

# 2022 Annual Report

## Wollondilly Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Wollondilly 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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## School vision

Wollondilly Public School students, teachers, parents and carers work in partnership to promote high expectations, personal growth and the ongoing achievement of all students.

We support our students to be positive, resilient, respectful and empowered learners, as they strive to become active community members with a strong sense of citizenship.

## School context

Wollondilly Public School is an innovative, dynamic and inclusive primary school located within the township of Goulburn in the Southern Tablelands.

At present, school enrolments consist of mainstream classes and 3 support classes - Mild Intellectual Disability (IM), Multi-Categorical (MC) and an Early Intervention Unit (EIU). Approximately 5% of students are from a language background other than English and 8% identify as Aboriginal or Torres Strait Islander. Students come from a variety of socio-economic backgrounds. The school has a Family Occupation and Education Index (FOEI) of 105.

At Wollondilly, we are committed to providing rich programs to develop skills in technology, critical thinking, problem solving, communication and collaboration to enable students to reach their full potential. Through our PBL values (Safe, Respectful and Responsible), we are empowering students to take responsibility for their learning and behaviour. The school is developing a culture of evidence based, data informed decision making and aims to build the capacity of all teachers to lead, improve learning and innovate. Wollondilly is active in the performing arts and sporting areas and provides opportunities for student participation in pursuits beyond the classroom including sports, dance, recorder, band and choir. Wollondilly Public School enjoys strong community support and has an active and very supportive Parents and Citizens' Association (P&C).

Our school has provided opportunities for stakeholders to engage and give voice to what was important to our school community allowing us to make three clear directions (Student Growth & Attainment, Developing Staff Expertise and Wellbeing @ Wollondilly) for our school as we continue to strive for excellence.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

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Literacy and Numeracy teaching at Wollondilly PS will be evidence-based and responsive to the needs of our students.

Our curriculum delivery will focus on three principles; 1. Building strong foundations, 2. A focus on core content and 3. Flexibility to meet individual student needs and abilities.

### Initiatives

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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.

- Literacy & Numeracy
- Curriculum

### Resources allocated to this strategic direction

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**Professional learning:** \$13,000.00

**English language proficiency:** \$6,673.37

**Socio-economic background:** \$179,376.77

**Low level adjustment for disability:** \$50,342.50

### Summary of progress

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#### What Did We Do?

This year our school supplemented our NSW Department of Education Teacher Entitlement with an additional class teacher. With the full-time employment of an additional teacher, we reduced our class sizes to ensure optimum learning opportunities for all students.

Our school continued to implement the evidence-based Literacy program, InitialLit in Kindergarten. With the success of this initiative in 2021, it was decided that we would expand InitialLit into our Stage 1 (Years 1&2 classes). InitialLit is an evidence-based whole class Literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. Our school trained all new K-2 staff along with our IM Supported Class Learning teacher. Our school continued to purchase resources (decodable texts) to supplement the InitialLit program.

Literacy and Numeracy Key Learning Area Committee/s were established this year; their focus was to complete a thorough audit of teaching materials / tools for each KLA. The teams then purchased supplementary resources to ensure all classroom teachers had appropriate resources at hand for both Literacy and Numeracy.

Our Stage 2 classes trialed Maths Ability Groups in Semester 1. With the success of this trial, we implemented Ability Groups across our entire 3-6 cohort throughout Semester 2.

Our Covid Intensive Learning Program (CILSP) along with allocated RAM funding allowed our school the opportunity to implement numerous evidence-based intervention strategies in Literacy and Numeracy. In Literacy our tutors delivered MiniLit (Years 1-2) and MacqLit (Years 3-6). In Numeracy, our CILSP tutors delivered QuickSmart (a numeracy program designed for students whom experience persistent difficulties in numeracy and provides them the opportunity to engage in lessons that improve automatisisation in mathematics).

To ensure National Education Standards Authority compliance, our school has created a whole school class timetabling expectation template; this is ensuring all classes are meeting the required time expectations for each Key Learning Area. Additionally, our school began the process of evaluating our current Class Programming requirements with all class teachers provided the opportunity to give feedback and advice around our checklist / expectations. Our school begun the process of creating 'The Wollondilly Way' which includes all programming, scope and sequencing, assessment, timetabling requirements for our school; this will be an ongoing focus area moving into 2023+.

