

2022 Annual Report

Snowy Valleys School



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Introduction

The Annual Report for 2022 is provided to the community of Snowy Valleys 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

At Snowy Valleys School every student is known, valued and cared for. Our vision is to create a school environment of respect, inclusion and support for students to develop skills and strategies to meet the challenges and expectations of learning, employment and post school life.

School context

Snowy Valleys School is located in the rural town of Tumut and is part of the Gundagai network of schools. The school caters for students from kindergarten to Year 12 with the students attending from the Snowy Valleys council area as well as surrounding districts. Students come from a range of socio-economic backgrounds. The students present with a diverse range of disabilities with moderate to severe intellectual disability, autism and/or complex behaviours and physical disability, requiring individualised planning developed in consultation with students, parents, NDIS providers and other support staff. These individualised teams work collaboratively to create a positive school culture with high expectations.

The school provides an enthusiastic and specialised educational environment in which all students access quality educational programs within a varied and balanced curriculum. As well as assisting parents and carers with the planning process of developing personalised learning plans, programs are developed to support students emotional and social wellbeing and making successful transitions throughout their schooling and beyond.

Through the Situational Analysis, we have identified the need to ensure that students improve in reading, communication and numeracy. Teachers will be supported by quality professional learning which leads to collaborative programming, effective feedback and a range of assessment methods to ensure availability and accessibility of quality teaching practices.

The whole school community, including the local Aboriginal Education Consultative Group, students, staff, parents and local learning community was consulted through the Situational Analysis process.

The school will strive to ensure a better understanding of assessment using Students with additional needs (SWANS) and PLAN2 giving teachers and parents support in identifying targets specifically in reading and numeracy and refining the use of additional internal data sources.

Snowy Valleys School is committed to ensuring that parents and carers are important stakeholders in all educational opportunities presented to their children.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise teaching and learning engagement of each student with appropriate adjustments and be responsive to identified needs in reading, communication and numeracy by using evidence based teaching methods.

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.

- Highly effective teaching practices
- Personalised Learning

Resources allocated to this strategic direction

Socio-economic background: \$15,000.00

Aboriginal background: \$1,430.00

QTSS release: \$8,044.00

SSP quality teaching support: \$33,695.00

Professional learning: \$5,000.00

Per capita: \$16,904.00

SSP supplementary funding: \$105,000.00

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
The school will be maintaining Delivering in the theme of Explicit teaching and displaying some characteristics of Sustaining and Growing	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering and showing some characteristics of Sustaining and Growing in the theme of Explicit teaching.
All students achieve expected outcomes in Literacy and Numeracy as outlined in Personalised Learning Plans	Students have shown an increase in achieving their Literacy and Numeracy Personalised Learning Plan goals.
Students will show growth from previous SWAN assessment and progress towards their PLP communication goals.	Students have demonstrated an increase along the communication SWAN assessment. Students PLP communication goals have been achieved or have shown progress.

Strategic Direction 2: Building teaching capacity through collaborative practice

Purpose

Our purpose is to ensure collaboration is developed and embedded through effective observations and feedback, evidence informed practices, knowledge, problem solving and student data to improve teacher practice.

Initiatives

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

- Data informed practice
- Collaborative practice and feedback

Resources allocated to this strategic direction

Professional learning: \$7,000.00

AP Curriculum & Instruction: \$15,000.00

Location: \$1,798.00

Socio-economic background: \$8,000.00

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
The school will be maintaining Delivering in the theme of 'Data use in teaching' in the element of 'Data skills and use' and displaying some characteristics of Sustaining and Growing.	Self Assessment against the School Excellence Framework shows the school currently delivering in the theme of 'Data use in teaching' in the element of 'Data skills and use' and displaying some characteristics of Sustaining and Growing.
Professional Development and Performance goals are identified through observation and feedback and are aligned to Strategic Improvement Plan and Australian Teacher Standards	Observation and document analysis indicates 80% of staff have actively collaborated with colleagues to reflect and improve upon teaching practice.

Strategic Direction 3: Wellbeing and effective partnerships

Purpose

To ensure that every student is supported to successfully develop skills and strategies to engage to their full potential within their community, through strong partnerships with all stakeholders.

