

# 2020 Annual Report

## Forbes Public School



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## Introduction

The Annual Report for 2020 is provided to the community of Forbes 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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Forbes Public School

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## School vision

Forbes Public School is committed to maintaining a tradition of excellence. The core purpose is to ensure the development of all to reach their potential in a safe, respectful and responsible learning environment.

## School context

Forbes Public School is situated in the heart of the Forbes community. The school has an enrolment of 303 students, including 17% of students that identify as Aboriginal . The school values diversity across its community. The school has a learning centre that caters for moderate intellectual disability and/or severe intellectual disability (IO/IS), autism ( AU), mild intellectual disability (IM) and emotional disturbance (ED) students. Forbes Public School has a very strong literacy and numeracy focus with exceptional technology facilities. The school is supported by an active Parents and Citizens Association and strong community relationships, working closely with the AECG and outside agencies. Forbes Public School aligns with the Positive Behaviour for Learning philosophy and maintains a proactive approach to student welfare. More information can be obtained through the school website <http://www.forbes-p.schools.nsw.edu.au/>.

## 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 school plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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

### Excellence in Learning

#### Purpose

Continue to develop consistent learning culture of creativity, critical thinking, communication and collaboration.

#### Improvement Measures

Increase the proportion of students achieving proficiency K-6 in their set progressions.

Stage appropriate results in Literacy and Numeracy.

Students can identify their learning intention and how to move forward with the progressions.

#### Progress towards achieving improvement measures

**Process 1:** Research informed pedagogy underpins learning practice in teaching.

Evaluation	Funds Expended (Resources)
<p>Q: How do we know if research informed pedagogy underpins learning practice in teaching?</p> <p>D: Identified number of staff contributing to the Number Talk Google Drive; Programming shows how teachers are utilizing number talks effectively; Staff attendance at PL sessions every second Tuesday; Collaborative planning time is shown as evident and effective in programming, PDP's and student data and use of collaborative resources and assessment tasks; whole school data collation and use effectively identify students for intervention.</p> <p>A: Analysis was embedded within the activities through progress and implantation monitoring completed by the executive team .</p> <p>I: The findings of the analysis have informed future directions will see the continued use of targeted funding to support research informed practice at our school.</p>	<p>Literacy and Numeracy Intervention and QTSS funding is used to employ staff to take classes so that classroom teacher to engage in collective efficacy time. each week.</p> <p>Socio economic background funding is used to establish the Numeracy Action Team and SLSO support to assist with quality teaching and effective student learning and intervention.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$57755.00)</li><li>• Literacy and numeracy (\$53154.00)</li><li>• Socio-economic background (\$47264.00)</li></ul>

**Process 2:** Deliver quality student centred and self regulated learning which enables critical thinking.

Evaluation	Funds Expended (Resources)
<p>Q: How will we know if quality student centered and self-regulated learning enables student critical thinking</p> <p>D: weekly data talks and collaborative planning time identify student point of need, 5 weekly data cycles, Classroom observations, work samples, parent/teacher meetings, Assessment tasks.</p> <p>A: Analysis was embedded within the project through progress and implementation monitoring by teaching staff and executive.</p> <p>I: The findings of the analysis have determined that use of funding to employee SLSO's to support student outcomes will continue.</p>	<p>Aboriginal Background Loading enables the employment of Aboriginal SLSO's to support and facilitate tiered levels of intervention for students and assist with self-regulated learning and critical thinking strategies.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$71255.00)</li></ul>

**Process 3:** Ensure learning is data driven and based on formative assessment practices and learning progressions with a stage focus.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

Q: Is there evidence that data informs teaching and learning practices at each stage and executive level?

D: Collection of evidence of data walls, assessment strategies, analysis, reduction of students in yellow (just below proficiency) that have moved in proficiency, teachers engaging in collaborative practice.

A: Review of data sources above enabled an evaluation of success of the strategy.

I: Using the analysis above it has been decided that data informed practice will form a component of the next school planning cycle.