#### Where to Next?

In 2023 our school will continue to fund an additional classroom teacher. This will ensure our class sizes (particularly our Primary cohort) provide all teachers the with greatest opportunity to deliver individualised, student point of need teaching and learning.

Next year, our school will fund staff to ensure the ongoing implementation of MiniLit, MacqLit and Quicksmart intervention programs at our school.

Our school has identified that in 2023 a major focus will need to be on the consistent implementation of Literacy (Years 3-6) and Numeracy (K-6). With the implementation of new syllabus' (K-2 English and Maths in 2023) and the employment of an Assistant Principal, Curriculum and Instruction (APC&I), our focus will be to ensure appropriate Professional Learning for all teachers in both Literacy and Numeracy. The APC&I will work shoulder to shoulder with K-2 teachers to ensure compliance with the newly introduced syllabus' and coach and mentor 3-6 teachers as they explore and prepare for implementation of new syllabus' in 2024.

### 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
<b>Systems Negotiated Target</b> % of students achieving in <b>top two bands</b> in <b>reading</b> increases from 30.6% (baseline) to 38.3% (lower bound) - 43.3% (upper bound) by 2022	<p>In 2022, our school attained a raw score of 28.91% of students in the top 2 bands for Reading. This was a decrease of 5.74% and 9.39% below the system negotiated lower bound target for 2022.</p> <p>It is pleasing to report that 45% of Year 3 students attained in the top 2 bands in Reading, this result is 1.7% above the upper bound system negotiated target and exceeded the Statistically Similar Schools Group for the top 2 bands in Reading in Year 3. This year 95% of Year 3 students and 97.5% of Year 5 students attained the minimum standard or higher in Reading.</p>
% of students achieving <b>expected growth</b> in <b>reading</b> meets the lower bound system negotiated target of 60.4%	<p>Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (e.g matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have data needed to calculate student growth scores for 2022.</p>
<b>Systems Negotiated Target</b> % of students achieving in <b>top two bands</b> in <b>numeracy</b> increases from 13.5% (baseline) to 22.8% (lower bound) - 27.8% (upper bound) by 2022	<p>In 2022, our school attained a raw score of 13.57% of students in the top 2 bands for Numeracy. This was a decrease of 2.27% and 9.23% below the system negotiated lower bound target for 2022.</p> <p>It is pleasing to report that the number of Year 3 students in the top 2 bands increased by 2.56% this year. The number of Year 3 students attaining in the bottom 2 bands in Numeracy decreased by 5.6% (2021 - 15.1% / 2022 9.5%). The Year 3 Numeracy result exceeded the Statistically Similar Schools Group for the first time in 7 years and showed an upward trend while the State and SSSG both showed a downward trend. This year 100% of Year 3 students and 97.2% of Year 5 students attained the minimum standard or higher in Numeracy.</p>
School Self-Assessment against the School Excellence Framework in the element of <b>Curriculum</b> identifies that all themes of the Sustaining & Growing phase are met	<p>Our schools 2022 Self-Assessment against the School Excellence Framework in the element of Curriculum identifies that our school is working at the Delivering stage. It is pleasing to report that our school has identified areas of work at the Sustaining and Growing phase but not all descriptors have been met at this stage.</p>
School Self-Assessment against the School Excellence Framework in the element of <b>Student Performance Measures</b> identifies that all themes of the Delivering phase are met	<p>Our schools 2022 Self-Assessment against the School Excellence framework in the element of Student Performance Measures identifies that our school has met most descriptors of the Delivering phase with the one exception of Internal and External Measures against Syllabus Standards. In 2023 our school intends to consider internal as well as external assessment (such as NAPLAN and Check-In assessments to assess student progress and achievement against syllabus outcomes.</p>
<b>Year 3 Aboriginal student data</b> remains above State averages in both Reading & Numeracy	<p>Information provided via this Annual Report must be consistent with privacy and personal information policies.</p> <p>Our cohort of Aboriginal students in Year 3 were fewer than 10 students so results are unable to be shared.</p>

