



# 2020 Annual Report

## Lake Munmorah Public School



**LAKE MUNMORAH**  
PUBLIC SCHOOL  
*“Believe & Achieve”*

2362

# Introduction

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

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## School vision

Inspiring our community to be successful lifelong learners, confident and creative individuals and active and informed citizens

## School context

Lake Munmorah Public School is a vibrant and dynamic educational setting located in the lower part of Lake Macquarie. The mainstream school population consists of 427 students, including 41 students of Aboriginal and Torres Strait Islander descent. The school also has two Multi Categorical (MC) classes consisting of 14 students and an Early Intervention(El) class consisting of 16 students. In total the school population of 445 students is accommodated in 20 classes and supported by a Principal, a Deputy Principal, five Assistant Principals and forty-five teaching, support and administration staff.

The school offers students a variety of extra curricula activities that promote the development of the whole child, fostering their individual interests and talents. These activities include inter-school sport competitions, public speaking, dance groups, debating, choir, drama and chess. There is a strong focus on student leadership and many opportunities, such as the student representative council and parliament program, provides considerable scope for our students to develop confidence and skills in this area.

Our school welcomes the participation in school activities from the families of our students. Many family and community members are actively involved in class literacy and numeracy programs, sport and extra-curricula activities and work alongside school staff to strengthen our ties with the wider community. We also benefit from a strong partnership with our very supportive P&C.

Our school is part of the Lakes Learning Community and works in collaboration with other local schools to deliver professional learning programs designed to support teacher development. This alliance of schools also delivers an intensive Yr 6 to Yr 7 transition program ensuring that our students are settled, confident and ready to learn.

## 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	Delivering
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	Delivering
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

Engaged and motivated learners

### Purpose

To equip our students with literacy and numeracy skills in order to be successful, lifelong learners, enabling them to become active and informed citizens of the future.

### Improvement Measures

Students K-2 will reach the following levels in reading: 80% of Kindergarten students reach level 9, 80% of Year 1 students reach level 18 and 85% of Year 2 students reach level 26

By 2020 the percentage of Yrs 3, 5 and 7 students in the top 2 bands for reading has increased by 10% to 45%, 32% and 26% (baseline 2015-2017 rolling average).

By 2020 the percentage of Yrs 3, 5 and 7 students in the top 2 bands for numeracy has increased by 10% to 36%, 20% and 27% (baseline 2015-2017 rolling average).

By 2020, the percentage of Aboriginal students in the top two bands meets or exceeds the broader population (baseline Aboriginal students Yr 3 reading 2016-17 was 19% and numeracy was 20%. Yr 5 data not statistically measureable).

### Progress towards achieving improvement measures

**Process 1:** Implement and embed high quality, research based literacy practices which are differentiated to meet all student needs.

Evaluation	Funds Expended (Resources)
<p>There was significant impact felt in regards to the Reading in the K-2 section of the school.</p> <p>Reading progress is as follows:</p> <p>Sixty-nine percent of Kindergarten students reached the targeted reading level in 2020.</p> <p>In Year 1, 53% of students achieved the targeted reading level.</p> <p>In Year 2, 71% of students achieved the targeted reading level.</p> <p>In Spelling Mastery, 83% of students achieved the expected growth, with 64 students achieving growth of 2 or more levels within the program. This is a 50% increase from 2019 results.</p> <p>Interruption to the planned Professional Learning in 2020 due to the COVID - 19 pandemic meant that priorities changed to accommodate remote and online learning platforms for the greater part of Terms One and Two. The shift in focus in the latter part of the year concentrated on ensuring students gained and maintained the grade-appropriate skills required for the current enrolled year, although more work will need to be done to make up lost time due to the pandemic.</p> <p>Staff training and access to the data presented in the new Check-in assessments gave valuable information for moving forward into 2021. With the absence of NAPLAN results in 2020, data gained from this new initiative provides the following insights:</p> <p>In Year 3 Reading, 47.4% of LMPS students were in the top two bands compared with 51.4% for State.</p> <p>In Year 5 Reading, 15.8% of LMPS students were in the top bands compared</p>	<p>Home reader purchased for K-2</p> <p>Purchase of reading books - emphasis on Stage 2 and 3</p> <p>Teacher Professional Learning Check-in Assessment and Phonics Screen Tool</p>

## Progress towards achieving improvement measures

with 36.6% for State.

