2020 Annual Report

Picton Public School

2867

Introduction

The Annual Report for 2020 is provided to the community of Picton 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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Message from the principal

2020 was a year like no other. Our entire school community was challenged academically, socially and emotionally as the Covid-19 pandemic gripped the world and left its mark on education at Picton Public School. Virtually overnight, the way our educators delivered teaching and the way our students engaged in their learning was completely flipped and revolutionised, as remote-learning took place and students engaged in a variety of innovative and exciting learning tools from home and on school site, including Seesaw, Dojo, Google Classroom and Zoom. Throughout the challenges and adversity that has faced our school community, we have reached the end of the year and I cannot express how proud I am to have the absolute privilege to lead this school community. Throughout this year, every single member of this extremely large family, has, in one way or another, achieved things they did not know were possible and we have all come out the other side, stronger, closer, more resilient, more skilled and more grateful for what we have.

Thank you to our parent and carer community for your unwavering support of us while we navigated such a trying time. Thank you for the trust that you have placed in us, while we made contextual decisions based on what was best for Picton Public School. Thank you for understanding and appreciating the complexities that became a teacher's reality throughout the year.

While the 2020 school year presented many challenges, we are extremely proud of the efforts and achievements of all of our students., who consistently astounded us with their academic growth, maturity, resilience and sense of fun. We look forward to moving ahead in new and exciting directions as part of our 2021-2024 Strategic Improvement Plan.

Mr Nathan Neilson

Proud Principal

School vision

At Picton Public School, we believe by working in partnership with parents and the school community in a strategic, enthusiastic and purposeful way that we will inspire the development of engaged, confident, creative and innovative individuals who feel a strong sense of belonging to their school.

We encourage students to reflect the following characteristics of:

- Respectfulness and developing positive and connected relationships.
- Building positive problem solving strategies and resilience for now and the future.
- Independence as a learner, focusing on achieving personal success.

Our goal is to develop an inclusive, caring, differentiated and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as happy, independent and successful citizens.

School context

Picton Public School is located in a changing rural/urban interface (on the south western edge of Sydney) serving a varied socio-economic context.

There are approximately 383 students with a small percentage of students from different nationalities (5%) and Aboriginal students (2.5%).

There is a strong and traditional sense of community with parents who have very high expectations of excellence, for their children across academic, cultural and sporting programs. Parents work in a genuine partnership with the school and actively support and are involved in their child's learning. This strong parental commitment to supporting their children is reflected by an active P& C which supports the school plan and participates in ongoing consultative processes.

We have a highly experienced staff with continuity of tenure and staff who have strong ties to the community. The school plays an important role in our local community and is a focal point for public education.

Inclusion is a strength and focus of our school with three support classes at Picton Public School.

Picton Public School reflects a calm, settled and focused learning environment for students with very strong parent involvement across a wide diversity of curriculum opportunities with high behavioural and learning expectations.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence

Self-assessment using the School Excellence Framework

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

In 2020, Picton Public School participated in the External Validation process. After submitting a body of evidence to an external panel, and participating in a panel meeting to discuss the evidence, our school was successfully validated in all fourteen areas of the School Excellence Framework, based on our 2020 self-assessment.

Strategic Direction 1

Connected Teaching and Learning

Purpose

To ensure teaching and learning is differentiated in all classrooms where teachers use information about individual students' capabilities and engage them in rich learning experiences with formative assessment strategies embedded.

Improvement Measures

-
All teaching staff are embedding evidence-based teaching practices in their classrooms. These include using assessment for and of learning, learning intentions, success criteria and feedback to feed forward.
-
Individually and collaboratively teachers will evaluate the effectiveness of their teaching practices, analysing student engagement and learning.

To increase the number of students achieving in the top two skill bands.

Progress towards achieving improvement measures

Process 1: Professional Learning Focus

Planned teacher professional learning utilising the Curriculum Connector role, Wellbeing role and leadership team to drive collaborative planning, instruction in literacy and numeracy and analysis of assessment data, through whole staff meetings, collegial visits, team-teaching, mentoring and coaching practices.

Evaluation	Funds Expended (Resources)
• Coaching Companions initiative introduced and implemented at a leadership level to support improved practices in coaching. All team leaders implemented a coaching approach when working with their team members during QTSS time. Teachers reported enhanced support from team leaders during this time. • Curriculum Connector role was focused primarily on K-2, working shoulder-to-shoulder with teachers, with an increased focus on numeracy. • Collaborative practices were evident with the implementation of Collaboration Days each term, with an increased focus on data analysis and professional learning.	• Curriculum Connector released from class five days per week. • QTSS time embedded in the RFF timetable to allow team leaders to work with their teaches. • RFF and LST was collapsed for one week each term to allow for Collaboration Days.