<p><b>Year 5 Aboriginal student data</b> is comparable with State averages</p>	<p>Information provided via this Annual Report must be consistent with privacy and personal information policies.</p> <p>Our cohort of Aboriginal students in Year 5 were fewer than 10 students so results are unable to be shared.</p>
<p><b>Systems Negotiated Target</b></p> <p>% of students achieving <b>expected growth</b> in <b>numeracy</b> increases from 51.5% (baseline) to 58.4% (lower bound)</p>	<p>Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (e.g matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have data needed to calculate student growth scores for 2022.</p>

## Strategic Direction 2: Developing staff expertise

### Purpose

Teaching at our school will be based on appropriate and timely assessment to ensure 'point-of-need' teaching occurs in every classroom, every lesson, every day.

An ethos of Co-Planning, Co-Teaching and Co-Evaluating will be created, implemented and appropriately evaluated to support teachers professional 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.

- Assessment for, of and as Learning
- Co-Plan, Co-Teach, Co-Evaluate

### Resources allocated to this strategic direction

**QTSS release:** \$83,432.65

**Literacy and numeracy intervention:** \$22,984.20

**Literacy and numeracy:** \$14,115.24

**School support allocation (principal support):** \$22,840.00

**Low level adjustment for disability:** \$160,889.40

### Summary of progress

#### What Did We Do?

In 2022 our major focus of this Strategic Direction was the Collaborative Practice initiative. In this area we have ensured all classroom teachers were provided with additional time to work with their respective stage team and Assistant Principal analysing student assessment data (class & stage) and collaboratively devising Units of Work in Key Learning Areas. Each classroom teacher was provided additional time to work with their stage team and separate QTSS time to meet with their assigned supervisor for Performance Development Planning (PDP) throughout the year.

This year our school funded Assistant Principals to have an allocation of 'off-class' time to coach and mentor their respective team of teachers. This process has allowed Assistant Principals to work shoulder-to-shoulder with all classroom teachers supporting Learning and Support processes for all students. Additionally, our beginning teachers were appropriately supported throughout the year with two teachers gaining Proficient status through NESA accreditation and two beginning teachers supported on their initial accreditation journey. With the Assistant Principals being 'off-class' we have begun implementing an ethos of Co-Plan, Co-Teach, Co-Evaluate at our school; as time progresses, we hope that this will become embedded practice at our school.

#### Where to Next?

Through a thorough consultation and analysis process, our school has highlighted the need for assessment practices (summative and formative) to become consistent ensuring we are accurately monitoring, planning and reporting on student learning, K-6. This area of focus will be of imperative importance for this Strategic Direction in 2023.

### 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
<b>Summative Assessment schedule</b> developed and applied, K-6.  Teacher capacity to <b>respond to trends in student achievement</b> , at individual, group and whole school level supported	Our school Self-Assessment has highlighted the need for our school to implement a Summative Assessment schedule, K-6. It will be important that this schedule is created to take into consideration the implementation of newly introduced syllabus requirements for Literacy and Numeracy.  This important work will be within the portfolio of our newly employed