**Process 2:** Implement and embed high quality, research based numeracy practices which are differentiated to meet all student needs.

Evaluation	Funds Expended (Resources)
<p>Interruption to the planned Professional Learning in Number Talks in 2020 due to the COVID -19 pandemic meant that priorities changed to accommodate remote and online learning platforms for the greater part of Terms One and Two.</p> <p>The shift in focus in the latter part of the year concentrated on ensuring data collection for mathematics was consistent across the school, and that regular data analysis was undertaken by stage teams. This will continue to be a focus for 2021. Funding was provided to develop a Home Numeracy Program K-2 to support parents and students in early numeracy skills.</p> <p>Staff training and access to the data presented in the new Check-in assessments gave valuable information to moving forward into 2021. With the absence of NAPLAN results in 2020, data gained from this new initiative provided the following insights:</p> <p>In Year 3 Numeracy, 49.1% of LMPS students were in the top 2 bands compared to 51.8% for State.</p> <p>In Year 5 Numeracy, 14% of LMPS students were in the top two bands compared to 30.1% for State.</p>	<p>Teacher Professional Learning for Number Talks (early in the year) and Check-In assessment. Teacher release to review and update pre- and post test assessments in Mathematics K-6.</p>

## Strategic Direction 2

Quality classroom practitioners

### Purpose

To build the capacity of staff to meet the needs of students in the delivery of a quality curriculum through innovative practice.

### Improvement Measures

By 2020 the percentage of Yrs 3, 5 and 7 students in the top 2 bands for reading has increased by 10% to 45%, 32% and 26% (baseline 2015-2017 rolling average).

By 2020 the percentage of Yrs 3, 5 and 7 students in the top 2 bands for numeracy has increased by 10% to 36%, 20% and 27% (baseline 2015-2017 rolling average).

The Rigour aspect of the Drivers of Student Outcomes increases to meet or exceed the NSW Government norm (baseline 8.1 for the school compared to 8.2 for NSW in the 2017 TTFM Student survey).

The Effective Learning Time aspect of Drivers of Student Outcomes increases to meet or exceed the NSW Government norm (baseline 8.0 for the school compared to 8.2 for NSW in the 2017 TTFM Student survey).

### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to capacity building where every staff member improves every year.

Evaluation	Funds Expended (Resources)
<p>The focus shifted to maintaining student and staff wellbeing within the school for much of the second semester. Efforts to maintain routines and expectations within the COVID-19 restrictions meant that focus was directed to building student and staff resilience as well as developing practices within the school to identify, support and monitor student and staff wellbeing.</p> <p>Staff were involved in the gathering of evidence for the Situational Analysis and the subsequent discussions about the School Excellence Framework Self-evaluation. Strong indications of needing to further build teacher capacity was evident from the Situational Analysis and will be utilized in the 2021-2024 Strategic Improvement Plan.</p>	\$4300 Teacher Professional Learning  \$5020 LEED training for 6 staff members

**Process 2:** Review and implement innovative and future-focused and evidence based teaching practices.

Evaluation	Funds Expended (Resources)
<p>Whilst the inception of remote and online learning encouraged innovation and significant problem solving for the school staff, the overall aim of review, implementation and embedding of evidence based teaching practices was not achieved satisfactorily in 2020. Highlights for staff, with professional learning and data collection with the Check-In Assessment in 2020, allowed evidence based planning to be undertaken.</p> <p>Students completed Spelling Mastery in 2020, and 83% of students achieved the expected growth. Of this, 64 students achieved two or more levels, double the number from the previous year.</p>	\$1000 Executive Professional Learning

### Strategic Direction 3

Connected and inclusive school community

#### Purpose

To ensure the engagement of the whole school community to support cognitive, emotional, social, physical and spiritual wellbeing of students.

#### Improvement Measures

By 2020, increase the percentage of Yr 5 and Yr 7 students achieving or exceeding expected growth to 60% (baseline rolling averages 2015-2017 Yr 5 -56.2% and 43%, and Yr 7 42% and 53% in reading and numeracy respectively).