Professional Learning is targeted towards data informed and collaborative practice eg: Simon Breakspear Learning Sprints. Time is also allocated to staff for data collection and analysis.

Literacy and Numeracy funds are used to support students at each level of intervention from those with access to enrichment programs, LAST and SLSO loads.

### Funding Sources:

- Professional learning (\$15000.00)
- Literacy and numeracy (\$7867.00)

**Process 4:** Strengthen the whole school approach to student wellbeing in which students connect, succeed and thrive at school.

Evaluation	Funds Expended (Resources)
<p>Q: How do we know if a whole school approach to student well-being in which students connect, succeed and thrive at school is strengthened at our school?</p> <p>D: Tell them from me surveys; well-being monitoring sheets; parent/teacher interviews; LST minutes;PBL data; School Counselor feedback</p> <p>A: Progress and implementation monitoring was carried out by the executive, PBL and LST teams.</p> <p>I: The findings of the analysis have informed directions for well-being processes at our school which include keeping the current processes and procedures in place.</p>	<p>Teachers continue to be trained in Stronger Smarter \$</p> <p>PBL meetings are conducted fortnightly- with whole school focuses effectively communicated and explicitly taught Funding Sources: Socio-economic background</p>

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

Continue to develop consistent high performing educational practices for all staff

#### Improvement Measures

All teachers maintaining current accreditation standards.

Teaching and learning programs reflect high performing educational practices.

Teachers employ authentic assessment strategies to track student progress and achievement.

#### Progress towards achieving improvement measures

**Process 1:** Teachers employ innovative and effective strategies to implement inquiry based learning programs that are differentiated to cater for diverse learning needs.

Evaluation	Funds Expended (Resources)
<p>Q: How do we know if teachers employ innovative and effective strategies to implement inquiry based learning programs that are differentiated to cater for diverse learning needs.</p> <p>D: Teacher programs; PDP's; Teacher observations; Student feedback; Teacher feedback;</p> <p>A: Analysis and implementation monitoring was carried out by the executive team and discussed regularly.</p> <p>I: The findings of the analysis informed future actions that will see PL continued as a resource aimed at building staff capacity.</p>	<p>Target TPL is funded to strengthen evidence based teaching enabling innovative and effective strategies to be implemented.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$10000.00)</li></ul>

**Process 2:** PDP's reflect Professional Learning to inform best practice.

Evaluation	Funds Expended (Resources)
<p>Q: How do we know if staff PDP's reflect Professional Learning to inform best practice.</p> <p>D: PDP's; Staff meeting minutes; classroom lesson observation; student work samples; student data; NAPLAN; Tell Them From Me staff and student responses; TPL tracking sheets.</p> <p>A: Analysis was embedded within the project through progress and implementation monitoring by the executive team.</p> <p>I : The findings of the analysis have shown that PDP's form an integral part of PL and therefore will be used to support teachers to align with best practice.</p>	<p>Professional learning opportunities are presented to reflect the school strategic directions as well as teachers point of need aligned with best practice.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$6179.00)</li></ul>

**Process 3:** Structures are in place with regular meetings to plan, reflect and implement effective teaching practice.

Evaluation	Funds Expended (Resources)
<p>Q: Consistent examples of evidence such as assessment tasks, lessons and rubrics that are developed and reviewed collectively that inform and provide teachers with the tools needed to deliver relevant and explicit content.</p>	<p>Timetabled support supported by use of funding as previously mentioned in Process 1 enable collaborative practice to occur.</p>

## Progress towards achieving improvement measures

D: These assessment tasks, learning experiences and rubrics enable QTJ that align with the NAT data harvest and help to inform whole school numeracy directions 2021.

A: Essential Assessment, PAT, Learning and teaching tasks developed from collaborative planning times, Rubrics, teacher observation

I: The above practices are further embedded as part of the schools culture and not leader driven.