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.

- Supporting students to reach their potential

Resources allocated to this strategic direction

Socio-economic background: \$27,064.00

SSP supplementary funding: \$105,390.00

AP Curriculum & Instruction: \$15,000.00

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
85% of students completing schooling have a resume detailing work experience, training, skills and strengths	Post-school transition did not run in 2022 due to the ongoing public health orders.
The percentage of students attending 90% or more of the time will be trending above 50%	The number of students attending school 90% of the time or more has decreased.
The school will be maintaining Delivering and displaying some characteristics of Sustaining and growing in the theme of 'Individual Learning Needs' in the element of Wellbeing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of 'Individual Learning Needs' in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$50,064.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Snowy Valleys School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Collaborative practice and feedback • Supporting students to reach their potential <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through to support student learning • employment of additional staff to support additional extra curricular program implementation. <p>The allocation of this funding has resulted in the following impact: Staff have shown increased confidence in their ability to adapt or modify learning opportunities to meet the individual needs of students. This has then improved student engagement in classroom activities. Additional staff have provided support to extra curricular programs to enable students to gain skills and knowledge in life skill areas. Student engagement in these areas is high.</p> <p>After evaluation, the next steps to support our students will be: A continuation of engaging an occupational therapist working in collaboration with the classroom teacher as to how best address areas of specific student need. eg sensory processing to support self-regulation. Engaging a speech pathologist to conduct whole staff training into to development of speech and specifically use of speech devices currently used in our school. All students will continue to be assessed in Literacy, Numeracy and Communication using the SWANS assessment (twice yearly) and the literacy and numeracy precursors or PLAN2.</p>
<p>Aboriginal background</p> <p>\$1,430.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Snowy Valleys School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Staff have gained a deeper understanding of cultural education. Identified students were provided additional support, which has shown an increase in their knowledge and understanding when assessed using SWANS, PLAN 2 or literacy and numeracy progressions.</p> <p>After evaluation, the next steps to support our students will be: Further development of staff understanding and a continuation of additional support to the identified students.</p>

<p>Location</p> <p>\$1,798.00</p>	<p>The location funding allocation is provided to Snowy Valleys School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative practice and feedback <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Providing all students with equitable access to technology and programs within the school, having a positive impact on student engagement and learning.</p> <p>After evaluation, the next steps to support our students will be: A continuation of equitable access to programs and technology for all students.</p>
<p>Professional learning</p> <p>\$12,000.00</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 Snowy Valleys School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Data informed practice • Collaborative practice and feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • building whole staff capacity of effective teaching strategies. <p>The allocation of this funding has resulted in the following impact: All staff further developed effective teaching strategies to improve student involvement and outcomes. Quality data processes allowed teachers to have consistency across classrooms and directed data informed teaching.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to share their understanding of effective classroom practices and explicit teaching and data informed practice to provide students and new staff with consistency in the teaching and learning cycle.</p>
<p>QTSS release</p> <p>\$8,044.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Snowy Valleys School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Additional teacher to support the school assessment schedule and provide classroom teachers with ongoing support based on data collection and supports available. Increasing staff knowledge of what quality data is and how it is utilised to support student learning. Ongoing discussion and review of teaching programs.</p>