The Parents are Informed aspect of the Two-way Communication with Parents Report increases to meet or exceed the NSW Government norm (Baseline 6.0 for LMPS compared to 6.6 for NSW in the 2017 TTFM parent survey)

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school wellbeing approach so all students can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
Significant gains have resulted from the Positive Behaviour for Learning program being in place at Lake Munmorah Public School. Most significant was the drop in suspensions over the three years of the 2018-2020 Strategic Plan, from 75 for the year of 2018 to 28 in 2020, a drop of 63%. Student wellbeing has been enhanced through clear understandings of behaviour, explicit lessons and consistent application of expectations. The development of the processes and procedures in Learning Support has enhanced the identification, management and support of students with additional needs, leading to strong supports in place for vulnerable students.	Teacher Professional Learning for Positive Behaviour for Learning.  PAX training \$3460

**Process 2:** Enhance community networks and communication strategies to support students and their families, to build upon educational aspirations.

Evaluation	Funds Expended (Resources)
The remote learning platforms initiated in 2020 displayed the strength of the communication strategies in place at the school. Enhancements through the use of online learning platforms, DOJO and Zoom helped to make the transition from school to home instruction less problematic for most families. The strong relationships staff had with students and parents/carers meant that needs in regards to access to devices, digital vs paper-based learning and communication pathways was well-established and easy to use. Problems were quickly solved with expert staff and regular feedback.  Feedback from the Aboriginal families reveal that the systems of teaching and learning in place is meeting the needs of the students. Data from the survey showed that 90% of families feel welcome and communication with families is good. Some work will need to be undertaken on the communication around PLPs as 39% reported that communication in this area required strengthening.  Overall, the feedback from staff, parents and the community is that the communication in place at the school is strong. The use of digital platforms for communication and network building works well for the community.	In-school teacher professional learning

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$51371	<p>Growth in skills and development were evident for students working with the School Learning Support Officer specifically designated to work with Aboriginal students in Literacy and Numeracy skills, linked to the PLP process. This was supported by parents in the survey conducted at the end of the 2020 school year, and indicated parents were very happy with the processes in place to address academic, social/emotional and cultural needs in the school.</p> <p>The mentoring program through Dhinewaan Mentoring was well supported, especially by the younger students and will be developed as a pathway to leadership in the future. The inclusion of the Stage 2 students Term 4 helped to develop self-esteem, cultural knowledge and understanding of the importance of cultural awareness across the school.</p>
<b>English language proficiency</b>	\$7717	<p>Acquisition of strong literacy skills was the focus for EALD funding for 2020, with all identified students taking part in Intervention programs within the school. Feedback to teachers by intervention teachers provided strong links to current classroom learning and was applied across all Key Learning Areas.</p>
<b>Low level adjustment for disability</b>	\$61803 Flexible Funding	<p>Adjusted learning or social and behavioral intervention plans were developed through the Learning Support Team for students identified as requiring support. To directly support learning and social needs, the Learning and Support Teacher and School Learning Support Officers were allocated, leading to increased engagement and learning outcomes for students.</p> <p>This was enhanced by the acquisition of high interest reading materials that engaged students regardless of skills and ability level, gaining greater engagement in literacy tasks at a student's point of need. This was further supported by the purchase and availability of sensory items in every classroom to engage and maintain focus for students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$86851	<p>Significant support in the use and delivery of remote learning was a key contributor to success. Staff supported through the availability of Executive staff to mentor, observe and provide feedback on delivery of learning. This was not only during the remote learning period, but throughout the year. Staff feedback indicates the value of the support and accessibility of mentors.</p>
<b>Socio-economic background</b>	\$296835	<p>Engagement of an additional teacher in the school has assisted the overall progress of the school. Wellbeing for students has been enhanced with teacher/student ratios smaller and teacher advocates for students means children with social/emotional needs are more</p>

