

2022 Annual Report

Alexandria Park Community School



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Introduction

The Annual Report for 2022 is provided to the community of Alexandria Park Community 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

Alexandria Park Community School

Park Rd

Alexandria, 2015

<https://alexparkcs-c.schools.nsw.gov.au>

alexparkcs-c.school@det.nsw.edu.au

9698 1967

School vision

Alexandria Park Community School, an icon for learning excellence in the community, focuses on student growth and attainment ensuring they achieve an inspiring future through continuous and uninterrupted quality future-focused educational opportunities provided from Kindergarten to Year 12.

Located on Cadigal Country, our vision is to provide a culturally nourishing school, to pay respect, and honour the traditional owners of the land and celebrate our diverse community in all aspects of school life.

Our innovative learning environment supports a professional community of collaborative practice, ensures a sense of belonging for students, staff, parents and learning partners, and instills a sense of pride and inspiration to succeed.

School context

Alexandria Park Community School is a proud and vibrant Kindergarten to Year 12 community school. Over the past four years, enrolment has increased by 23%, with enrolments surpassing 1000 students; approximately 42% of students are from families with language backgrounds other than English and 17% are Aboriginal and/or Torres Strait Islander students. The school has an Opportunity Class in Year 5 and Year 6 and a Selective Stream in Year 7 to Year 10 for high potential and gifted students. Of great importance to our school community is the Community Centre, which coordinates programs for children aged 0-8 years old and their families. Our transition to school program is led from our Community Centre playgroups, supporting Kindergarten students and families on their first steps to school.

Alexandria Park Community School has been redeveloped and students from Kindergarten to Year 12 learn in innovative learning environments, including primary school stage-based learning hubs, flexible high school learning spaces, workshop spaces, a K-12 library, outdoor play spaces including a rooftop playground and agricultural plot, a multipurpose hall, a gymnasium and multiple sports courts. Cadigal language is used for way-finding with significant school spaces named in the Gomberee language.

We have strong and authentic links with the community. Our families are supportive and engaged in all aspects of the school. We are proud of the sustained partnerships we have with local government and non-government agencies including other educational providers such as universities and TAFE, and our local public schools. Our school receives significant support from Cultural organisations that include the Metropolitan Local Aboriginal Land Council, Tribal Warrior, NASCA (National Aboriginal Sporting Chance Academy) and The Carriageworks.

Evidence from the situational analysis reflects Alexandria Park Community School's long-term, well-established commitment to collaboration, professional learning, student wellbeing and positive relationships. It also demonstrates teachers' ongoing capacity to build high expectations for students and to develop and implement quality programs to improve student learning. The analysis showed that some areas for growth include innovative improvement measures to ensure ongoing improvement in literacy and numeracy for all students, (no matter their starting point), continuity of learning from Kindergarten to Year 12, and continuing to build on and celebrate our excellent achievements in a variety of areas, (including the Higher School Certificate Award). Our situational analysis also reflected our recent move into our new school and showed that teachers and students are excited about future learning at Alexandria Park Community School and are committed to growing and learning together within our innovative learning spaces.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and achievement in literacy and numeracy from the early years of learning to the Higher School Certificate, through a culture of high expectations and quality teaching 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.

- Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement
- Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement

Resources allocated to this strategic direction

QTSS release: \$100,670.00

Low level adjustment for disability: \$273,107.69

Literacy and numeracy: \$13,018.74

Literacy and numeracy intervention: \$48,266.82

Integration funding support: \$713,333.00

Professional learning: \$45,000.00

English language proficiency: \$221,000.00

Aboriginal background: \$159,206.00

Summary of progress

While achievement of all the systems targets is yet to be seen across all school years, the school celebrates the success and student achievement in the Primary School in NAPLAN reading and numeracy. In working towards the achievement of the annual progress measures the school continued to focus on a number of targeted initiatives: including literacy, numeracy and the analysis of school based data. These initiatives were the basis of targeted professional learning sessions in K-12 to improve student growth and attainment.

The Stage 1 team were selected to participate in the Early Adopter Syllabus Implementation Program for Year 1. This provided teachers with intensive professional learning around syllabus implementation and creation of quality assessment practices.

The continuation of the HSC success program focused attention on high quality professional learning for teachers and the implementation of higher leverage strategies across all HSC courses to improve student outcomes and increase the number of students in the top 2 bands.

Targeted students from Kindergarten to Year 12 received literacy and numeracy interventions from specialist teachers to ensure they continued to progress in their learning.

As a result of school self-reflection processes in 2023 we will implement the new English and mathematics syllabus for K - 2 including departmental units of work and scope and sequences. Stage teams will collaboratively plan lessons together to include agreed learning intentions and success criteria. K-6 will implement weekly number talks to develop student skills in numeracy. Primary teachers will continue to monitor and track student achievement in reading and Learning and Support teachers will develop programs to support any at risk students. In Years 7 - 12 stage teams will focus on our combined literacy strategies of workable routines, DART and ALARM. Our HSC monitoring and support programs will strengthen targeted interventions as well as supporting teachers to track the progress of all students.