<p><b>Summative Assessment schedule</b> developed and applied, K-6.</p> <p>Teacher capacity to <b>respond to trends in student achievement</b>, at individual, group and whole school level supported</p>	<p>Assistant Principal, Curriculum &amp; Instruction whom begins at our school day 1, 2023.</p>
<p>Teacher reflection on the What Works Best Toolkit in the focus areas of <b>Collaboration &amp; Leadership</b> indicate a greater variety of collaborative opportunities have been provided for staff to share knowledge and problem solve</p>	<p>Quality Teaching, Successful Students (QTSS) 2022 evaluation data highlights;</p> <p>1. 71% of teachers felt that the Leadership team in 2022 supported their professional growth. Comments include:</p> <p>*Very supportive *Encourages me to maximise my potential *Encourages me to try new things *Readily available to support with unit of work creation and collaborative planning</p> <p>2. 89% of teachers felt that the Leadership team in 2022 supported their ability to successfully teach. Comments include:</p> <p>*Assists with anything I need to teach well *Consistently provides in-class support *Provided feedback to help improve my teaching *Provided team-teaching, coaching and mentoring opportunities</p>
<p>School Self-Assessment against the School Excellence Framework in the element of <b>Data Skills &amp; Use</b> identifies that most themes of the Delivering phase are met</p>	<p>Our schools 2022 Self-Assessment against the School Excellence Framework in the element of Data Skills &amp; Use identifies that our school is working at the Delivering stage. Our Self-Assessment has highlighted the need for our school to review student assessment data and compare results from external assessments (NAPLAN &amp; Check-In assessments) with internal measures to build consistent and comparable judgement of student learning.</p>
<p>School Self-Assessment against the School Excellence Framework in the element of <b>Assessment</b> identifies that some themes of the Delivering phase are met</p>	<p>Our schools 2022 Self-Assessment against the School Excellence Framework in the element of Assessment identifies that our school is working at the Working Towards Delivering stage. Our school has highlighted the need for assessment to be planned and undertaken in all classes systematically along with a whole school assessment strategy that is designed to ensure that the learning of all students is monitored.</p>
<p>School Self-Assessment against the School Excellence Framework in the element of <b>Learning &amp; Development</b> identifies that some themes of the Sustaining &amp; Growing phase are met</p>	<p>Our schools 2022 Self-Assessment against the School Excellence Framework in the element of Learning &amp; Development identifies that our school is working at the Sustaining &amp; Growing stage. It is pleasing to report that our school has identified areas of work at the excelling phase particularly in the area of coaching and mentoring. To support our movement into excelling in this element, our school has highlighted that the evaluation of Professional Learning undertaken by staff needs to be actioned along with the opportunity for staff to share and discuss learning with other staff to improve whole school practice.</p>
<p>School Self-Assessment against the School Excellence Framework in the element of <b>Effective Classroom Practice</b> identifies that all themes of the Delivering phase are met</p>	<p>Our schools 2022 Self-Assessment against the School Excellence Framework in the element of Effective Classroom Practice identifies that our school is working at the Delivering stage. Although the evaluation team could identify areas of work that highlights that Sustaining and Growing descriptors are present at our school, the team felt that these areas were not reflective of whole school practice so could not self-assess as Sustaining and Growing at this point. Our school intends to lead professional learning in the area of feedback (explicit, specific and timely formative feedback related to defined success criteria) being employed in every classroom, for every lesson.</p>

## Strategic Direction 3: Wellbeing @ Wollondilly

### Purpose

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A consistent approach to supporting students with their behaviour (positive & negative) will be embedded across all areas of our school. We aim to recognise the successes of all students with an understanding and appreciation that each student is an individual.

Wollondilly Public School will be a healthy, safe and positive environment where every student is known, valued and cared for.

### Initiatives

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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.

- Positive Behaviour for Learning
- Welcoming All @ Wollondilly

### Resources allocated to this strategic direction

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**Location:** \$1,899.37

**Professional learning:** \$4,500.00

**Aboriginal background:** \$30,898.19

**English language proficiency:** \$6,000.00

**Integration funding support:** \$122,000.00

### Summary of progress

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#### What Did We Do?

This year our school created an Executive position, 'Assistant Principal Learning & Wellbeing' (APL&W). This position was tasked with streamlining our Learning and Support processes to ensure a consistent, well-understood system. The APL&W's portfolio included Learning and Support Team facilitation, student wellbeing, attendance monitoring, Out of Home Care monitoring, National Consistent Collection of Data monitoring, English as an Additional Language / Dialect monitoring, Integration Funding Support monitoring and SLSO allocation/s.

The Assistant Principal, Learning & Wellbeing led the review and relaunch of our whole-school Positive Behaviour for Learning framework. This included consulting with all stakeholders around our schools management of both positive and negative behaviours and the creation of the WPS Behaviour Support and Management Plan; this plan includes items such as the updated PBL Behaviour Matrix, whole school behaviour monitoring, attendance processes, suspension processes, antibullying procedures etc. The APL&W has ensured our school is well-prepared, implementing the suspension components of the NSWDoE Inclusive Education Reform this year with a full implementation of the reform for day 1, 2023.

