

# Kariong Public School

## 2019 Annual Report



Kariong Public School  
**VIEW TO THE FUTURE**

4580

## Introduction

The Annual Report for 2019 is provided to the community of Kariong Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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4340 1885

## School background

### School vision statement

Kariong Public School is a positive, engaging and supportive environment where all students are valued and motivated to learn. Our whole school community shows RESPECT, RESPONSIBILITY, and strives to achieve their PERSONAL BEST.

### School context

Kariong Public School was established in 1988 and has a current enrolment of 564 students, including 34 Aboriginal students and 73 students who have a language Background other than English (LBOTE). The school is situated west of Gosford on the Central Coast Highway and is a proud member of the Kariong Mountains Learning Community. Kariong is an excellent school, which strives every day to provide its students with "A View to the Future".

Kariong Public School has a mix of experienced staff and early career teachers and is welcoming, friendly and focused on maintaining strong partnerships between staff, parents and students. The school caters for a diverse community and is well supported by an active Parents and Citizens' Association.

A strong focus on improving literacy and numeracy outcomes and integrating technology into teaching and learning are major aspects of school planning. The school implements Language, Learning and Literacy (L3) across Early Stage 1 and Year 1 and the Targeted Early Numeracy (TEN) program across Early Stage 1 and Stage 1. The school is a Positive Behaviour for Learning (PBL) school. We are establishing strong partnerships with our Aboriginal community and the local Cooina AECG valuing the consultative partnerships that exist. We received additional School Based Allocation Resource (SBAR) funding to support Aboriginal and EAL/D students and low level adjustments for students with a disability.

Kariong Public School provides a variety of educational and extra-curricular experiences including a full range of PSSA teams, dance, choir, band, high potential and gifted education opportunities, writing, art, public speaking, the Premier's Reading Challenge and University of New South Wales Global Assessments.

## 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 and participated in an external validation. 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 school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation process will assist the school to refine our school 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
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

Creative Learners (with a focus on reading and numeracy)

### Purpose

1. To ensure personalised, creative approaches to learning are in place so that every student develops a love of learning and a core of academic knowledge with a focus on reading and numeracy.
2. To improve teaching practice and add value to student learning through individualised, team and shared professional learning experiences.

Major School Excellence Framework links :

Learning – Curriculum, Assessment, Reporting, Student Performance Measures

Teaching – Effective Classroom Practice, Data Skills and Use

Leading – Educational Leadership

### Improvement Measures

The proportion of Yr 3, 5 and 7 students achieving the top two NAPLAN bands in Reading and Numeracy to increase to 38% in 2018, 41% in 2019 and 43% in 2020 : Reading Yr 7–27% to 35%, Yr 5 – 31% to 40%, Y3 – 49% to 60%, Numeracy Yr 7–22% to 30%, Yr 5 – 18% to 30%, Yr 3 – 35% to 50%. Baseline 2015–2017 data.

The percentage of students achieving expected growth from 2017 to 2020 in Reading Yr 3 to Yr 5 – 54% to 60%, Yr 5 to Yr 7 – 58% to 65%; in Numeracy Yr 3 to Yr 5 – 68% to 70%, Yr 5 to Yr 7 – 72% to 75%.

70% Yr 3 students who achieved the top two NAPLAN bands in Reading and Numeracy to achieve expected growth by Year 5. Baseline 2017 data: Reading 50%, Numeracy 54%.

### Progress towards achieving improvement measures

**Process 1:** Implement highly effective writing strategies and reading programs across the school and as part of the Bump It Up Strategy.

Evaluation	Funds Expended (Resources)
Consistent use of programming, knowledge of the English K–6 assessment schedule and English resources K–6  The proportion of Yr 3, 5 and 7 students achieving the two top NAPLAN bands in Reading and Numeracy to increase to 38% in 2018, 41% in 2019 and 43% in 2020 with increases in Reading Yr 7 – 27% to 35%, Yr 5 – 31% to 40%, Y3 – 49% to 60%. Baseline 2015–2017 data. The percentage of students achieving expected growth from 2017 to 2020 in Reading Yr 3 to Yr 5 – 54% to 60%, Yr 5 to Yr 7 – 58% to 65%. 70% Yr 3 students who achieved the top two NAPLAN bands in Reading to achieve expected growth by Year 5. Baseline 2017 data: Reading 50%.	\$17799.00