## Strategic Direction 3

### Excellence in Leading

#### Purpose

To develop a collaborative sustainable learning community K-12 based on the values of continuous self improvement that will provide strategic leadership for the education of all stakeholders.

#### Improvement Measures

1. Public Education confidence is increased.
2. Prep to Year 12 continuum of learning and enrichment opportunities developed.
3. Milestones reflect key reference growth areas.

#### Progress towards achieving improvement measures

**Process 1:** Evaluative culture created with scheduled reflection points for best practice.

Evaluation	Funds Expended (Resources)
<p>Q: Does our school create an evaluative culture created with scheduled reflection points for best practice?</p> <p>D: Assessment tasks and data; collaborative planning timetable and observation, minutes and notes; programming; PDP;</p> <p>A: Analysis was embedded within the project through progress and implementation monitoring.</p> <p>I: Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.</p>	Resources such as self assessment tools and strategic TPL support teacher self-reflection for best practice.

**Process 2:** Communicate with Forbes community of schools on strategic planning and goals.

Evaluation	Funds Expended (Resources)
<p>Q: Communicate with Forbes community of schools on strategic planning and goals.</p> <p>D: P&amp;c minutes, AECG minutes; Google docs and surveys shared with community; newsletter articles; school information days; facebook posts; school website and school stream posts.</p> <p>A: Analysis was embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.</p> <p>I: Findings from the analysis show that communication is an important corner stone to school success and consultation with community will remain a priority at our school.</p>	Facebook platforms, newsletters, applications such as school stream, video link, Zoom and email are resources used as communication tools additional to face to face opportunities during COVID-19 pandemic.

**Process 3:** Enrichment and leadership opportunities engineered across the school for students.

Evaluation	Funds Expended (Resources)
<p>Q: Have leadership opportunities occurred?</p> <p>D: All groups have engaged in internal and external Professional learning activities.</p>	Targeted TPL and involvement in leadership teams such as the Next Generation Leadership Program, the Aspiring Assistant Principals Program (Aapls) and the Numeracy Action

### Progress towards achieving improvement measures

A: Teachers have demonstrated leadership skill sets through and increased understanding of leadership. This has enabled them to increase their capacity to lead initiatives across the school K-6.

I: I hope to continue to create and develop similar leadership strategies that help support and promote leadership opportunity across the school and network.

Team.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Employment of Aboriginal SLSO to assist with improving student outcomes</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$71 255.00)</li> </ul>	<p>Q: How do we know if the use of Aboriginal Background Loading funding is effective in improving student outcomes?</p> <p>D: Student NAPLAN; internal and external student assessment data; AECG meeting minutes; classroom observations; student work samples; inclusion of SLSO's in TPL</p> <p>A: Analysis was embedded within the project through progress and implementation monitoring by the exec team, who found that SLSO support helped improve student outcomes.</p> <p>I: The findings of the analysis will inform future actions which include keeping SLSO support to assist in improving academic and cultural outcomes for students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Quality Teaching Successful Students funding was used to employ a staff member to relieve teachers so that they could engage in collaborative practice once a week.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$57 755.00)</li> </ul>	<p>Q: How has the use of QTSS empowered a collaborative teaching approach to improving student outcomes and teacher capacity at our school?</p> <p>D: NAPLAN; Teacher programming; internal and external student assessment; PDP meetings; student feedback</p> <p>A: Analysis and review of data through progress and implementation monitoring by the exec team found collaborative planning time improved student results and growth in numeracy and reading; improved teacher capacity and High expectation relationships amongst staff.</p> <p>I: The findings of the analysis will inform future actions which include keeping the current model of using QTSS funding to employ a staff member to relieve teachers so that they can engage in collective efficacy.</p>
<b>Socio-economic background</b>	<p>Employment of teachers and resources to support programs and funding to support students to access the programs across schools.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$130 065.00)</li> </ul>	<p>Q: How do we know if Socio-economic background funding improves student outcomes?</p> <p>D: Tell them from me surveys-student, staff and community; student NAPLAN results; internal and external student data; PBL data; Student Sporting data; Learning and Support Team minutes</p> <p>A: Analysis was embedded within the project through progress and implementation monitoring by leadership teams which found programs and staff used with this funding proved to assist with student achievement and engagement this year.</p> <p>I: The findings of the analysis will inform future actions which include using the funding again in the same way in 2021.</p>
<b>Support for beginning teachers</b>	Employment of teacher to	Q: How do we know if Beginning Teacher