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
Improvement in the percentage of HSC course results in the top two bands to	23.90% of HSC course results in the top 2 bands indicating significant development needs to be seen toward the annual progress measure

the target of 43.9% or above.	however targeted programs are in place to continue to work toward progress measures.
High School Improvement in the percentage of students in the top two bands in high school numeracy to be above 52%.	2022 NAPLAN data indicates 24.24% of Year 7 students and 21.57% of Year 9 students are in the top two skill bands (NAPLAN) for numeracy. This indicates the school did not achieve the system negotiated target. However, the results in both year groups indicate a positive improvement on the 2021 figures:, with a 5% increase in Year 7 results from 2021 and a 2.5% increase for Year 9. This is a trajectory that we expect to continue with in 2023.
Improvement in the percentage of students in the top two bands in high school reading to be above 34.6%.	2022 NAPLAN data indicates 16.9.% of Year 7 students and 20.69% of Year 9 students are in the top two skill bands (NAPLAN) for reading. This indicates the school did not achieve the system negotiated target. The results have improved by 5% in Year 9. With targeted school interventions in 2023 it is hoped these results will improve.
Primary School Improvement in the percentage of students in the top two bands in primary numeracy to be above 58%.	2022 NAPLAN data indicates 57.8% of students in the top two skill bands for numeracy indicating achievement of the system negotiated target.
Primary School Improvement in the percentage of students in the top two bands in primary reading to be above 59.2%.	2022 NAPLAN data indicates 60.99% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
Improvement in the percentage of high school students achieving expected growth in reading to be trending towards 73%.	Due to the absence of comparative date, NAPLAN did not run in 2020, we are unable to report.
Improvement in the percentage of high school students achieving expected growth in numeracy to be trending towards 68.3% in numeracy.	Due to the absence of comparative date, NAPLAN did not run in 2020, we are unable to report.
Improvement in the percentage of primary school students achieving expected growth in reading to be trending towards 53.1 %.	Due to the absence of comparative date, NAPLAN did not run in 2020, we are unable to report.
Improvement in the percentage of primary school students achieving expected growth in numeracy to be trending towards 66.9%.	Due to the absence of comparative date, NAPLAN did not run in 2020, we are unable to report.

Strategic Direction 2: Excellence in Teaching

Purpose

To strive for excellence in teaching where teachers implement effective evidence-based teaching strategies and demonstrate high levels of professionalism and personal commitment to quality teaching, as articulated in the Australian Professional Standards for Teachers.

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.

- Targeted, innovative pedagogies K-6
- Targeted, innovative pedagogies 7-12

Resources allocated to this strategic direction

English language proficiency: \$174,849.00

Professional learning: \$46,573.00

Socio-economic background: \$84,868.00

Summary of progress

The PDP goals setting process was condensed to support teachers' workload. The school will include further data collection and prioritise this process in 2023. At the end of Term 1 Stage and Faculty teams implemented faculty/stage goals to align to the school improvement plan. The school's K-12 Professional learning team strategically planned for professional development catering towards individual PDP goals. The team planned whole school professional learning workshops around meeting the needs for students with disabilities. Furthermore, staff were supported to develop their data informed practice through the HSC Analysis and K-6 SCOUT training and implementation. Collaborative planning conferences continued to be a focus across the whole school.

As a result of school self-reflection processes in 2023 we will streamline our PDP process K-12 to ensure there is a consistent approach to developing teachers' goals. Our executive team will collate data from the PDP goal setting process to better support teachers and plan for professional development. Teachers will also provide feedback and reflection using the Australian standard teacher reflection tool. K-12 teachers will continue to engage with the School Excellence Framework collecting evidence and being part of collegial discussions to plan for next steps in teaching and learning.

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
School evidence and internal validation demonstrates that all 'sustaining and growing' descriptors of the School Excellence Framework in the domain of Teaching are met.	Self assessment against the School Excellence Framework shows that at least one stage or faculty are currently performing at sustaining and growing within the teaching domain. Classroom management is an area of excelling for at least four stages across K-12. The school will continue to implement school wide systems so all faculties and stages can make progress in these areas.
All teachers have a strong understanding of their current practice aligning with the Australian Professional Standards for Teachers.	An increasing number of teachers are aligning their professional learning goals with the Australian Professional Standards for teachers.

Strategic Direction 3: A proud school community

Purpose

The whole school community demonstrates a great sense of pride in our school's history and the uniqueness and diversity of our dynamic and exciting school. As a proud school community, we are proud of ourselves, our families, our cultures and Alexandria Park Community School.

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.