<p>QTSS release</p> <p>\$8,044.00</p>	<p>After evaluation, the next steps to support our students will be: Continue to work with staff to link the Progressions, PLAN 2 and SWANS. Plan and develop a whole school English scope and sequence including K-12.</p>
<p>COVID ILSP</p> <p>\$18,093.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for small student groups in literacy. <p>The allocation of this funding has resulted in the following impact: There has been positive progress of individual student literacy goals and SWAN data. All students have shown increased engagement in literacy sessions and PLAN 2 data has displayed this growth.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to develop the links between SWANS and PLAN2 to have clear direction as to where the student is directed to. The small group explicit instruction will continue into 2023.</p>
<p>SSP supplementary funding</p> <p>\$210,390.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Snowy Valleys School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Supporting students to reach their potential <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • release time for staff to support teacher mentoring • employment of staff to improve the communication between the school and external stakeholders • additional staffing to improve curriculum implementation • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Beginning teachers demonstrated increased ability to reflect on their teaching practices, programming, assessment and data collection. This resulted in evidence based, informed quality teaching that was student centered.</p> <p>Our Transition to work program provided students with a range of opportunities to work towards or meet learning outcomes in a practical work-based learning environment. These work and/or transition placements strengthened the partnerships between our community and the school. The success of these partnerships has provided our students with necessary skills and a positive transition into the post-school environment.</p> <p>Executive staff have adapted program techniques in line with the new syllabus to cater for individual student needs in our specialised setting. This has allowed the transition to the new syllabus to have a positive impact on current teaching practices.</p> <p>Teachers were provided additional support in the development and implementation of PLP's. This provided staff with clear expectations, knowledge of how external practitioners can offer strategies and how parents assist in the development of reasonable goals. This has led to the development of a revised PLP format to cater for all of the school</p>

<p>SSP supplementary funding</p> <p>\$210,390.00</p>	<p>community.</p> <p>After evaluation, the next steps to support our students will be: Teacher mentoring will continue to take place for beginning teachers as well as established staff, dependant on staffing. Teaching practices, programming, assessment and data collection will regularly be addressed during staff meetings with relevant PL to be sourced. The school will continue to deliver on the Transition to work program and develop further documentation and data collection to support SLSO's and workplaces to improve communication and feedback. Curriculum adaptation and implementation will continue to happen throughout 2023. Personalised Learning Plan template will be a revised document in 2023 with opportunities for staff feedback and modifications.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	17	17	19	21
Girls	6	9	6	9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.2
Classroom Teacher(s)	3.76
Teacher Librarian	0.2
School Administration and Support Staff	6.64
Other Positions	0.1

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	247,333
Revenue	2,047,743
Appropriation	2,024,476
Sale of Goods and Services	2,601
Grants and contributions	16,926
Investment income	1,341
Other revenue	2,400
Expenses	-1,980,758
Employee related	-1,752,200
Operating expenses	-228,558
Surplus / deficit for the year	66,985
Closing Balance	314,318

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	51,494
Equity - Aboriginal	1,430
Equity - Socio-economic	50,064
Equity - Language	0
Equity - Disability	0
Base Total	1,542,594
Base - Per Capita	16,904
Base - Location	1,798
Base - Other	1,523,892
Other Total	326,161
Grand Total	1,920,250

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.

Parent/caregiver, student, teacher satisfaction

In 2022, the school sought the opinions of parents, students and teachers in a variety of ways. These included surveys, questionnaires, meetings and direct feedback from staff, parents and students.

Parents

In 2022 the school has focused on improving communication with the school community. The school has worked with parents and carers to continue to build on the foundations that were established in the previous year. This included parent feedback surrounding social media and the difficulties some have accessing it. The school has now implemented important information being distributed both through social media/electronically and also in hard copy form. The school community has been provided verbal feedback to recognise that these methods are far reaching and more effective in comparison.

Parents feel assured their concerns and feedback are valued by the school. They recognise the school's efforts to work collaboratively to develop their child's individual goals and learning priorities. The school uses both informal and direct feedback with parents and carers to continually monitor and adjust their child's learning.

Students

Students continue to have a strong sense of belonging and high engagement levels in the school environment. Students rely on positive reflection and feedback with staff. They showed active participation and sought feedback and clarification from staff during PBL sessions based on the school's core PBL values. The school receives feedback from some students in relation to the current school wide programs and external learning opportunities available.

Staff

Teaching staff have continued to engage, develop and or lead professional development in areas associated with the PDP process. Teachers focused their professional learning around the identified school focus of reading development and began planning for the school wide implementation in the following year. Staff feedback identified the assessment schedule and required tasks may need to be adjusted. Staff worked with executive to make changes to be implemented.

All staff reported the opportunities to work collaboratively in planning and programming have been invaluable and have provided consistency across classrooms. Staff have identified whole school scope and sequences as a future focus to support changes to the syllabus documents.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.