Process 2: Effective Classroom Practices

Teachers will demonstrate personal responsibility for improving their teaching practice through differentiated quality teaching and learning programs.

Teaching strategies are evidence-based, assessment for learning and feedback practices are embedded in teaching and learning. Continue to embed L3 strategies K-2 to strengthen literacy program.

Teachers will evaluate their teaching practices and set professional goals in accordance with the Australian Standard for Teachers.

Evaluation	Funds Expended (Resources)
• Focused Professional Learning on Mathematical Mindsets and the work of Jo Boaler K-6. • All PDP goals demonstrated clear links to the Australian Teaching Standards, with the Executive Team utilsiing MyPL Goals to share goals and progress towards these.	• MyPL Goals Subscription

Process 3:   Assessment and Reporting

Assessment & Reporting Policy and Guidelines will be reviewed and updated to ensure transparency and consistency of implementation K-6.

Stage teams plot their students on learning progressions and use PLAN software to inform collective decisions about teaching and learning. Teachers directly and regularly engage with parents to improve their understanding of student learning.

Assessment is used flexibly as an integral part of daily classroom instruction and is key to differentiating student learning.

Evaluation	Funds Expended (Resources)
• A new online reporting system was implemented across the school, in line with assessment and reporting policies and guidelines. • All teams moved towards also including Understanding Texts as a focus area of the Literacy Progressions, alongside Creating Texts, and updating PLAN2 Data termly. • Early Stage One engaged in Professional Learning in Phonemic Awareness and also moved to including this area of the Literacy Progressions in their regular PLAN2 updating. • Family Partnership Meetings were introduced to focus Parent-Teacher interviews to be more focused on goal setting, while including students in the process and providing them with a voice towards their own improvement. • All class teacher implemented an online platform (either Seesaw or Dojo) for sharing student learning experiences with parents/carers.	• Sentral subscription

Strategic Direction 2

Successful Learners and Leaders

Purpose

To ensure the learning environment is informed by sound, holistic information about each student's wellbeing and learning needs, enabling every student to reach their full potential.

Improvement Measures

- Positive, respectful relationships are evident among students and staff.
- All teaching staff is confident and consistent with the implementation of processes such as ILPs, BLPs, PLPs and Learning Support Team procedures to promote student wellbeing and learning.
- All teaching staff is invested in building and sustaining a culture of inclusivity through quality diverse teaching and learning programs which reflect differentiation, supporting students to becoming self-motivated learners.

Progress towards achieving improvement measures

Process 1: **Whole School Practices**

Our school will focus on supporting students to connect, succeed and thrive at each stage of their development and learning.

The Wellbeing Role is committed to following DoE and school policies and processes.

The school will focus on the development of quality teaching, learning and engagement through evidence-based whole school practices.

Evaluation	Funds Expended (Resources)
• A new Student Wellbeing Policy was introduced following a robust school evaluation of wellbeing practices. • A new online recording and reporting system was implemented alongside updated policy to collect data and track wellbeing incidents. • PBL Lessons K-6 were updated and collaborative designed. • School Chaplain was engaged two days per week to support the wellbeing needs of targeted students, with a focus on 3-6.	• Sentral subscription • School Chaplaincy Grant used to employ a chaplain two days per week.

Process 2: **Teaching**

Ensure staff has a comprehensive understanding of frameworks for consistent high standard practices in learning support.

Continue to improve teaching practices that focus on continuous improvement in learning and effective social skills development.

Continue to promote inclusivity across the whole school, where all students have the opportunity to engage in extra-curricular activities.

Evaluation	Funds Expended (Resources)
• Improved LST procedures were intrdocued, including a new referral processes, supported by proformas and flow charts to clarify these processes. • Sentral used to document LST meetings and to document interventions and incidents involving individual students.	• Sentral subscription

Progress towards achieving improvement measures	
• Covid restrictions limited the number of extra-curricular activities offered to students throughout the year.	

Process 3: **Learning**

Continue to develop our student leaders by allowing them the opportunity to be innovative school planners such as playground initiatives and fundraising. Students are encouraged to be creative and confident role models.

Evaluation	Funds Expended (Resources)
• Student leaders attended the GRIP Student Leadership Conference. • Regular meetings were held between Student Leaders and the School Executive to drive leadership plans and school improvement. • Student Leaders implemented Lunch Time Clubs to support peers in the playgrounds. • Student Leaders ran new school initiatives such as the Sports Fun Day. • Student Voice obtained from School Leaders when devising new Strategic Improvement Plan.	• GRIP Student Leadership Conference - Registration.