- Growing a proud and inclusive school community with high expectations
- Attendance strategy

Resources allocated to this strategic direction

Aboriginal background: \$76,477.00

Student support officer (SSO): \$96,058.00

Summary of progress

Our focus for 2022 was to further develop the sense of pride in our school for all members of the community. Work toward this goal was achieved through a number of key initiatives and programs. These included continued implementation of Positive Letters each term from Kindergarten to Year 12. After COVID restrictions eased the PBL Carnival for K-6 was reintroduced as well as the achievers excursion for Years 7-11. Years 3 - 6 introduced the Kitchen Garden Program as well as The Green team and leadership opportunities were provided for students who were elected as SRC. K-12 utilised Eventbrite registrations for school tours. These were highly successful with attendance for parents showing a significant increase. 82% of parents indicated in the Tell Them From Me survey that they would recommend our school to other parents. Parent confidence in inclusivity across the school also increased greatly as indicated in the Tell Them From Me data.

Our school's executive teams revised our attendance policies to make sure our processes were closely aligned and included Assistant Principals, Head teachers and the school's learning and support teams. These teams continued to monitor student attendance and set attendance goals for targeted students. The school utilised the Department's Attendance matters resources to promote positive attendance at school.

As a result of school self-reflection processes in 2023 we will implement a K-12 Attendance policy engaging all key stakeholders including our parent community. We will continue to implement programs to encourage students to arrive at school on time including a K-12 Breakfast Club and reintroduce roll call classes for Years 7-12. School teams will also look to reward positive attendance patterns in both the Primary and High School. Student leadership teams in Primary and high School will continue to lead whole school activities that strengthen school pride and promote recognition of extracurricular activities.

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
Primary School Improvement in the percentage of overall attendance (attending, on average, more than 9 days per fortnight) in the primary school to 82.4%	In Term 1 the COVID isolation restriction and the borders opening had a direct impact on student and teacher attendance. Our K-12 team continued to focus on our attendance policies and procedures to maintain consistency and continuity across the school and to reengage students who were directly impacted during COVID. In 2023 attendance monitoring and promotion will continue to be a priority for our school community. The school will form a K-12 attendance team and review our policy so each staff member is working towards improved attendance.
High School Improvement in the percentage of	In Term 1 the COVID isolation restriction and the borders opening had a direct impact on student and teacher attendance. Our K-12 team continued to focus on our attendance policies and procedures to maintain consistency

overall attendance (attending, on average, more than 9 days per fortnight) in the high school to 70.8%	and continuity across the school and to reengage students who were directly impacted during COVID. In 2023 attendance monitoring and promotion will continue to be a priority for our school community. The school will form a K-12 attendance team and review our policy so each staff member is working towards improved attendance.
School evidence and internal validation demonstrates excellence in two of the themes of High Expectations, Attendance, Community Engagement and Community Satisfaction of the School Excellence Framework	<p>School internal validation results demonstrates the following:</p> <p>In 2022, the theme of High expectations was delivering</p> <p>In 2022, the theme of Attendance was working towards delivering.</p> <p>In 2022, the theme of Community engagement was delivering</p> <p>And in 2022, the theme of Community satisfaction remained at Sustaining and Growing</p> <p>In 2023 the school will implement measures to improve these results across all themes. The school will provide opportunities for parents and community members to provide feedback after school based events such as meet the teacher, parent teacher interviews and NAIDOC celebrations.</p>
The school experiences a 5% increase in the areas of advocacy at school, expectations for success and sense of belonging through the Tell Them From Me survey	From results in the TTFM surveys the following data shows our Sense of Belonging in the primary school is on an upward trend and we are continuing to implement programs in high school to support student wellbeing. There has been an increase in Positive Relationships by 8% from 2021 in high school which is just below the state norm. Our Positive Behaviour at School for Primary School is 5% above the NSW govt norm. The school mean for expectations for Success has increased from 7.2 to 7.8. Our advocacy school mean is .3% higher then the Govt Norm.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$713,333.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Alexandria Park Community School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement • Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • staffing release for targeted professional learning around seizure management, diabetes and other disabilities • employment of staff to provide additional support for students who have high-level learning needs • additional staffing to assist students with additional learning needs including setting up small group targeted literacy programming • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • Staffing release for the development of individualised learning programs and resources <p>The allocation of this funding has resulted in the following impact: Eligible students demonstrated progress towards their personalised learning goals. PLaSP review meetings were responsive to students needs and inclusive of families and external agencies where required. Eligible students received targeted support in classrooms, playgrounds and sport, allowing them to access mainstream education. Teacher professional learning resulted in enhanced capacity of teachers to cater and program for individual student needs including the writing of personalised learning plans.</p> <p>After evaluation, the next steps to support our students will be: Regularly monitoring integration funding decision making within the learning and support team processes so that that support is aligned to learning needs. Regularly review PLaSPs to ensure funding is used to specifically meet the learning and wellbeing needs of targeted students. Strengthen engagement with external agencies around health care needs.</p>
<p>Socio-economic background</p> <p>\$84,868.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Alexandria Park Community 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"> • Targeted, innovative pedagogies 7-12 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Student improvement evidenced by a continued partnership with University of Sydney in the Culturally Nourishing School's project focusing on the</p>

