teachers and created consistency in leadership for data collection of evidence, analysing and the implications of this data in a collaborative team. The professional learning of the QDAI model was integral to the success of this leadership team.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          The instructional leader model worked well as it created consistency within the school in defining the strategic targets , activities and evidence bank for analysis. The collective efficacy of the team allowed for student learning and engagement to occur in stage teams. Keeping this model and potentially growing with high performing teachers is in our next direction.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Oatley Public School who may be at risk of not meeting minimum standards.</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>• Differentiated learning</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 interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Covid left many gaps in our students over the K-2s first years of learning within the school context and it was evident in our internal data that students were not reaching the baseline data we historically as a school achieved as these students moved into Year 3, so employing extra staff to support students was critical. Targeted small group intervention was provided especially in reading and numeracy.</p>

<p>Literacy and numeracy intervention</p> <p>\$45,968.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Year 3 2023 will maintain intervention for reading to enable students to be independent readers in their decoding acquisition but also develop inferred comprehension skills. This will be focussed on in Term 1 2023 with the reassessment of student growth.</p>
<p>COVID ILSP</p> <p>\$34,928.00</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><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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The COVID ILSP led small identified groups of Year 1 and Year 2 students to access the reading and numeracy outcomes at a slower level than their mainstream cohorts. Data was collected regularly to ensure growth was occurring. The groups were a revolving door model where students achieving expected growth could return to mainstream class and students at risk can then be supported in this setting with COVILSP. Data collected was qualitative and quantitative and collaborative conversation on planning with students class teacher were integral that consistency occurred in class and small group setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> COVIDILSP will continue and the model of Year 1 and Year 2 students will remain.</p>



Students engaged in 4C processes through curriculum.

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	263	257	236	233
Girls	267	240	235	225

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	94.7	95.5	90.6
1	93.3	94.6	94.3	92.6
2	92.4	94.7	95.6	92.3
3	94.7	94.8	96.6	90.4
4	91.2	94.6	95.3	91.8
5	94.1	94.5	95.3	90.8
6	92.9	95.2	92.9	90.3
All Years	93.3	94.7	95.1	91.3
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

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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.



School environmental initiative has a strong theme in our school.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.34
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	0.4
School Administration and Support Staff	3.98

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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.



Student leadership team initiative with community partnerships grant success..

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	381,672
<b>Revenue</b>	4,551,650
Appropriation	4,185,111
Sale of Goods and Services	25,930
Grants and contributions	335,784
Investment income	4,625
Other revenue	200
<b>Expenses</b>	-4,645,353
Employee related	-4,020,005
Operating expenses	-625,349
<b>Surplus / deficit for the year</b>	-93,703
<b>Closing Balance</b>	287,969

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 banner initiative created for Harmony Day and displayed in the hall.

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	71,041
<b>Equity Total</b>	236,462
Equity - Aboriginal	3,716
Equity - Socio-economic	10,166
Equity - Language	136,367
Equity - Disability	86,212
<b>Base Total</b>	3,373,515
Base - Per Capita	119,012
Base - Location	0
Base - Other	3,254,503
<b>Other Total</b>	328,288
<b>Grand Total</b>	4,009,306

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 banner initiative created for Environmental Day and displayed in the hall.

## 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.



Student focus groups engaging collaboratively in their learning.

## Parent/caregiver, student, teacher satisfaction

Oatley Public School is committed to building strong relationship between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform and engage the community about student learning and educational programs which is presented in a weekly newsletter called Oatley Organiser and delivered through email and on iphone..

The school upgraded our fee paying system streamling invoice and payment methods and maintaining confidentiality through email and using system schoolbytes.

Online streamling of Reporting to Parents was also initiated through SENTRAL and 100% uptake of parents downloading and using this SENTRAL APP showed success and parent preference for this report to be communicated.

The direction 'Partnerships in Learning" was established to instil high expectations by providing shared opportunities for the community to engage in learning about current educational practice and furthermore develop ways to support student development. Our P&C forum allows for this transparency of information to be directly related tp parents and clarifying questions to be answered.

In 2022 the school opened up its doors for community events to be held within the school grounds to create clarity and links to our students and curriculum they are immersed in. There has been a very high response to these days with higher percentages of parent participation in these events compared to pre COVID times.

Various practices were embedded to connect and build strong partnerships these include; Meet the teacher information night, Student/parent interviews, Fathering Project, Dad's Big Breakfast, P&C fundraising events, Kindergarten Orientation and Celebration of Learning which could go ahead on school site.. There was greater participation than in previous years.

Throughout the year positive qualitative data and quantitative data support growing parent satisfaction this supports teachers being recognised by parents connecting their child to the high expectation in their learning.



Student leadership with community partner showcasing new school signage.



# 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.