Staff from our school have participated in Professional Learning that has supported this Strategic Direction; this includes NSWDoE Trauma Informed Practice (all staff) and Basic Intensive Training (exec).

As part of this Strategic Direction we have held a number of 'Yarn-Ups' this year with our Aboriginal and Torres Strait Islander families. Valuable connections have been established allowing consultation and collaboration between our school and Aboriginal and Torres Strait Islander families. Our school employed an Aboriginal Education Officer this year whom has worked with both our Aboriginal and Torres Strait Islander students and families.

#### Where to Next?

A major focus in 2023+ for this Strategic Direction will be the embedding of our newly developed Positive Behaviour for Learning framework and Learning and Support processes; there will be a major change of staff in 2023 so this will be of even more importance. Additionally, we have identified that it will be of importance to engage in a more strengthened consultation process with our parental community of how WPS supports student wellbeing and behaviour (positive & negative). Furthermore, our PBL committee schedules will be formalised to ensure consistent analysis of behavioural data is used to determine school focus areas and information around PBL is shared regularly with our school community.

Moving forward our school will explore how we can provide greater opportunities for our students to give input and advice into school operations. We intend to provide greater platforms for 'Student-Voice' across the school. Peer Support will form part of this initiative along with student representation on our PBL committee.

## 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
Staff, student & community consultation around <b>Positive Behaviour for Learning @ WPS processes</b> helps support the <b>evaluation and draft plan of action</b>	<p>Throughout 2022 our school has begun the 're-launch' of PBL across our school. We have formulated a WPS Positive Behaviour for Learning Matrix which outlines expected behaviours across all areas of our school (i.e, classrooms, playgrounds, walkways etc). We have created a WPS Behaviour flowchart ensuring a consistent approach to the management of behaviours across our school (this includes the identification of minor and major behaviour definitions).</p> <p>Staff and student consultation around the re-launch of PBL at our school occurred this year. As highlighted above, the involvement of our parental community will be of focus in 2023+.</p>
<b>Systems Negotiated Target</b>  % of students identifying <b>positive wellbeing</b> increases from 81.9% (baseline) to 87.3% (lower bound target) by 2022	SCOUT data (12.12.2022) shows that students identifying positive wellbeing has increased from the baseline moving from 81.9% to 83.05% in 2022.
Tell Them From Me Student data identifies a closing gap between school attainment and NSW Govt Norm in the three areas of <b>Sense of belonging, Advocacy &amp; Expectations for Success</b>	<p>2022 Tell Them From Me data shows that in the area of Sense of Belonging our school scored above that of the NSW State norm (WPS 67% / State norm 64%).</p> <p>2022 Tell Them From Me data shows that in the area of Advocacy at School our school scored above both the NSW State norm and our Statically Similar Schools Group (WPS 92%, State norm 69% and SSSG 85%). Also pleasing is that our Advocacy score for 2022 is above that of 2021 (2021 87% / 2022 92%).</p> <p>2022 Tell Them From Me data shows that in the area of Expectations for Success our school scored above that of the NSW State norm (WPS 96% / State norm 90%).</p>
<b>Systems Negotiated Target</b>  % of <b>students attending school 90% of the time or more</b> increases from 83.1% (baseline) to 86.2% (lower bound target) by 2022	The complexities of the COVID-19 pandemic continued to impact on the overall attendance rate at our school this year. During Term 3 our school had a major infection of COVID which meant that many of our families were required to adhere to the mandatory stay-at-home orders. As a result, our attendance rate for 2022 was well below norm. Furthermore, the number of students attending 90% of time or more decreased to only 38.56% as many were required to be at home as a result of the health orders.
School Self-Assessment against the School Excellence Framework in the element of <b>Wellbeing</b> identifies that all themes of the Sustaining & Growing phase are met	Our schools 2022 Self-Assessment against the School Excellence Framework in the element of Wellbeing identifies that our school is working at the Sustaining & Growing stage. It is pleasing to report that our school has identified areas of work at the Excelling phase but moving into 2023+ our school will address the requirement to ensure well-developed and evidence-based approaches, programs and assessment process identify, regularly monitor and review individual student learning needs.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$122,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wollondilly 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>• Welcoming All @ Wollondilly</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of School Learning Support Officers (SLSOs) to support our students during playtimes (and transitions from play back to learning) to ensure positive experiences and greater ability to reconnect back in to learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-Intensive, appropriate support (learning &amp; behavioural) for funded students</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-Continue to employ additional staff to support the emotional, social, health and academic needs of funded students. Our school will employ SLSO(s) to specifically work with identified students with Integration Funding Support.</li> </ul>
<p>Socio-economic background</p> <p>\$179,376.77</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wollondilly 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>• Literacy &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional class teacher to reduce class sizes across the school</li> <li>• Supplementation of Quality Teaching, Successful Students allocation to ensure Assistant Principals 'off-class'</li> <li>• Student Assistance funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-Greater capacity of teachers to modify their teaching practice to meet the diverse needs of our students</li> <li>-Appropriate supports for students to access extra curricula activities and mandatory resources (school uniforms)</li> <li>-The development of an ethos of Co-Plan, Co-Teach, Co-Evaluate</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-Continue to budget for Student Assistance funding</li> <li>-Continue to plan for Assistant Principals to work in an Instructional Leadership capacity</li> <li>-Continue to budget for the operation of an additional class</li> </ul>
<p>Aboriginal background</p> <p>\$30,898.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wollondilly 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</b></p>