<p>Socio-economic background</p> <p>\$84,868.00</p>	<p>professional development for teachers in the Year 7 hub. SDD training focused on the development of teacher capacity (Years 7-12) to implement the ALARM strategy as a tool for students to use in exam preparation related to written responses. Improved technology resourcing in the High School allowed 100% of students to access google classroom to complete classwork.</p> <p>After evaluation, the next steps to support our students will be: Engage teaching and learning mentors to lead secondary teams to support improvement towards targets. Release identified teachers and provide new teachers with the opportunity to engage in professional learning through the Culturally Nourishing School's project. Setting up a more supported transition program for students in the Year 7 hub in preparation for Year 8. Continue to allocate funds to provide students with economic support for education materials, uniforms, equipment, excursions and access to extra curricular programs.</p>
<p>Aboriginal background</p> <p>\$235,683.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Alexandria Park Community 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"> • Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement • Growing a proud and inclusive school community with high expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families. <p>The allocation of this funding has resulted in the following impact: The employment of pedagogical mentors enhanced collaborative practices in the High School and teacher's understanding of how to include Aboriginal and Torres Strait Islander perspectives into teaching and learning programs across all faculties in Year 7. Professional development surveys and responses from teachers involved in this project displayed increased teacher knowledge of our local Aboriginal community, complexity of issues affecting Aboriginal Education outcomes, and culturally responsive schooling. The High School employed an additional AEO to support students, teachers and their families with a focus on engagement and attendance. The AEO shared this in depth knowledge of departmental policies and worked with the school leadership team to strengthen internal systems in support of Aboriginal Education. The Aboriginal student achievement team implemented programs to further establish and develop relationships in the middle school and continued to implement programs for students in K-12. The AEO for the Primary School worked with the Primary School Music teacher and our 'Artist in Residence' Marcus Corawa to provide extracurricular opportunities for Aboriginal students in the Primary and High School. Students performed at community and school events and also produced their own recording.</p> <p>After evaluation, the next steps to support our students will be: To review school wide implementation of our Personal Learning Pathways for all Aboriginal students at Alexandria Park Community School. The school will engage an Aboriginal expert to lead professional development,</p>

<p>Aboriginal background</p> <p>\$235,683.00</p>	<p>promoting the importance of policy and practice as well as having all stakeholders engaged in a school wide system. The school will continue to work with an 'Artist in Residence' focusing on skill development and engagement with Years 7 & 8 students. We will look to strengthen relationships with community stakeholders and work together to systematically plan how the school can employ Aboriginal staff members to work as mentors for students in K-12 .</p>
<p>English language proficiency</p> <p>\$395,849.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Alexandria Park Community 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"> • Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement • Targeted, innovative pedagogies K-6 • Targeted, innovative pedagogies 7-12 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing for intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Improved teaching and learning activities and resources to support differentiation in lesson program and delivery. Continued student monitoring and goal setting using the EAL/D progressions to better support and report on students in the classroom. Professional learning was targeted in stage and faculty groups during collaborative practice conferencing. NAPLAN scores for EAL/D students in the emerging and developing categories for NAPLAN 3 remain consistently above State and SSSG. NAPLAN 5 scores show students at the developing stage performing above State and SSSG.</p> <p>After evaluation, the next steps to support our students will be: Establishment of a K-12 EAL/D team to improve practice, teaching and learning and assessment of EAL/D students across the school. Continue to meet the needs of eligible students through a stage-based approach to targeting EAL/D students with specialist support and co-taught lessons in both Primary and High School.</p>
<p>Low level adjustment for disability</p> <p>\$273,107.69</p>	<p>Low level adjustment for disability equity loading provides support for students at Alexandria Park Community School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement • Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in