**Process 2:** Implement highly effective numeracy strategies across the school and as part of the Bump It Up Strategy.

Evaluation	Funds Expended (Resources)
The proportion of Yr 3, 5 and 7 students achieving the two top NAPLAN bands in Reading and Numeracy to increase to 38% in 2018, 41% in 2019 and 43% in 2020 with increases in Reading Yr 7 – 27% to 35%, Yr 5 – 31% to 40%, Y3 – 49% to 60%. Baseline 2015–2017 data. The percentage of students achieving expected growth from 2017 to 2020 in Reading Yr 3 to Yr 5 – 54% to 60%, Yr 5 to Yr 7 – 58% to 65%. 70% Yr 3 students who achieved the top two NAPLAN bands in Reading to achieve expected growth by Year 5. Baseline 2017 data: Reading 50%.	

## Strategic Direction 2

### Quality Systems

#### Purpose

1. To ensure a coherent and consistent student well-being framework based on the foundations of Respect, Responsibility and Personal Best.
2. To develop students' knowledge and understandings of technologies to enable them to respond innovatively to future challenges and needs.

Major School Excellence Framework links:

Learning – Wellbeing

Teaching – Professional Standards, Learning and Development

Leading – School Planning, Reporting and Implementation, School Resources

#### Improvement Measures

By 2020, the school mean for the four factors related to student engagement in the Tell Them From Me student survey to be equal or higher than the NSW Government norm. 2017 baseline data – School mean 7.9, NSW Government norm 8.0.

By 2020, the Tell Them From Me Teacher Survey indicates staff feedback on:

- the four dimensions of Classroom and School Practices to be higher or equal to the state wide average, 2017 baseline data – School mean (NSW mean); 7.4 (7.5), 7.4 (7.6), 7.1 (7.3), 7.6 (7.7).
- Technology to improve from a school mean of 6.1 (2017) to at least 7.5.

#### Progress towards achieving improvement measures

**Process 1:** Further improve and develop a strategic and planned approach to student well-being.

Evaluation	Funds Expended (Resources)
<p>By 2020, the school mean for the four factors related to student engagement in the <i>Tell Them From Me</i> student survey to be equal or higher than the NSW Govt norm. 2017 baseline – School mean 7.9, Govt norm 8.0. In 2019 the school mean was lower than the NSW Govt mean – 7.7 and the NSW Govt mean was 8.1.</p> <p>By 2020, the <i>Tell Them From Me</i> teacher survey indicates staff feedback on the four dimensions of Classroom and School Practices to be higher or equal to the State-wide average. 2017 Baseline data School mean (NSW mean): 7.4 (7.5), 7.4 (7.6), 7.1 (7.3), 7.6 (7.7) In 2019 the School mean scores were all higher than the NSW Govt mean scores as follows 8.0 (7.5), 8.0 (7.6), 7.6 (7.3), 8.2 (7.7)</p>	\$30,000.00

**Process 2:** Implement a whole-school approach to ICT and digital technologies.

Evaluation	Funds Expended (Resources)
<p>By 2020, the Tell Them From Me teacher survey indicates staff feedback on Technology to improve from a school mean of 6.1 to at least 7.5.</p> <p>In 2019 staff feedback from the Tell Them From Me survey indicated an increase in the school mean in Technology to 7.2 compared with the NSW Govt mean of 6.7.</p>	T4L funds

### Strategic Direction 3

#### Positive Partnerships

#### Purpose

1. To improve parent and student experiences and enable regular two-way communication and consultation, and
2. To establish effective collaboration with parents and the community to support student engagement, learning and wellbeing.

Major School Excellence Framework links :

Learning – Learning Culture

Leading – Management Practices and Processes

#### Improvement Measures

The percentage of parents using electronic communication such as Facebook, Class Dojos and the Parent app to increase from 40% in 2017 to 60% in 2020, using school based data.

By 2020, school based data indicates high levels (>75%) of parent/carer engagement in activities as measured across Education Week Open Day, parent/teacher meetings and the school performance Razzle Dazzle using 2018 baseline data.

