

2020 Annual Report

Milton Public School



'Enjoy The Present Day'

2565

Introduction

The Annual Report for 2020 is provided to the community of Milton 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.

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School vision

At Milton Public School, we are preparing students for a complex, rapidly changing world. Students will be active and informed citizens who make the most of the opportunities that this future will present. At Milton Public School we inspire students to develop a lifelong love of learning. An important part of this is ensuring that all students have the basic skills to be active and informed participants in Australian society.

Students will be confident and creative individuals. We build resilience in our students by developing their physical, social and emotional development.

School context

Milton Public School continues to be a growing school providing quality, public education. The school celebrated 136 years of education in 2019 and currently has an enrolment of 679 students to begin the 2019 school year. The student population includes 4% from language backgrounds other than English (LBOTE) and 4% identify as Indigenous. The teaching staff is a dedicated group, with a range of experience, interests and skills. Teachers are willing and able to provide a range of extra-curricular activities for our students. The school community is very supportive of the school with a proactive and thoughtful P&C Association as the major vehicle for parental involvement in the school. *Carpe Diem- Enjoy the present day* is the school motto.

Teaching and learning programs focus on providing strong foundations in the key learning areas of literacy and numeracy, with the goal of challenging and engaging all students. The student welfare policy centres on the ideal that all students are happy, safe and achieving their individual potential. Teachers are committed to their profession and undertake personal and group learning to ensure their knowledge, skills and understandings are appropriate as we build a culture for learning in a 21st century context.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	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

Excellence in Learning

Purpose

To provide quality learning through collaborative programming with consistent school wide practices for assessment which promotes high expectations and student excellence.

Improvement Measures

80% staff demonstrate evidence of differentiated teaching and learning practice.

All teaching and learning programs reflect evidence-based teaching methods optimising learning progress for all students, across the full range of abilities

Overall summary of progress

Programs completed for Integrated Units and Reading Resources across K-6 and Core Curriculum Folders created. Professional Learning completed on the use of Reading Eggs in the classroom. Teachers using the MPS K-6 Grammar and Punctuation Scope and Sequence to ensure continuity of delivery across K-6.

The Mathematics team delivered professional learning to staff covering differentiation, problems solving strategies, using concrete materials, number strategies, maths talks, using technology to enhance and engage student learning, maths games and number talks.

Local Aboriginal perspectives, histories, traditions and cultures continues to be embedded in all Key Learning Areas across K-6.

All Aboriginal students (and friends) participate in the Mirida Program with our Aboriginal Education Officer Chae Moloney and Aboriginal Committee members inclusive of lunchtime programs, cultural activities and literacy and numeracy programs. The Years 3-6 students completed murals for the bus shelter and the K-2 kids a major artwork about local culture, landscape and perspectives. Aboriginal students attended public speaking workshops and inter-school public speaking competitions. Students created films, dances and artwork for NAIDOC week with all MPS students participating in grade activities during NAIDOC week.

Student data collected by classroom teachers forms part of the handover of Aboriginal students to next grade teachers and PLP's (Personalised Learning Plans) are created inclusive of academic, personal and cultural goals. Aboriginal students are elected as representatives of the Year 6 leadership group by their peers. A procedure was created for aspiring leaders to participate in the election process.

The School attendance team created procedures and flowcharts to ensure compliance of attendance procedures and delivered professional learning to optimise understanding. The Home School Liaison Officer presented at Kindergarten Orientation days to ensure attendance matters.

Progress towards achieving improvement measures

Process 1: Curriculum

Develop teaching and learning programs which are dynamic, showing evidence of revisions based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• PDHPE units of work were created in line with the new PDHPE syllabus outcomes. Specifically, S1 Wellbeing and Relationships unit.• The success of PM readers online for K- 3 was reviewed and acknowledged that it is needed. This was highlighted in a Covid year.• Feedback from pre-schools and the high school about the transition	Shared and Guided Reading Programs resourced with book purchases and the creation of programs.

Progress towards achieving improvement measures

process and possible improvements were actioned.

Reading Eggs purchased for use in classrooms.

Maths Resources purchased to support the use of concrete materials in the learning process of mathematics based on assessment procedures.

Funding Sources: Professional Learning \$20,000
Teaching Resources \$25,000

Process 2: Assessment

Strengthening the use of systematic and reliable assessment information.