<p>Low level adjustment for disability</p> <p>\$273,107.69</p>	<p>meeting the literacy needs of identified students in Stage 6</p> <ul style="list-style-type: none"> • Additional employment of LaST and interventionist teachers in Primary and High School to support student achievement in literacy and numeracy • engaging a learning and support teacher to work with individual students and their families/carers to set up PLaSPs and monitoring / track their progress <p>The allocation of this funding has resulted in the following impact: The Learning and Support teachers and classroom teachers collaborated with students, parents/carers to set clear goals and expectations and review existing PLaSPs. Classroom teachers provided differentiated programs to meet individual learning needs and make relevant adjustments and accommodations. School wide systems were regularly reviewed to monitor student progress. The Learning and Support Teachers (LaST) targeted stage groups to modify and extend teaching and learning programs in literacy, numeracy and social skills development. The Stage 3 LaST implemented a 'Smiling Minds' co-taught program focusing on students' self-regulation and resilience building. The LaST in High School supported reading development through small group intervention programs. The HSC action research project resulted in an increased number of Year 12 teachers implementing evidence based teaching strategies whilst, increasing teacher professional knowledge through quality teaching rounds. The teachers whose subjects were a part of the HSC professional learning, performed much higher in the 2022 HSC results than the subjects that weren't involved. 3 out of the 5 teachers within the program had students achieve a band 6 result within their subject area.</p> <p>After evaluation, the next steps to support our students will be: Continue to meet the needs of targeted students through a stage-based approach and targeted year groups in High School to monitor and track student achievement. Use evidence-based teaching strategies to improve engagement and differentiation in all classes throughout the school. Target our resource systems at a school wide level to strengthen the impact programs delivered by NASCA, RYC and South Cares to implement student achievement and celebrate success and recognition.</p>
<p>Professional learning</p> <p>\$91,573.00</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 Alexandria Park Community 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"> • Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement • Targeted, innovative pedagogies K-6 • Targeted, innovative pedagogies 7-12 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • release expert teachers to lead professional learning in evidence based practices to teaching numeracy, literacy and quality curriculum implementation. • release teachers to engage in high impact professional learning <p>The allocation of this funding has resulted in the following impact: Increased capacity of Stage 1 teachers to use evidence based practice within their teaching and learning programs. Stage 1 teams trialled, implemented and evaluated the new curriculum and units of work for syllabus implementation resulting in all lessons including learning Intentions and success criteria. Increased capacity of secondary teachers to implement the ALARM strategy in the explicit teaching of writing resulting in improved written responses. All stage and faculty teams continued to engage in collaborative practice conferences which resulted in stage teams</p>

<p>Professional learning</p> <p>\$91,573.00</p>	<p>using consistent programming and assessment practices. Increased capacity of HSC teachers to analyse student achievement data and plan teaching and learning activities that explicitly target high leverage strategies.</p> <p>After evaluation, the next steps to support our students will be: Continue to and target personalised and differentiated high impact professional learning delivered by the Department of Education and APCS expert teachers. Provide access for teachers to engage in face to face training linked to teacher PDP goals and the School Improvement Plan. Continue to reflect and respond to feedback about professional learning to implement the most effective strategies. Collect and analyse data with a focus on improved engagement and lesson differentiation in classrooms. Target teacher support and mentoring conferences to set up co-teaching lessons for beginning and new teachers K-12.</p>
<p>Literacy and numeracy</p> <p>\$13,018.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Alexandria Park Community School from Kindergarten to Year 6.</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"> • Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Access for all students to use decodable readers to develop their phonemic awareness in years K-2 and for students in Years 3 - 6 who require additional support. Teacher collaboration to implement a consistent evidence based approach to teaching phonics K - 2 as well as a clear alignment across each stage in the scopes and sequences in units of work</p> <p>After evaluation, the next steps to support our students will be: Further professional development for teachers in Years K - 6 to implement phonics programs. Implementation of a school wide system to further support students phonemic awareness.</p>
<p>QTSS release</p> <p>\$100,670.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Alexandria Park Community 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"> • Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • implementation of collaborative planning days with a data focus to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and a shared understanding of assessment practices across the school. 100% of teachers contributed to the data handover sessions at the end of the school year and transition planning for students. All teachers used grade bench marks to set learning goals for students, track progress and monitor student growth. All teachers set learning intentions for each lesson and stage teams continued to use assessment tasks and formative observations to plan for next steps in</p>

<p>QTSS release</p> <p>\$100,670.00</p>	<p>student learning. Executive staff members led stage teams to regularly review student results on SCOUT from formalised DOE assessments including Phonics diagnostic K & 2, Phonics check In - Year 1, Check In assessments for Years 3 to 6 and NAPLAN for Years 3 and 5.</p> <p>After evaluation, the next steps to support our students will be: Providing term release days for Stage Teams to lead improvement in a targeted area for their stage focusing on literacy, numeracy and writing. School leaders will work together to use resources and plan learning activities from the resource hub for each curriculum focus area. The Assistant Principal - Curriculum and Instruction will lead professional learning with a focus on tracking data through PLAN to monitor progress of all students. K-6 teachers will implement weekly number talks to improve students understanding of whole number, mental computation and reasoning.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Alexandria Park Community School who may be at risk of not meeting minimum standards.</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"> • Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Improved monitoring of student progress at a targeted level. Increased student engagement through small group work and cotaught lessons. Targeted intervention to meet students at point of need eg daily phonics sessions, reading and writing. Collaborative development and implementation of student learning plans and creation of resources including word walls, visual timetables and regulation strategies.</p> <p>After evaluation, the next steps to support our students will be: The school appointed a full-time Assistant Principal Curriculum & Instruction to further support literacy and numeracy interventions across K-6.</p>
<p>COVID ILSP</p> <p>\$135,509.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - phonic knowledge and word recognition • providing intensive small group tuition for students who were identified via the Year 1 Phonics Screening assessment • development of resources and planning of small group tuition - reading activities, Initialit decodeable texts • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor and report on the progress of student groups <p>The allocation of this funding has resulted in the following impact:</p>