The percentage of parents who reported very high levels of satisfaction with the way in which the school communicates with them in the school based parent survey, to increase from 40% in 2017 to 60% in 2020.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to improve parent and student communication and feedback.

Evaluation	Funds Expended (Resources)
The percentage of parents using electronic communication such as Facebook, Class Dojos and the Parent Planner app to increase from 40% in 2017 to 60% in 2020 using school-based data.. The percentage of parents who reported very high levels of satisfaction with the way in which the school communicates with them in the school-based parent survey, to increase from 40% in 2017 to 60% in 2020.	\$24,500.00

**Process 2:** Develop and establish effective collaborations with parents, students and the community to support student learning.

Evaluation	Funds Expended (Resources)
By 2020, school-based data indicates high levels (>75%) of parent/carer engagement in activities as measured across Education Week Open Day, parent/teacher meetings and the school performance Razzle Dazzle using 2018 baseline data.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$22866.00	Our school continues to create learning environments where Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Successful initiatives included celebrating Aboriginal culture through the creation of Aboriginal murals around our school and the Aboriginal symbol storyboard which is exhibited in the entry to the school office. Four students received awards at the Cooina AECG Award Ceremony. All Aboriginal students developed Personal Learning Pathways in consultation with families to support their learning and wellbeing. The highly successful iWrite program provided the opportunity for our Aboriginal students to further develop their skills and confidence in writing.
<b>English language proficiency</b>	\$33006.00	The employment of an English as another language or dialect (EAL/D) teacher provided the opportunity for our EAL/D students to be identified on the learning progressions. The students' learning needs were then supported with learning adjustments in teaching programs and through additional teacher time and collaborative teaching processes.
<b>Low level adjustment for disability</b>	\$48095.00	Learning adjustments have been made through Individual Education Plans and National Consistent Collection of Data information allowing teachers to plan effectively and cater for the learning needs of all students. Our School Learning and Support Officer timetable ensures the effective provisions of support for students in the classroom and in the playground.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$101380.00	The Literacy and Numeracy Leader provided professional learning including modelling and team teaching of explicit strategies in literacy and numeracy in classrooms. Teachers programmed and implemented strategies with their students with higher engagement and confidence in learning demonstrated. Standardised assessment practices meant students' ongoing learning was addressed at point of need. The employment of a K – 2 Literacy and Numeracy Support Teacher provided individual and small group learning interventions so students with additional educational needs were supported.
<b>Socio-economic background</b>	\$111938.00	Our school has a school wide approach to positive classroom and playground behaviour (PBL). The supportive strategies implemented through PBL have meant a significant decrease in the number of students attending planning room this year. Behaviour plans were implemented in consultation with para professionals, school counsellor, class teachers and parents. Several School Learning and Support Officers (SLSO) are employed to provide teachers with support to ensure optimal learning of all students.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	291	287	290	278
Girls	288	269	279	281

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	95	94.9	93.1
1	94.5	94.2	92.7	94.4
2	94.1	95.8	92.5	92.9
3	95	94	94.1	92.4
4	93	95.3	93.5	93.3
5	92.4	92.7	92.9	93.2
6	93.5	92.2	91.4	91.5
All Years	93.9	94.2	93.1	93
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### 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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.86
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

\*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	558,109
<b>Revenue</b>	5,226,626
Appropriation	5,020,143
Sale of Goods and Services	50,014
Grants and contributions	151,409
Investment income	4,860
Other revenue	200
<b>Expenses</b>	-5,117,969
Employee related	-4,629,922
Operating expenses	-488,047
<b>Surplus / deficit for the year</b>	108,657

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	375,982
<b>Equity Total</b>	320,721
Equity - Aboriginal	22,866
Equity - Socio-economic	111,938
Equity - Language	33,006
Equity - Disability	152,910
<b>Base Total</b>	3,831,149
Base - Per Capita	133,509
Base - Location	0
Base - Other	3,697,640
<b>Other Total</b>	416,342
<b>Grand Total</b>	4,944,194

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

# Parent/caregiver, student, teacher satisfaction

## Students

144 students in Stage 3 completed the Tell Them From Me Survey between 19 September and 23 September 2019, which included nine measures of student engagement. Students generally reported high levels of social engagement including 91% of students reporting that they participated in school sports and social clubs compared with the NSW Government mean of 89%. However, the four school-level factors consistently related to student engagement: 'quality instruction', 'teacher-student relations', 'classroom learning climate' and 'teacher expectations for success' all scored slightly lower than the government means.