<b>Socio-economic background</b>	\$296835	<p>consistently catered for.</p> <p>Significant gains have been made in reducing suspension rates across the school - 75 suspensions in 2018 compared to 28 in 2020. The shift in positive behavior through explicit lessons and consistency is evident across the school. All students supported through the additional personnel within the school, including the forming an additional executive position for wellbeing, School Learning Support Officers supporting playground behaviour, the School Chaplaincy program as well as school wide support through Positive Behaviour for Learning.</p>
<b>Support for beginning teachers</b>	\$8538	<p>Strong levels of support were in place for beginning and early career teachers, with mentoring a key feature of this success. Beginning teachers were allocated additional time to meet with mentors, observe quality lessons with experienced, expert staff and subsequent feedback given and received to develop skills and knowledge across the Key Learning Areas, but particularly in English and Mathematics.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	230	224	227	217
Girls	215	211	210	202

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	95	94.7	94.2
1	94.7	93.9	93	92.1
2	93.6	92.4	93.1	94.6
3	92.8	92.1	92.7	93.1
4	93.5	91.2	92	91.9
5	91.7	91.4	91.5	91.5
6	90.2	93	90.6	91.3
All Years	92.9	92.6	92.4	92.6

  

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)	5
Classroom Teacher(s)	16.38
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	6.02

\*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.

	<b>2020 Actual (\$)</b>
<b>Opening Balance</b>	616,522
<b>Revenue</b>	4,709,069
Appropriation	4,635,584
Sale of Goods and Services	16,058
Grants and contributions	56,504
Investment income	924
<b>Expenses</b>	-4,926,466
Employee related	-4,326,216
Operating expenses	-600,250
<b>Surplus / deficit for the year</b>	-217,397
<b>Closing Balance</b>	399,124

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 Approved SBA (\$)
<b>Targeted Total</b>	248,840
<b>Equity Total</b>	538,048
Equity - Aboriginal	51,371
Equity - Socio-economic	296,835
Equity - Language	7,717
Equity - Disability	182,125
<b>Base Total</b>	3,475,695
Base - Per Capita	107,996
Base - Location	0
Base - Other	3,367,699
<b>Other Total</b>	257,731
<b>Grand Total</b>	4,520,314

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](http://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**

Teachers, students and parents were given the opportunity to complete the Tell Them From Me Survey in 2020. These are presented as percentages or scores (depending on the area surveyed).

The results are presented below.

### **Students:**

Our school prides itself on the positive relationships we build within the school. Students reported via the survey they feel they have someone at school who consistently provides encouragement and provides advice. The students scored Lake Munmorah PS at 7.6 compared to the NSW Govt Norm being 7.7.

Twenty seven percent of students indicated they are less likely to be subjected to bullying, compared to the NSW Govt Norm of 36%.

Students also reported they feel important concepts are taught well and there is an emphasis on effective learning time, with the school average being 8.0 (on a ten point scale) compared to the NSW Govt Norm of 8.2.

However, concerns are evident in the area of interest and motivation. Only 48% of students reported they were interested and motivated in their learning, down from 63% earlier in the year. This is significantly lower than the NSW Govt Norm of 78%.

### **Parents:** (scored on a ten-point scale - NSW Govt Norm Scores are in brackets)

Parents and carers in the school reported feeling welcome and are listened to by both the class teacher, office staff and the school executive - Parents feel welcome 7.8 (7.4.). Information sharing is clear and the concerns are listened to and efforts are made to resolve issues that arise - Parents are informed 7.1 (6.6).

Parents indicated they support student learning at home, and praise and encourage their child to do well - Parents support learning at home 7.1 (6.3).

Parents felt Lake Munmorah Public School was an inclusive school and promote positive friendships, understood learning needs as well as identified and helped students in need of extra support - Inclusive School 7.1 (6.7)

### **Teachers:** (Scored on a ten-point scale - NSW Govt Norms are in brackets)

Staff at Lake Munmorah Public School understand the importance of setting clear expectations for classroom behaviour. They have a deep understanding of the needs of students with special needs and work to ensure inclusive education is a strong element within the school - Inclusive School scored 8.2 (8.2). The staff work to ensure parents stay well-informed and make efforts to resolve issues arising with a child's progress - Parent involvement 7.2 (6.8). The staff understand that data informed practices are the most effective way to ensure student learning is ongoing and are working to improve feedback strategies and help students understand their learning - Data informs Practice - 7.8 (7.8). Collaborative practices 7.1 (7.8) is an area for future development to ensure learning goals, feedback and quality assessment strategies are features of every student program.

# 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.