

2022 Annual Report

Red Hill Environmental Education Centre



Red Hill

**ENVIRONMENTAL
EDUCATION CENTRE** 

5750

Introduction

The Annual Report for 2022 is provided to the community of Red Hill Environmental Education Centre 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.

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School vision

Leading environmental education for a sustainable future as students learn from our past to inform our future.

School context

Red Hill Environmental Education Centre (EEC) is a facility of the NSW Department of Education (department) located within the Mudgee Network in Central West NSW.

Red Hill EEC's motto is, 'Learning from our past to inform our future'.

We acknowledge that Red Hill EEC is on Wiradjuri Country. We thank the Wiradjuri people for sharing their country with us. Together with our students, we action our respect to Elders, Past, Present and Future by teaching, listening, learning and caring for land, rivers, animals and people of Country.

Red Hill EEC was established in 1995 as a specialised Urban Field Study Centre in rural NSW, with a focus on supporting the teaching of history. With our location in the historic Gold Rush town of Gulgong, many of our programs work to support the NSW history syllabus with experiential, hands-on activities that lead to a deeper knowledge and understanding of this pivotal time in Australian history. Red Hill EEC works closely with our local community and the many historical museums and resources within the town to enhance student engagement and improve student outcomes.

In addition, as a department Environmental Education Centre, Red Hill EEC develops and delivers high quality teaching and learning programs that support our community of schools with environmental and sustainability education from Early Childhood Education to Year 12. The focus is on education for sustainability, with a past, present and future orientation and has strong intrinsic links to learning for Aboriginal cultural awareness. Education for sustainability empowers students to feel that they are able to act, individually and collectively, in ways that contribute to a sustainable future.

Red Hill EEC is strongly supported by our local Aboriginal community through the Gulgong Aboriginal Education Consultative Group (AECG) as we collaborate to authentically deliver Aboriginal cultural programs and build capacity of teachers to do the same. A strong Aboriginal perspective in our programs provides opportunities for all students, staff and the wider community to acquire knowledge and develop a deeper understanding of Aboriginal histories, cultures and experiences.

Red Hill EEC is one of 25 Environmental Education and Zoo Education Centres (EZEC) within NSW. Red Hill EEC is a proud and active member of the EZEC Network, working collaboratively with our colleagues across the state to lead environmental education for a sustainable future.

Through the 2020 Situational Analysis process, Red Hill EEC consulted with principals, teachers, students, parents/carers, community partners and the general community to review our achievements and identify areas for improvement. Participants were asked "Which improvement focus areas do you believe will have the greatest impact on student outcomes?" The strongest responses were to 'deepen cultural awareness and culturally safe opportunities for students, teachers and community', 'further enhance site facilities to increase student and community engagement' and 'broaden educational partnerships to enhance 'real-life' learning experiences'.

As these responses aligned closely with our 2019 External Validation results, as well as our continued progress through the domains of the School Excellence Framework, Red Hill EEC have identified the following high-impact Strategic Directions as our focus for the 2021-2024 Strategic Improvement Plan:

- Authentic Connections to Culture
- Authentic Connections to Community

Through this process, Red Hill EEC has also identified the need to further enhance the ways in which the Centre collects, collates and analyses data to inform our practice, and will subsequently focus on this as an additional area for improvement.

Moving forward, Red Hill EEC will continue to provide high quality environmental education opportunities for students, both within the urban and natural environments, and will continue to focus on the strategic improvement of our Centre to support the learning outcomes for all students.

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

Strategic Direction 1: Authentic Connections to Culture

Purpose

To embed a whole-school approach to wellbeing and engagement that enhances authentic cultural awareness and improves student learning both at Red Hill EEC and in Mudgee Network Schools.

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.

- Wellbeing
- Learning and Development
- School Resources
- Data Skills and Use

Resources allocated to this strategic direction

Per capita: \$13,945.00

Professional learning: \$6,744.00

Location: \$647.00

Summary of progress

Red Hill EEC's first strategic focus for 2022 was to improve the Centre's Authentic Connections to Culture through the use of 'Yindyamarra', a Whole School Approach to Wellbeing. 'Yindyamarra' is a Wiradjuri word with strong cultural meaning, including to respect, go slowly, be gentle, be polite, and honour. The Centre's Authentic Connections to Culture targets have also been achieved through the strengthening of Red Hill EEC's Professional Learning Hub for Aboriginal Education and Cultural Safety (The Hub), as well as strategic improvements to the Centre's physical environment.