<p>COVID ILSP</p> <p>\$135,509.00</p>	<p>The majority of the targeted students have achieved progress towards their personal learning goals in reading, numeracy, writing, and year 10 minimum standards. The intensive small group tuition resulted in improved progress and engagement in learning for the students as evidenced in work samples, teacher observation reports, Check In Assessment data and PLAN 2 data. Reading resources created for the Year 2 phonics program align with the use of decodeable readers and the new K-2 syllabus.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ COVID tutors with expertise in Literacy and mathematics (numeracy) to facilitate small group tuition and in class support for identified students through into 2023. Continue to track student progress using PLAN 2 data and through monitoring other data sources to ensure student gains are supported through into 2023. Incorporate student attendance data to help monitor program effectiveness - student absences due to both Covid and ongoing factors were a significant impact on the program efficacy, especially in the first half of 2022.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Alexandria Park Community 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"> • Growing a proud and inclusive school community with high expectations <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a Student support officer in High School <p>The allocation of this funding has resulted in the following impact: Establishment of a Breakfast Club Program for Years 7-12 High School students in partnership with community organisations. This program target student engagement and attendance at school. as well as promoting the importance of healthy eating and being active. Strategic planning and strengthened relationships with external agencies as linked to school based learning and support programs. Utilised these relationships to provide additional support for at risk students including: in class support and individual tuition.</p> <p>After evaluation, the next steps to support our students will be: Linking the Primary and High School Breakfast Club program so students will have access everyday. Opening a bistro space for students to access during break times encouraging positive relationships and peer interactions. Continued targeted support for students in class supporting skill development, lesson engagement and attendance at school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	507	533	586	604
Girls	374	378	447	483

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 has 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.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.0	93.4	92.6	89.7
1	90.3	93.2	91.6	84.7
2	87.7	92.0	93.9	87.1
3	92.6	93.0	91.8	88.1
4	91.3	92.0	90.3	85.7
5	92.8	93.3	94.3	86.1
6	91.1	94.8	92.6	88.4
7	91.1	92.5	90.6	88.8
8	86.2	90.3	86.6	83.0
9	83.7	86.5	86.8	81.5
10	84.4	83.0	80.8	76.6
11	88.5	87.4	81.1	75.1
12	82.6	89.1	76.9	77.5
All Years	88.8	90.7	88.7	84.0
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
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	4
Employment	0	2	14
TAFE entry	0	0	14
University Entry	0	0	53
Other	0	0	0
Unknown	0	0	15

Year 12 students undertaking vocational or trade training

20.83% of Year 12 students at Alexandria Park Community School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

85% of all Year 12 students at Alexandria Park Community School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	4
Head Teacher(s)	7
Classroom Teacher(s)	54.87
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	2.2
Teacher ESL	2.8
School Counsellor	2
School Administration and Support Staff	14.54
Other Positions	2

*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	2,198,137
Revenue	14,422,974
Appropriation	14,031,306
Sale of Goods and Services	94,884
Grants and contributions	253,089
Investment income	14,870
Other revenue	28,825
Expenses	-14,782,738
Employee related	-13,067,906
Operating expenses	-1,714,831
Surplus / deficit for the year	-359,764
Closing Balance	1,838,373

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	652,421
Equity Total	989,510
Equity - Aboriginal	235,684
Equity - Socio-economic	84,869
Equity - Language	395,850
Equity - Disability	273,108
Base Total	10,728,444
Base - Per Capita	261,069
Base - Location	0
Base - Other	10,467,375
Other Total	1,149,883
Grand Total	13,520,258