Evaluation	Funds Expended (Resources)
Spelling assessment data reviewed. Data indicated that Milton was not achieving at an expected standard. A consistent spelling program was decided upon, and implemented with extensive Professional Learning and resourcing across the school.	Soundwaves program purchased and implemented K-6. Funding Sources: Professional Learning \$15,000 Teaching and earning \$10,000

Process 3: Wellbeing

Develop a strategic approach towards the wellbeing of all staff and students where they are safe, supported, respected and included.

Evaluation	Funds Expended (Resources)
The Wellbeing strategy was shared with all stakeholders. The Wellbeing team was established and will be working on Core Values in 2021. Professional development was provided to support the implementation of the Wellbeing Strategy. Milton Public School reviewed the impact of the wellbeing strategy and measured success against the Excellence Framework at 'excelling'. We are still at Sustaining and Growing.	Funding Sources: Professional Learning \$6,000 Teaching Resources \$8,000

Process 4: Curriculum -

Aboriginal Education

Embed Aboriginal perspectives, histories, traditions and cultures across the curriculum.

Evaluation	Funds Expended (Resources)
Student data collected by classroom teachers forms part of the handover of Aboriginal students to next grade teachers and PLP's (Personalised Learning Plans) are created inclusive of academic, personal and cultural goals. PLP's and Individual Education plans (IEP's) are reviewed by teachers and the AEO and students catered for through Mirida and Learning and Support Programs. 100% of PLP's completed and signed off. Aboriginal students were elected as representatives of the Year 6 leadership group by their peers. A procedure was created for aspiring leaders to participate in the election process. All Aboriginal students in Year 6 attended additional orientation.	An Aboriginal AEO appointed to an allocated 0.6 entitlement to enhance Aboriginal Education delivery across K-6. Cultural Programs and Events funded. Teaching resources purchased to support Unit programs. Funding Sources:

Progress towards achieving improvement measures

Student data collected by classroom teachers forms part of the handover of Aboriginal students to next grade teachers and PLP's (Personalised Learning Plans) are created inclusive of academic, personal and cultural goals. PLP's and Individual Education plans (IEP's) are reviewed by teachers and the AEO and students catered for through Mirida and Learning and Support Programs.

100% of PLP's completed and signed off.

Aboriginal students were elected as representatives of the Year 6 leadership group by their peers. A procedure was created for aspiring leaders to participate in the election process. All Aboriginal students in Year 6 attended additional orientation.

Teaching/AEO \$40,000

Next Steps

Sound Waves K-6 spelling program developed.

Design a comprehensive reading and numeracy program for grades 2, 3, 4 & 5 meeting the premier's priorities and MPS stretch targets based on our NAPLAN data.

Implement PDHPE units of work in line with the Syllabus outcomes.

Offer a mathematics enrichment program in stage 2 and 3.

Continue to provide opportunities for Aboriginal students through the Mirida and leadership programs.

Provide ongoing well-being support to all students, staff and community members through a range of programs including catering for our bush-fire victims.

Strategic Direction 2

Excellence in Teaching

Purpose

All permanent, temporary and casual staff demonstrate a commitment to maintaining and developing their professional standards and quality teaching practices.

Improvement Measures

Student attendance is at or above state wide average.

Quality teaching observations identify strengths and improvement measures of practice against the teaching standards through the PDP process.

100% of teachers are actively engaged in the accreditation process in accordance with NESAs.

Overall summary of progress

Teaching staff completed PDP's including classroom observations, reflections and evaluations. Staff completed workshops on how to set personal, stage and professional goals linked to the school plan, the school excellence framework and the teaching standards. This ensure quality teaching. PDP's created and reviewed with supervisors. MELLT program supported training and development of all staff. Pre 2004 teachers were supported in maintaining proficiency through professional learning with the quality teaching adviser.

Support staff, executive staff and some teachers received MAPA training (non-violent crisis intervention).

Professional learning using eTams and recording accredited hours. Executive leadership day with the quality teaching adviser regarding accreditation.

Learning progression training with K-2 staff completed.