In 2022, Red Hill EEC worked diligently towards embedding First Nations Culture into teaching and learning programs. Subsequently, 100% of programs delivered in 2022 included Aboriginal perspectives in a culturally safe environment, whilst the concept of 'Yindyamarra' has been embedded into the framework of programs and/or specific activities designed to demonstrate Aboriginal perspectives. Specific examples include Early Stage 1 Maths in Nature shapes activity, Stage 5 Environmental Change & Management Firestick burning activity. Red Hill EEC's School Engagement data has also validated the need from visiting schools for high quality Aboriginal Education programs, with over one third of bookings in 2022 being for programs that include explicit cultural awareness curriculum outcomes. Based on positive feedback in 2021, Red Hill EEC once again employed Aboriginal educators to support the delivery of Red Hill EEC's cultural programs, and the Centre continues to work with our Aboriginal community to build capacity of potential educators for the future. Moving forward, Red Hill EEC will continue with a Whole School Approach to Wellbeing through 'Yindyamarra', communicating this message more visually through the Centre's learning spaces and embedding Aboriginal perspectives in our programs.

Red Hill EEC's ability to act as a Professional Learning Hub for Aboriginal Education and Cultural Safety has also proven successful. In 2022, Red Hill EEC welcomed 140 participants through the Centre from 14 different schools, both within the Mudgee Network and beyond, who engaged in one or more of the 6 courses delivered, an increase from the previous year. Red Hill EEC's Professional Learning Program Evaluation data demonstrated that 99% of responses were positive in nature in regards to course content, delivery and subsequent impact on teaching and learning. As a data use initiative for 2022, Red Hill EEC developed the Cultural Safety Professional Learning Programs - Impact Survey to evaluate the ongoing impact of supporting cultural safety in Mudgee Network Schools. The feedback from this survey was extremely positive, with examples given on how schools have benefited from the various courses. Red Hill EEC will continue to support the building of Cultural Safety in Mudgee Network Schools by offering additional professional learning courses through The Hub in 2023.

Lastly, Red Hill EEC continues to improve the Centre's physical environment through the Landscape Design Master Plan projects and the strategic use of our teaching and learning spaces. By the end of 2022, 47% of landscape projects were completed, which is lower than the set target. This is the result of school visits returning after lengthy COVID-19 restrictions and Red Hill EEC prioritising teaching and learning ahead of landscape development. In 2023, Red Hill EEC will focus on completing landscape upgrade projects within the First Nations Learning Zone, Welcome Zone and the Colonial Zone. The Collaboration Agreement with RES Group, a renewable energy developer in Gulgong, will also begin in 2023, with the discussion and planning of the Centre's Energy & Sustainability Zone. Red Hill EEC will also focus on the development of student evaluations to gain more insight into the impact of Red Hill EEC's programs on student learning and achieved outcomes.

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
35% increase in the number of Red Hill EEC programs that deliver Aboriginal perspectives in a culturally safe environment.	Based on Red Hill EEC's Program Audit data, Red Hill EEC has delivered a 210% increase in the number of Red Hill EEC programs that deliver Aboriginal perspectives in a culturally safe environment. (i.e. from 6 programs with Aboriginal Perspectives in 2020, to 19 programs with Aboriginal Perspectives in 2022).
Increase the number of Mudgee Network Schools engaging in Red Hill EEC Aboriginal Education professional learning courses to greater than 30%.	Based on Red Hill EEC's Professional Learning Program Evaluation data, In 2022, 42% of Mudgee Network Schools engaged in Red Hill EEC's Aboriginal Education professional learning courses, 12% higher than targets.
Complete 75% of the Red Hill EEC Landscape Design Master Plan projects.	Based on Red Hill EEC's Landscape Design Master Plan Projects data, and with the addition of the new Welcome Zone, Red Hill EEC's Landscape Design Master Plan project completion has decreased from 50% in 2021 to 47% in 2022.

Strategic Direction 2: Authentic Connections to Community

Purpose

To develop an integrated approach to curriculum planning and delivery, enhanced by learning alliances with other schools and/or organisations, so that all students can access 'real-life' learning experiences through educational partnerships that promote learning excellence.