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

School performance - NAPLAN

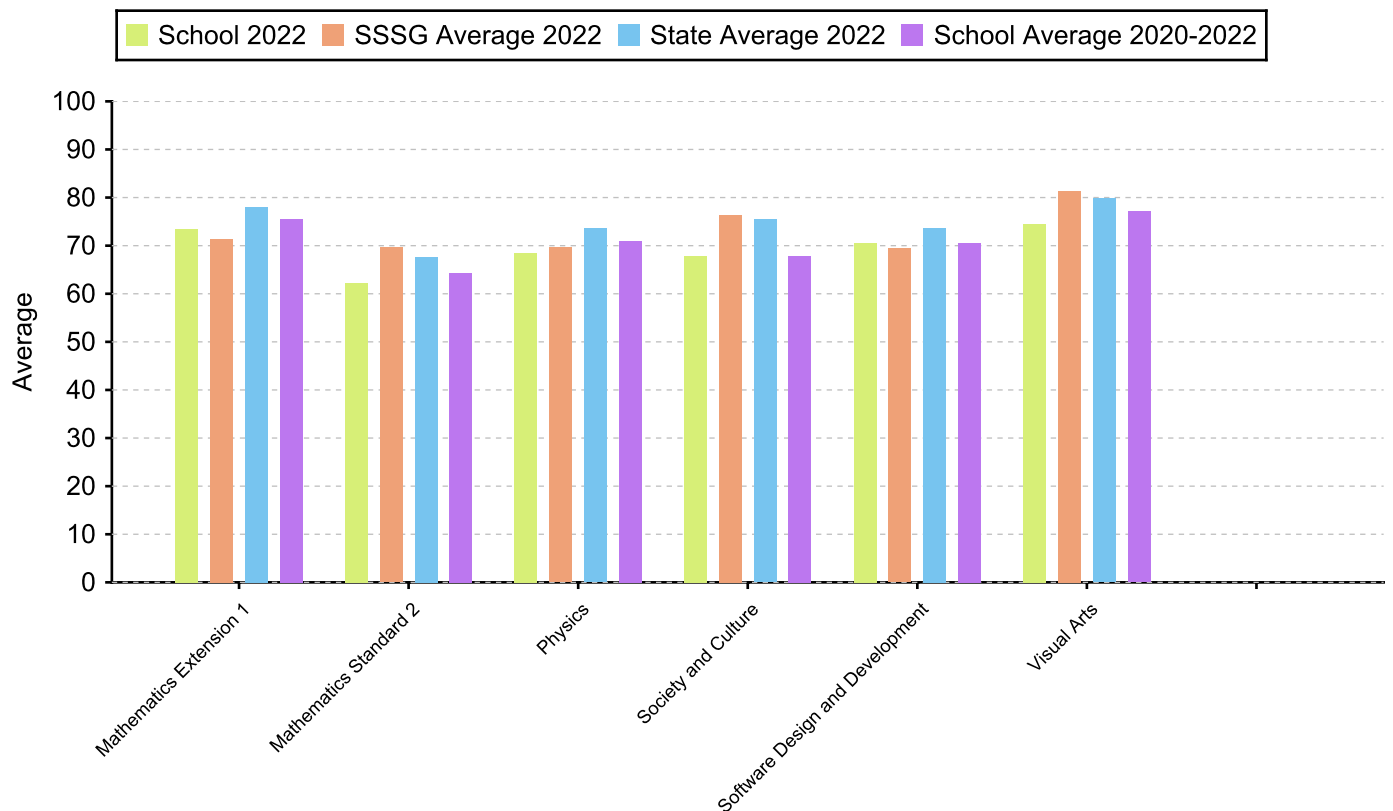
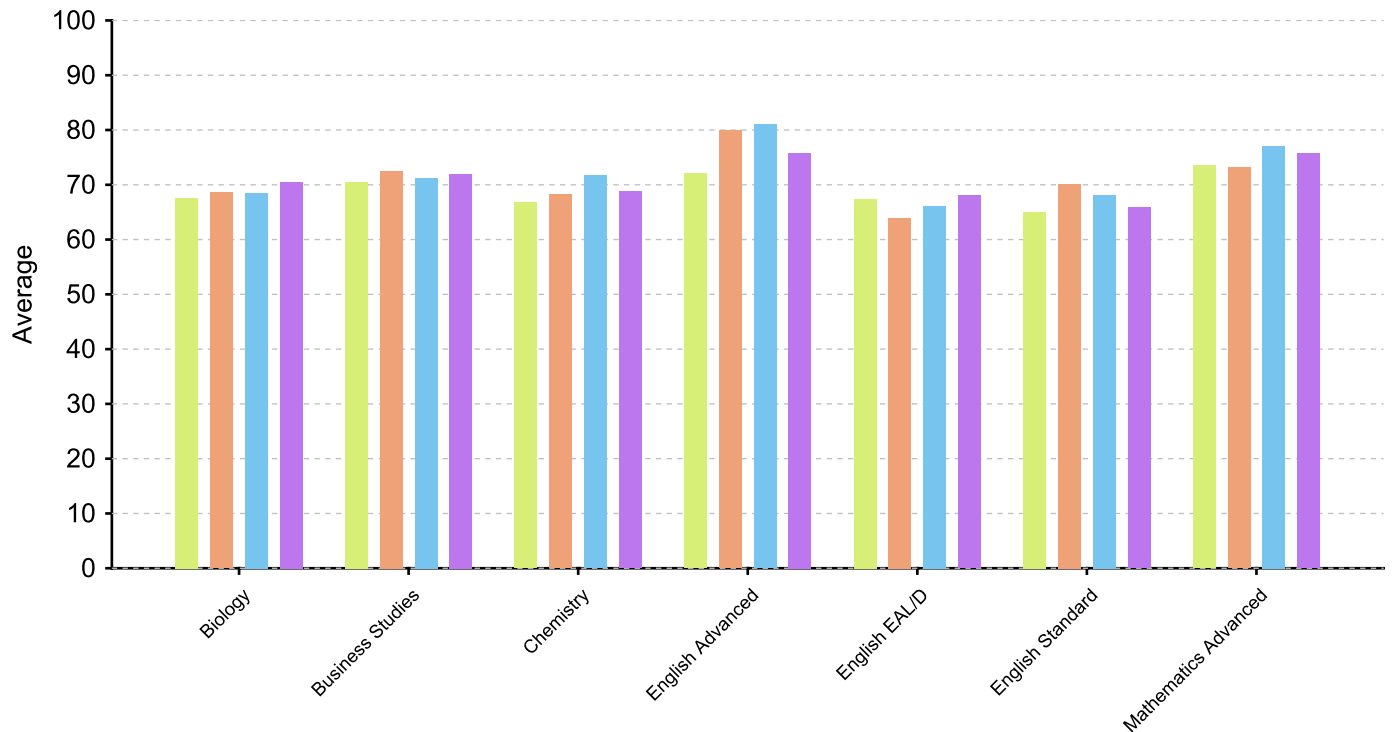
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	67.6	68.6	68.5	70.5
Business Studies	70.5	72.5	71.2	72.0
Chemistry	66.8	68.2	71.7	68.8
English Advanced	72.1	79.9	81.0	75.8
English EAL/D	67.4	63.9	66.1	68.1
English Standard	65.0	70.1	68.1	65.8
Mathematics Advanced	73.5	73.2	77.1	75.7
Mathematics Extension 1	73.5	71.4	78.0	75.5
Mathematics Standard 2	62.3	69.6	67.6	64.3
Physics	68.5	69.6	73.5	71.0
Society and Culture	67.9	76.4	75.5	67.9
Software Design and Development	70.6	69.4	73.7	70.6
Visual Arts	74.5	81.4	79.8	77.1