Progress towards achieving improvement measures

Process 1: PROFESSIONAL STANDARDS - Accreditation

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Evaluation	Funds Expended (Resources)
Time and funding provided for Professional Learning opportunities based on PDP goals. Executives and colleagues support teachers through high quality reviews, observations, reflections, goal setting and growth coaching.	Funding Sources: Professional Learning \$7,000

Process 2: LEARNING AND DEVELOPMENT - Professional Development

- Develop a whole school approach towards evidence-based teaching methods and strategies
- Identify and model explicit teaching strategies that are scaffolded and supported with appropriate resources

Evaluation	Funds Expended (Resources)
Professional Learning including Reading Eggs, Sound Waves Phonics and Spelling, Maths Talks and Problem Solving, Maths Games, Tech Talks including Google Classroom, Accreditation/Etams and PDP processes.	Professional Learning Guest presenters from within MPS and externally.

Progress towards achieving improvement measures

Professional Learning including Reading Eggs, Sound Waves Phonics and Spelling, Maths Talks and Problem Solving, Maths Games, Tech Talks including Google Classroom, Accreditation/Etams and PDP processes.

Funding Sources:
Professional Learning \$8,000

Next Steps

Sound Waves Professional Learning, aspiring leaders.

Strategic Direction 3

Excellence in Leading

Purpose

The school leadership team fosters effective leadership, encourages high expectations of all staff and purchases quality resources to support the delivery of quality teaching and learning and a positive community engagement with the school.

Improvement Measures

Leadership is diverse and sustains a culture of shared continuous improvement. An increase in number of staff actively pursuing leadership opportunities.

All student leaders are involved in every school identified leadership opportunities.

Aboriginal students are involved in leadership opportunities.

Overall summary of progress

Staff willing to participate in providing Professional Learning (PL) within the school in various areas of interest and skill. This is linked to the school plan teams and MELLT (Learning, Teaching, Leading). Staff encouraged to put leadership aspirations into PDPs. PL in 2020 focused on effective implementation of the school plan, professional improvement, knowledge of the curriculum, assessment, accreditation, teaching strategies and student learning.

The process for selecting student prefects/leaders has been improved and is inclusive of Aboriginal students and students from support classes. Opportunities for leadership include NAIDOC Week, Harmony Day, War on Waste, Reconciliation Week, Year 6 Mini Fete, School Fete, ANZAC Day, School Assemblies, The Shoalhaven Eisteddfod, Multicultural Speaking, School Band, weekly assemblies, K-2 Christmas Concert and as School Councillors in the School SRC.

Aboriginal Students are represented as Year 6 leaders and there is a flowchart for Aboriginal Leadership opportunities. They lead at NAIDOC week celebrations, perform at ICER awards ceremony have created dances and artworks to lead a culture of respect for Aboriginal people.

Progress towards achieving improvement measures

Process 1: School Planning

Effective implementation of the school plan and monitoring of data to ensure continuous school improvement..

Evaluation	Funds Expended (Resources)
Teacher Professional Learning and Leadership opportunities successfully driven through the PDP process, the school plan, Accreditation requirements, personal interest and departmental requirements. Leadership PL opportunities are encouraged of all staff.	\$10000

Process 2: School Resources

Alignment of school resources reflects the school plan priorities and contributes to ongoing school improvements.

Evaluation	Funds Expended (Resources)
Teacher Professional Learning and Leadership opportunities are successfully driven through the PDP process, the school plan, Accreditation requirements, personal interest and departmental requirements. Leadership PL opportunities are encouraged of all staff.	\$10000

Progress towards achieving improvement measures

Process 3: Leadership at all Levels

Identification and provision of leadership opportunities and related professional learning and readings that build the knowledge and understanding of all.

Evaluation	Funds Expended (Resources)
Due to Covid, Professional Learning Budget can be flexible in 2021 to address needs of staff and MPS's MELLT program.	Funding Sources: \$5,000

Next Steps

Evidence in an increase in number of staff actively pursuing leadership opportunities.

All student leaders are involved in every school identified leadership opportunities.