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.

- Curriculum
- Learning and Development
- Data Skills and Use

Resources allocated to this strategic direction

6300 School & Community Funds: \$2,000.00

Summary of progress

Red Hill EEC's second strategic focus for 2022 was to improve the Centre's Authentic Connections to Community through the building and strengthening of strong partnerships with network schools, community organisations, industry, early childhood education and tertiary education providers.

In 2022, Red Hill EEC was able to revive the Eco-Schools Australia program in collaboration with Mudgee Network Schools. Although participating school numbers decreased this year, the program did gain an additional two schools from the Lithgow Network. As recorded in Red Hill EEC's School Engagement Data, almost 10% of Red Hill EEC bookings were Eco-School related whilst Red Hill EEC welcomed 60 students from across the region to the inaugural Eco-Schools Celebration Day in November. Two participating schools actively completed their 2022 Eco-projects and are working towards their Green Flag accreditation in 2023. Moving forward, Red Hill EEC has allocated 1 day per week to an Eco-Schools coordinator position which will enable the engagement of additional schools whilst providing more one-on-one support for participating schools.

Active partnerships with community organisations and industry have increased significantly in 2022, with Red Hill EEC's Curriculum-based Learning Alliances Database recording 17 current active partnerships, including the Gulgong Prince of Wales Opera House, the Holtermann Museum and Local Land Services. Sponsorship and Collaboration Agreements were developed with renewable energy companies within the region to support Science based programs. Feedback from the Red Hill EEC Community Partners Survey has revealed successful partnerships that have been highly valued across the community. In 2023, Red Hill EEC will continue to work with active partners to develop the 'Urban Conservation' program package as well as the 'Renewable Energies' program package.

Red Hill EEC has experienced delay in investigating options to further engage with Early Childhood Education and tertiary education providers in the region and has subsequently postponed these activities to 2023. Red Hill EEC Curriculum Team meetings held in Term 4 2022 outlined the need to review our existing Early Childhood Education programs and rewrite these as a 'Stories in Nature' program package, with the option of providing these programs as incursions. In 2023, Red Hill EEC will continue to research opportunities to work with tertiary education providers and source potential partnerships.

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
Increase the number of Mudgee Network Schools engaging in Red Hill EECs Eco-Schools program by 50%.	Based on Red Hill EEC's Eco-Schools Engagement data, the number of Mudgee Network Schools engaging in Red Hill EEC's Eco-Schools program reduced in numbers from 7 schools in 2021 to 5 schools in 2022. This year we expanded the program to include schools from the Lithgow Network.
Increase the number of active	Based on Red Hill EEC's Curriculum-based Learning Alliances Database,

<p>partnerships between Red Hill EEC and community organisations/industry by 50%.</p>	<p>Red Hill EEC has increased its active partnerships with community organisations/industry by 283% (i.e. 6 partnerships in 2020 to 17 partnerships in 2022).</p> <p>In 2022, 41% of Red Hill EEC programs include a Curriculum-based Learning Alliance, an increase from 38% in 2020.</p>
<p>Initiate and develop active partnerships between Red Hill EEC and local Early Childhood Education providers.</p>	<p>Based on Red Hill EEC's Curriculum-based Learning Alliances Database, Red Hill EEC continues to investigate options to engage with Early Childhood Education providers and have identified nine potential partners in the Gulgong and Mudgee area.</p> <p>In 2022, Red Hill EEC held two active partnerships with Early Childhood Education providers.</p>
<p>Initiate and develop an active partnership between Red Hill EEC and one Tertiary provider.</p>	<p>Red Hill EEC has experienced delay in investigating options to engage with tertiary provider partners in the region and has subsequently postponed this initiative to 2023.</p>

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
Classroom Teacher(s)	1
School Administration and Support Staff	1.22

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	17,971
Revenue	675,213
Appropriation	560,687
Grants and contributions	77,551
Investment income	1,934
Other revenue	35,042
Expenses	-563,354
Employee related	-464,846
Operating expenses	-98,508
Surplus / deficit for the year	111,859
Closing Balance	129,830

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	0
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	0
Base Total	455,577
Base - Per Capita	15,161
Base - Location	647
Base - Other	439,769
Other Total	11,197
Grand Total	466,774

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

At Red Hill EEC, satisfaction data is obtained predominantly through evaluation surveys completed by teachers and support staff who have participated either in our student learning programs or our professional learning programs. Satisfaction data is also captured through Red Hill EEC's Community Partners Survey.