<p>Aboriginal background</p> <p>\$30,898.19</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Welcoming All @ Wollondilly</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (Aboriginal Education Officer) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>-Aboriginal Education Officer has ensured regular opportunities (at least once per fortnight) for our Aboriginal and Torres Strait Islander students to get together, have a yarn and work collaboratively. We have created a group called, Nurragunawali (meaning 'meeting together' in Ngunnawal language).</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>-Continue with the employment of an Aboriginal Education Officer and increase this employment from 0.1FTE to 0.2FTE (1 day per week)</p> <p>-Consult with our Aboriginal Torres Strait Islander families around a central space for a community mural</p>
<p>English language proficiency</p> <p>\$12,673.37</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wollondilly 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>• Literacy &amp; Numeracy</li> <li>• Welcoming All @ Wollondilly</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 run the Language for Learning Program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>-Targeted EAL/D students were provided with basic Literacy acquisition programs by the EAL/D teacher (please note, our allocation of EAL/D funding equates to only 0.1FTE [1/2day per week])</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>-In 2023 our EAL/D allocation will drop once more. In 2023 we will employ a tutor to work with identified EAL/D students (funding will be supplemented to ensure we can provide a tutor for 1 full day per week)</p>
<p>Low level adjustment for disability</p> <p>\$211,231.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Wollondilly 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>• Literacy &amp; Numeracy</li> <li>• Co-Plan, Co-Teach, Co-Evaluate</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 Learning and Support Teacher/s (1.4FTE) staffed by our Assistant Principals</li> <li>• Flexible funding has enabled the employment of School Learning Support Officers to deliver MiniLit (small group Literacy intervention)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>-Differentiated learning and intervention processes in Literacy and Numeracy led by appropriate staff including Transition to Learning program run by K-2 AP and Math ability groups run by 3-6 APs</p>