<p><b>Support for beginning teachers</b></p>	<p>relieve beginning teacher for additional administration and mentoring time.</p> <p>Funding for targeted TPL</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 481.00)</li> </ul>	<p>Support funding has been effective?</p> <p>D: PDP meetings; Tell them from me surveys; teacher/ supervisor meetings; collaborative planning time notes and observations; programing; lesson observations</p> <p>A: Progress and implementation monitoring by supervising teachers and mentors have shown strengthened teacher capacity for beginning teachers.</p> <p>I: The findings of the analysis will inform future actions which include keeping the current process and systems in place utilizing Support for Beginning Teacher Funding.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	147	148	143	146
Girls	144	137	137	157

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	92.9	93.6	93.2
1	94.4	90	93.6	92.3
2	94.1	93.3	90.8	92.3
3	92.5	91.8	93.9	91.3
4	94.6	92.6	93.9	92.2
5	93.8	93.2	92.2	91.9
6	94.5	88.8	91.7	90.9
All Years	94	91.9	92.9	92.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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. 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.

### Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.21
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.95

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	206,847
<b>Revenue</b>	4,086,236
Appropriation	4,011,852
Sale of Goods and Services	1,590
Grants and contributions	72,042
Investment income	753
<b>Expenses</b>	-3,769,397
Employee related	-3,453,053
Operating expenses	-316,344
<b>Surplus / deficit for the year</b>	316,839
<b>Closing Balance</b>	523,686

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



## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	37,432
<b>Equity Total</b>	361,845
Equity - Aboriginal	71,255
Equity - Socio-economic	130,065
Equity - Language	11,135
Equity - Disability	149,390
<b>Base Total</b>	3,131,982
Base - Per Capita	72,305
Base - Location	51,629
Base - Other	3,008,048
<b>Other Total</b>	347,559
<b>Grand Total</b>	3,878,819

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

## School performance - NAPLAN

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

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

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

### ***Parents and Carers at Forbes Public School reported:***

\* School and community events were unable to occur in 2020, due to the COVID-19 pandemic. Parents gave positive feedback around use of online school tours and facebook posts of students working in classrooms and engaging in other school events.

\* Tell Them from Me survey results indicated parents felt, despite the challenges of COVID-19 restrictions positive about the following aspects of our school. Data indicating that our school scored above the NSW Govt. Norm for the following:

SS= School Score NGN= NSW Government Norm Score

- Parents felt welcome and connected to our school despite the pandemic.

SS: 7.8 NGN: 7.4

- Parents felt they were well informed

SS: 7.1 NGN: 6.6

- Parents supported learning at home

SS: 6.5 NGN: 6.3

- Parents felt the school supported learning

SS: 7.3 NGN: 7.3

- Parents felt their child was safe at school

SS: 7.8 NGN: 7.4

- That our school is inclusive

SS: 7.1 NGN: 6.7

### ***Staff reported of the Eight Drivers of Student Learning our school exceeded that of the NSW Govt Norm in:***

\* Leadership

\* Teaching Strategies

\* Technology

\* Inclusive School

\* Parent Involvement

A focus for 2021 will include a more strategic focus on collective efficacy, data informed practice, distributive leadership and a high expectations culture in line with our Strategic Directions of student growth and attainment and authentic leadership. Staff indicated that they continue to enjoy the collaborative practice and Stronger Smarter Philosophy that form the foundations for successful teaching at our school. Students reported their

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for 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

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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.