Aboriginal students are involved in leadership opportunities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>AEO works 3 days per week to support literacy, numeracy and learning in cultural perspectives. Resources for art, dance and units purchased.</p> <p>Aboriginal Background Loading \$37 000</p>	<p>Through consultation with the local AECG, the Milton PS Aboriginal Education Committee and Aboriginal Education Officer we have had an excellent year. The Year 6 Leadership group includes an Aboriginal student elected by their peers. There was an Aboriginal Kindergarten Orientation program and a year 6 to 7 high school transition program for Aboriginal students. Aboriginal students created videos for the ICER awards and for NAIDOC week sharing local stories. Local Aboriginal content and perspectives have been embedded into the Year 3 Dreaming Unit and excursions to local walks and shelters were lead by Lands Council members. Aboriginal students created a picture book that was published and is to be used as a resource in Year 4. Chae taught dance and art classes along with committee members having Mirida Kids and Friends group. Aboriginal students created artworks as part of our community of schools event. Our AEO works with Aboriginal students in language, dance and craft. The Mirida group has designed a Yarning Circle to make next year.</p>
Low level adjustment for disability	<p>Learning and Support Teachers</p> <p>School Learning Support Officers</p> <p>Low level adjustment for disability - LaST \$117388, Low level adjustment for disability \$61976 - Flexible SLSO program</p>	<p>Learning and Support Teachers (LaSTs) - provided literacy and numeracy support across K-6. Assessed newly enrolled students. School Learning Support Officers (SLSOs) supporting students with literacy and numeracy including guided reading, MiniLit/MultiLit programs, numeracy intervention programs. Supported Senior well-being groups for girls.</p>
Quality Teaching, Successful Students (QTSS)	<p>Instructional Leader. New resources purchased to support programs. Units of Work and Assessment tasks.</p> <p>Funding Sources: Quality Teaching, Successful Students (QTSS)</p>	<p>The IL supports high quality teaching and learning across the school through programming and resource creation with teachers. Create units of work in line with new Syllabus requirements. The IL provides Professional Learning in Key Learning Areas across the school including Technology. Created Maths assessment tasks across K-6 and a Mathematics Scope and Sequence for Stage 1. PDHPE scope and sequence created. History, Geography and Science Units completed. Maths Olympiad competition and Problem solving GATS group implemented in Stage 2. Maths enrichment groups in Stage 3.</p>
Socio-economic background	<p>Excursions</p> <p>Clothing</p> <p>Staff</p> <p>Funding Sources: Socio-economic background \$87,703</p>	<p>Supported families suffering financial hardship with excursions, fees and payments. Improved the quality of teaching programs for students requiring support and improving student outcomes. Purchased resources for units of work and uniforms.</p>
Support for beginning teachers	\$0	No Beginning Teachers

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	343	350	355	386
Girls	338	348	324	316

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	92.6	94.4	95.1
1	91.7	93.3	93.6	94.5
2	94	90.9	94.5	94.4
3	94	93	93.7	93.9
4	93.8	93.2	93.7	93.2
5	94.9	93.2	93.8	93.5
6	95.3	93.5	94.5	94.2
All Years	94	92.9	94	94.1
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
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	29.39
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
School Counsellor	0.8
School Administration and Support Staff	8.47

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	243,473
Revenue	6,943,364
Appropriation	6,734,218
Sale of Goods and Services	118,954
Grants and contributions	89,309
Investment income	883
Expenses	-7,187,825
Employee related	-6,623,131
Operating expenses	-564,694
Surplus / deficit for the year	-244,461
Closing Balance	-987

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.

	2020 Approved SBA (\$)
Targeted Total	125,588
Equity Total	312,392
Equity - Aboriginal	35,858
Equity - Socio-economic	90,452
Equity - Language	6,305
Equity - Disability	179,777
Base Total	5,475,033
Base - Per Capita	168,473
Base - Location	15,557
Base - Other	5,291,004
Other Total	704,839
Grand Total	6,617,852

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.

2020 NAPLAN

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

Through surveys conducted through the Tell Them From Me program, students were asked if they feel accepted and valued by their peers and by others at their school. 82% of students in this school had a high sense of belonging. Students are interested and motivated in their learning at our school and it was recorded that 82% of students in this school were interested and motivated and that 94% tried hard to succeed. Students indicated that the teachers are responsive to their needs and encourage independence with a democratic approach. Statistics show that 85% of students felt the school held positive Teacher-Student relationships. Parents indicated that 82% felt welcome at the school, whilst 87% felt they could speak easily to their child's teacher. Parents felt that 82% of all students in the school were clear on school expectations and 88% of students felt safe at school. 82% of staff felt that data informed practice at the school and 85% indicated there was a collaborative culture at the school.

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.