<p>Low level adjustment for disability</p> <p>\$211,231.90</p>	<p>-Coordinated approach to the leadership of Learning and Support Team processes led by the AP Learning and Wellbeing</p> <p>-Regular, consistent small group intervention in Literacy in stage 1 (MiniLit)</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>-Continued employment of School Learning Support Officers to run targeted small group intervention programs (MiniLit &amp; MacqLit 0.8FTE)</p> <p>-Allocated casual release for all teachers to develop Individual Education Plans (IEPs) at the start of the year that are created in consultation with all stakeholders along with allocated release at the end of the year to review plans</p>
<p>Location</p> <p>\$1,899.37</p>	<p>The location funding allocation is provided to Wollondilly Public School to address school needs associated with remoteness and/or isolation.</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>• Welcoming All @ Wollondilly</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• providing all Kindergarten 2022 with a WPS school hat</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>-All newly enrolled students begun the school year with a WPS school hat</p> <p>-Families were supported with extra-curricula purchases throughout the school year</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>-Continue to provide a WPS school hat for each Kindergarten student as part of our Orientation pack</p> <p>-Provide all newly enrolled students (throughout the year) a WPS school hat</p>
<p>Professional learning</p> <p>\$17,500.00</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 Wollondilly 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>• Literacy &amp; Numeracy</li> <li>• Welcoming All @ Wollondilly</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>• Professional Learning opportunities for teaching and non-teaching staff as identified in Performance Development Plans and/or aligned to WPS Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>-All newly employed K-2 staff along with our IM Supported Learning teacher were trained in InitialLit</p> <p>-Three staff members were trained in MiniLit &amp; MacqLit</p> <p>-All Executive staff were trained in Basic Intensive Training (BIT)</p> <p>NB: It is important to note that the sourcing of casual teachers across Goulburn has been impacted significantly this year; this has resulted in minimal outside provider Professional Learning opportunities for staff resulting in 'in-house' opportunities as required.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>-Ensure individualised, differentiated Professional Learning opportunities are provided to staff that align with their Performance Development Plan</p> <p>-Ensure appropriate Professional Learning is provided to all teaching staff in regards to the application of new syllabus (K-2 implementation 2023 &amp; 3-6 Familiarisation 2023)</p>



Professional learning \$17,500.00	<p>-Provide equitable opportunities for all teaching staff to work collaboratively with our newly employed Assistant Principal, Curriculum &amp; Instruction</p>
Literacy and numeracy \$14,115.24	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wollondilly 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>• Assessment for, of and as 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>• assistant principals provided with additional release time to support classroom programs</li> <li>• updating Literacy &amp; Numeracy Teaching &amp; Learning resources</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-Literacy and Numeracy committees have conducted thorough audits of school resources and newly purchased equipment has ensured our teachers have necessary teaching tools at their disposal</li> <li>-Our Assistant Principals have been provided 'off-class' time to support class teachers' abilities to cater for the diverse Literacy and Numeracy needs of learners in their classes</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>This funding source will not be provided in 2023 and instead our school has been allocated a staffing entitlement for an Assistant Principal, Curriculum &amp; Instruction</p>
QTSS release \$83,432.65	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wollondilly 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>• Assessment for, of and as 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>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional 'release' time (fortnightly) for all classroom teachers to work with their respective stage team members and their Assistant Principal to develop data-informed teaching and learning practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-Greater capacity for class teachers to work collaboratively</li> <li>-Greater capacity for coaching and mentoring for all teachers (in particular, beginning teachers)</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-Continue to fund 'off-class' Assistant Principals to ensure all members of their assigned teaching team are supported (wellbeing, teaching &amp; learning, accreditation, professional growth/development)</li> <li>-Continue to provide additional release time to classroom teachers to support best-practice and data analysis/use</li> </ul>
Literacy and numeracy intervention \$22,984.20	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wollondilly 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</b></p>

<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Assessment for, of and as 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>• assistant principals provided with additional release time to support classroom programs</li> <li>• updating Literacy &amp; Numeracy Teaching &amp; Learning resources</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-Literacy and Numeracy committees have conducted thorough audits of school resources and newly purchased equipment has ensured our teachers have necessary teaching tools at their disposal</li> <li>-Our Assistant Principals have been provided 'off-class' time to support class teachers' abilities to cater for the diverse Literacy and Numeracy needs of learners in their classes</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>This funding source will not be provided in 2023 and instead our school has been allocated a staffing entitlement for an Assistant Principal, Curriculum &amp; Instruction</p>
<p>COVID ILSP</p> <p>\$129,800.00</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> <li>• providing targeted, explicit instruction for student groups in Literacy (MiniLit &amp; MacqLit)</li> <li>• providing targeted, explicit instruction for student groups in Numeracy (QuickSmart)</li> <li>• employing/releasing teaching staff to support the administration of the program (0.1FTE)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-Students whose learning was impacted by COVID-19 and whom were not meeting stage outcomes as identified through appropriate assessment have been provided with opportunities to engage in small group intervention to bridge the gap</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-Continue with the employment of appropriate staff to deliver small group tuition in MiniLit, MacqLit and Quicksmart</li> <li>-Continue to employ a CILSP leader to coordinate the programs (timetabling, ongoing data analysis etc)</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	177	187	189	188
Girls	155	168	187	166