Results of interest include the school mean for the measure related to 'sense of belonging' was 60% compared with 81% for the government. There was a significant difference between the girls' and boys' perceptions – 47% girls compared with 74% boys. The mean score for the measure related to 'students having positive homework behaviours' was lower than the government mean – 42% compared with 63%. A high majority of students agreed or strongly agreed that their teachers told them what was expected (88%), set clear goals (88%), corrected their work (75%) and gave them a chance to ask questions (81%).

## Staff

On 24 September, 25 staff members completed the Tell Them From Me Survey. 60% of respondents indicated that they were part time or full time permanent staff members and 40% were full time temporary teachers. 48% had been teaching 6 to 15 years and 48% had been teaching for 16 years or more.

Responses to leadership questions indicated 88% of staff strongly agreed or agreed that the school leaders were leading improvement and change., 92% strongly agreed or agreed that the school leaders clearly communicated their strategic vision and values for the school. 92% staff strongly agreed or agreed that their involvement in Professional Learning had led to changes in their teaching.

The school means for all of the 'Eight drivers of student learning' were higher than the government means. The highest school mean score was 'Inclusive school' with a school mean of 8.6 compared with 8.2 for the government mean. The school means for the 'Four Dimensions of Classroom and School Practices' were also higher than the NSW Government means: Challenging and visible goals – 8.0 (School), 7.5 (NSW Government), Planned learning opportunities – 8.0 (School), 7.6 (NSW Government), Quality feedback – 7.6 (School), 7.3 (NSW Government) and Overcoming obstacles to learning – 8.2 (School), 7.7 (NSW Government).

## Parents/Carers

93 parents/carers completed the 'Partners in Learning' Tell Them From Me Survey. The survey included 7 measures using a ten point scale with 10 indicating strong agreement. School Mean (NSW Govt mean): Parents feel welcome 7.3 (7.4), Parents are informed 6.3 (6.6), Parents support learning at home 7.2 (6.3), School supports learning 7.3 (7.3), School supports positive behaviour 7.9 (7.7), Safety at school 6.9 (7.4), Inclusive school 6.3 (6.7).

The most useful types of communication when finding out about school news included school newsletters (46% 'very useful') and social media (37% 'very useful'), The most useful types of communication when discussing students included formal interviews (64% 'very useful') and informal meetings (54% 'very useful').

Parents/carers also commented on their perception of the school facilities: 92% strongly agreed or agreed that the 'school is well maintained', 91% strongly agreed or agreed that the 'physical environment is welcoming', 93% strongly agreed or agreed that it is 'easy to access/move around the school' and 78% parents also reported that they would recommend the school to other parents.

## Next steps:

### As a result of these findings and other school self-assessments Kariong Public School plans to:

- Continue the PBL Check In Check Out daily strategy to ensure that students who are identified as showing signs of disengagement are monitored and encouraged on a daily basis.
- Deliver professional learning in the Be You/Kids Matter Program to all staff to ensure a consistent and coherent student wellbeing program.
- Continue the LAST literacy intervention strategy aimed at improving students' literacy skills.
- Establish and trial a Mathematics Bump-it-Up teacher initiative aimed at short term interventions with small groups of students in Years 3-5.
- Establish and trial an iLovemaths 2020 initiative aimed at improving the numeracy skills of talented students and Aboriginal students in Years 3-5.
- Continue the Student Wellbeing Officer position jointly funded by the Department of Education, Kariong PS P & C

and the school to improve students' emotional resilience. This initiative aims to tackle issues concerning bullying and school safety and to build effective family–school partnerships.

- Provide greater opportunities for parent engagement with programs such as Positive Partnerships, use of the parent portal and information sessions on KidsMatter and emotion coaching.
- Ensure that adjustments for all students are visible in classrooms.
- Ensure effective use of Learning and Support personnel.
- Communicate with parents through regular class newsletters informing them of units of work taught in the class and special events occurring each term.

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

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.