Authentic Connections to Culture

In 2022, Red Hill EEC received 32 evaluation responses from participating staff through Program Specific Evaluation Surveys. From these 32 responses:

- 100% of respondents either agreed or strongly agreed that the Welcome to/Acknowledgement of Wiradjuri Country was culturally appropriate, relevant, and inspiring.
- 100% of respondents agreed or strongly agreed that the program left them with an understanding of 'Yindymarra' - to respect, go slowly, be gentle, be polite, to honour, take responsibility.
- 100% of respondents either agreed or strongly agreed that the program provided opportunities for students to connect with Country.

The success of Red Hill EEC's strategic focus on Connection to Culture and the impact of these achievements on teaching and learning is resounding in these visiting teachers' comments:

"(the program has) given me more confidence on how to teach cultural sensitivity appropriately and in a meaningful way" and "now I have more of an understanding and connection with First Nations as a whole entity I feel more confident in integrating this knowledge and understanding across all areas of the curriculum".

Furthermore, in 2022 we received 33 evaluation responses from principals, executive, teachers, and support staff who attended our various Cultural Awareness Professional Learning programs. From these 33 responses:

- 99% of responses were positive in nature, selecting either agree or strongly agree.
- 100% of respondents agreed or strongly agreed that the program provided opportunities for participants to gain knowledge & skills to support Aboriginal students in their learning.
- 100% of respondents selected Yes to 'Did the Red Hill EEC Cultural Safety Professional Learning program/s provide you with valuable skills and resources to embed in your school and community?'

When respondents were asked 'how will this program impact your teaching?', responses included:

"I feel more aware and enlightened" (Cultural Awareness Day with Red Hill EEC).

"It inspired me to really build an environment which the student can openly express their thoughts and struggles" (Histories & Culture with Aunty Yvonne).

When participants were asked 'what impact will this program have on your school?', responses included:

"All students are much more aware of the First Nations perspective. We share an acknowledgement of Country every morning that the students all add a personal item to each morning". (Cultural Awareness Day with Red Hill EEC).

"Support and encourage girls to strengthen their sense of identity, self esteem and forge better bonds with one another in the transition to high school" (Sista Speak with Aunty Yvonne).

Authentic Connections to Community

Red Hill EEC's core purpose is to engage students through 'Learning From Our Past to Inform Our Future', which is directly linked to Red Hill EEC's strategic goal to engage students in their learning through real-life connections and experiences. These real-life learning experiences are enabled through the strong community partnerships Red Hill EEC has with numerous community organisations and industry groups.

In 2022, Red Hill EEC received 32 evaluation responses from participating staff through Program Specific Evaluation Surveys.

From the 32 responses:

- 94% of respondents agreed or strongly agreed that the program provided opportunities for students to learn from our past to inform our future.
- 100% of respondents agreed or strongly agreed that the learning spaces accessed by students were safe, engaging and inspiring e.g. Munghorn Gap Nature Reserve, Prince of Wales Opera House, Lowe Wines Cellar Door, Gulgong Pioneer Museum and Gulgong Holtermann Museum.

In 2022, Red Hill EEC received 9 responses from the Community Partnership Survey.

From the 9 responses:

- 100% of respondents rated the importance of their relationship with Red Hill EEC as extremely important.
- 100% of respondents stated that Red Hill EEC worked 'extremely well' with their organisation on partnership programs and/or initiatives.

When asked for the key benefits of having a relationship with Red Hill EEC, community partner responses included:

"Community, working together, knowledge, recognition".

"Mutual respect and sharing of knowledge".

"Shared interest in a clean future! Provision of benefit to regional Australian communities and promotion of our projects and business".

Overall, the feedback from parent/caregiver, student and teacher satisfaction data indicates that our Strategic Direction goals to authentically Connect to Culture and Community through teaching and learning have been successful. The significantly positive feedback Red Hill EEC continues to receive indicates that students, teachers, support staff, schools and communities are benefiting immensely from Red Hill EEC programs, building on their knowledge and understanding whilst gaining the confidence needed to deliver high quality environmental education in the region.

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.