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.2	90.8	91.6	86.9
1	92.1	90.1	92.2	87.0
2	92.4	93.0	91.1	85.7
3	90.1	91.6	90.0	85.0
4	93.6	94.7	91.0	84.0
5	94.8	93.3	91.2	84.7
6	93.6	92.0	88.3	87.0
All Years	92.5	92.1	90.8	85.7
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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.52
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.54

\*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

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	548,984
<b>Revenue</b>	4,795,871
Appropriation	4,670,400
Sale of Goods and Services	42,243
Grants and contributions	82,025
Investment income	1,103
Other revenue	100
<b>Expenses</b>	-5,065,070
Employee related	-4,379,055
Operating expenses	-686,015
<b>Surplus / deficit for the year</b>	-269,200
<b>Closing Balance</b>	279,785

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	113,085
<b>Equity Total</b>	434,180
Equity - Aboriginal	30,898
Equity - Socio-economic	179,377
Equity - Language	12,673
Equity - Disability	211,232
<b>Base Total</b>	3,262,488
Base - Per Capita	100,006
Base - Location	1,899
Base - Other	3,160,583
<b>Other Total</b>	401,060
<b>Grand Total</b>	4,210,814

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community.

This year our school sought feedback through the NSWDoE Tell Them from Me initiative along with Staff surveys, Community Consultation Workshop and Survey and Student Voice workshop during Term 4, 2022.

### **Parent/ Carers**

- An analysis of the findings from the Partners in Learning: Parent Survey include;

Parents support learning at home- WPS 6.9 / NSWDoE 6.3

84% of respondents indicated that they felt our school was well maintained

77% of respondents indicated that they would recommended WPS to other parents

'I have always found the school to be supportive and respectful, despite COVID restrictions making it difficult to visit'

'Wonderful staff, good facilities and opportunities for students'

'High standard of quality teaching staff'

- An analysis of the Community Consultation Workshop and Survey include;

When asked 'which aspects of WPS do parents think make it a special place', responses included;

'Inclusiveness, pride, caring compassionate staff, children feel safe, a sense of belonging, approachable staff'

### **Students**

- An analysis of the findings from the Student Outcomes and School Climate Survey include;

Students with positive relationships- WPS 90% / NSWDoE 85%

Students with positive behaviour at school- WPS 89% / NSWDoE 83%

Student Advocacy at school- WPS 8.0 / NSWDoE 7.7

Positive Teacher-Student relations- WPS 8.5 / NSWDoE 8.4

Students provided quality Teaching Instruction- WPS 90% / NSWDoE 86%

- An analysis of the findings from the Student-Voice Workshop include;

When asked why students participating in the student-voice liked coming to WPS responses included;

'Everyone is kind, I feel safe, We get to see our friends and have fun, Its fun to learn, We do lots of fun activities, The teachers are nice and caring'.

### **Staff**

- An analysis of the findings from the Focus on Learning Teacher Survey include:

Leadership Practices- WPS 7.6 / NSWDoE 7.1

Inclusive School- WPS 8.6 / NSWDoE 8.2

- An analysis of the Term 4 Teacher Survey include;

When asked what staff thought were positive contributors to our school responses included;

'Consistency & Structure, Clear Communication, Great opportunities, Great colleagues, Being part of a team vision, Support given between teachers and across stages, Support from exec, Clear expectations across the school, Trust in our professionalism, Supported when needed.

When providing feedback to school leaders and teacher professional growth responses included;

'Very supportive, Gives feedback, Encourages me to maximize my potential, Team-focused, Works collaboratively, Taken the time to get to know me, Readily available to support, Holds professional conversations



# 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.