Parent/caregiver, student, teacher satisfaction

Primary Student Feedback

Recent Tell Them From Me Data shows that:

- 79% of students reported having positive relationships, such as friends at school they can trust and who encourage them to make positive choices.
- 88% of students reported positive behaviours at school (this is above the NSW government average of 83%)
- 70% of students reported having 'school pride' and feeling proud of their school.
- 81% Aboriginal and Torres Strait Islander students identify as feeling good about their culture. 66% feel teachers understand their culture.
- Student advocacy: Students feel they have someone at school who consistently provides encouragement - this domain continues to significantly grow since 2020 and highlights positive student and staff relationships.

The number of students reporting high levels of perseverance including demonstrating the ability to complete goals even when faced with challenges, has increased each year since 2019. This indicates that students are engaging with a growth mindset and taking ownership over their own learning. The percentage of students that are motivated to set and pursue challenging learning goals has consistently increased from 2019 to 2022.

Areas for improvement include: further decreasing students who feel they are victims of bullying (reduced 4% on 2021 result),

Year 5 Opportunity Class survey results may negatively skew the TTFM data as this cohort completes the survey when they have only recently joined our school. As a result, the gathering and analysis of internal wellbeing data is important.

Secondary Student Feedback

Recent Tell Them From Me Data shows that:

- Secondary students show high participation rates in school sports and extra-curricular activities (above NSW Government Norms).
- Students with positive behaviours at school is rated at 92% (5% above NSW Government norms).
- High school students feel teachers are responsive to their needs and encourage independence with a democratic approach at higher rate the NSW norms.
- 71% of high school students plan to go to university or vocational training (above NSW norms)

In both primary and secondary surveys students identified relevance of learning content as an area for review. This is being developed by a systematic review of NSW Literacy and Numeracy curriculum as well as stage and faculty planning to review learning programs and teaching strategies.

Areas for improvement include: strengthening a sense of school pride in students (24% of students did not feel a sense of school pride) and further enhancing authentic connections to Aboriginal and Torres Strait Islander culture in all aspects of the school (19% of Aboriginal students report they do not feel connected to their culture when they are at school and 37% feel that their teachers do not understand their culture.)

This year, we were able to use the Tell Them From Me Survey to seek the opinions of parents about the school. A summary of their responses showed that parents identified the following positive qualities at Alexandria Park Community School (rated out of 10):

- Overall, parents felt more welcome when they visited the school within all aspects (7.7)
- They can easily speak with their child's teachers (7.7)
- Information from the school is written in clear, plain language (7.6)
- The school's administrative team are helpful to alleviate any questions or concerns (7.6)
- 76% of parents recognise APCS as a culturally safe place for all students.
- Parents rated formal interviews, informal chats and school reports as their most useful areas of communication about their child.

In terms of external communication, the newsletter and Facebook page were seen as valuable sources of information and promotion. The new school website has been praised by parents who report positively on the content especially on the news items and the school calendar.

K - 6 teachers

Teachers were surveyed of their opinions through our annual Tell Them From Me Teacher survey. All staff contribute to teams and school culture through established collaborative norms. Recent Tell Them From Me Data indicated:

- Higher than NSW Government norms for teacher collaboration, including the collaborative development of learning and assessment strategies that increase student engagement and performance.
- School leaders work positively with staff to create a safe and orderly environment.

- Teachers linking new learning concepts to previously mastered skills and knowledge.
- Strong application and use of technology analyse, organise and present subject matter and research (above NSW norms)

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.