Strategic Direction 3

Quality Educational Leadership and Collaborative Culture

Purpose

To build a dynamic culture of high expectations where evaluative practices, professional dialogue, collaboration, classroom observation, the modelling of effective practice, developing teacher and leadership capacity and collegiality are facilitated and enhanced.

Improvement Measures

Students are achieving at or higher than expected growth on in-school and external assessment data as reflected in L3, PLAN and SMART data.

Measurable teacher improvement through lesson observations and feedback.

Staff participation in sharing expertise and leading teacher professional learning.

All teachers demonstrate a sound understanding of Learning Progressions and engage in professional dialogue which reflect a commitment to the pursuit of excellence.

Progress towards achieving improvement measures

Process 1:   Collaborative practice and feedback

The Curriculum Connector and leadership team will facilitate teachers to evaluate the effectiveness of their teaching practices, analysis of student engagement and learning growth of their students through observations and feedback and professional dialogue in individual, team and whole school meetings.

Evaluation	Funds Expended (Resources)
• Executive Team engage in Spirals of Inquiry to support collaborative practices, with a view to implementing Spirals whole school in 2021. • QTSS processes were strengthened, with a regular, timetables opportunities for collaborative practices such as demonstration lessons, team teaching, observation and feedback. A coaching approach was used to support this process with all teachers.	• Weekly executive PL built into the RFF timetable to released team leaders to engage in Spirals of Inquiry.

Process 2:   Professional Learning

The leadership team in collaboration with teachers formulate PDPs linked to the Australian Professional Standards. Through individual meetings, teachers identify and monitor specific areas for continual improvement.

Coordinated whole school approach to developing professional practice, informed by research to build capacity in every staff member. All staff will initiate and engage in high quality targeted teaching opportunities to improve practice and educational outcomes of students.

All staff will be proficient in using assessment for learning strategies/tools that focus on differentiated instruction such as SENA, Newman's Analysis, FoR (Focus on Reading- Super Six Strategies) and feedback to feed forward.

Evaluation	Funds Expended (Resources)
• All PDP goals demonstrated clear links to the Australian Teaching Standards, with the Executive Team utilsiing MyPL Goals to share goals and progress towards these. • Evidence-based Professional Learning in Numeracy implemented K-6, including Mathematical Mindsets from Jo Boeler and Building Blocks of Numeracy, online PL provided from the department. • QTSS processes were used to support teachers in implementing consistent assessment practices such as SENA. This shoulder-to-shoulder support	• MyPL Goals subscription • Purchase of Mathematical Mindsets by Jo Boaler • QTSS embedded into RFF timetable to release team leaders

Progress towards achieving improvement measures	
allowed for individual mastery by teachers.	

Process 3:   Culture of High Expectations

The school regularly addresses feedback on school performance from students, staff, parents and the broader school community.

Evaluation	Funds Expended (Resources)
• Tell Them From Me was implemented with both students and teachers to capture a variety of voices for driving school improvement. • The school Facebook Page was launched to communicate, share information and celebrations with the community, while enhancing the profile of the school in the local community. • In place of having parents on site for consultation, the School Facebook page was used for community consultation processes surrounding the Strategic Improvement Plan. • Parent and Teacher surveys were used to evaluate our actions and processes in response to Covid and home learning.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Landscaping equipment and resources. Hiring of tradespeople to complete work. Consultation with elders.	Yarning Circle was collaborative designed and created, in consultation with local Aboriginal Elders and Aboriginal Students.
English language proficiency	Minilit purchased and SLSOs and LST teachers trained in the use of Minilit.	Minilit implemented by both LaST and SLSOs. Student assessment data demonstrates improved proficiency in literacy from targeted students participating in the Minilit program.
Low level adjustment for disability	Funds allocated to additional SLSO time.	School Learning Support Officers timetabled across the school to support in classrooms and assist with social and interactive play at lunch and afternoon tea.
Quality Teaching, Successful Students (QTSS)	Additional RFF teacher employed using QTSS time to release team leaders from class to work shoulder-to-shoulder with their teachers.	Class teachers report through surveys that they are feeling supported in the delivery of quality learning in their own classroom. It has been reported that there has been noticeable improvements to QTSS support when compared to 2019.
Socio-economic background	A full time temporary teacher employed to release Curriculum Connector from class full time.	K-2 Teacher reflections reveal increased levels of confidence in implementing updated, research-based pedagogy, primarily in numeracy, through the support of the Curriculum Connector. Improved student outcomes K-2 in both literacy and numeracy have been evidences, when compared to 2019, with a clear focus for the Curriculum Connector in K-2.
Support for beginning teachers	Additional release given to beginning teachers to support professional practice	All beginning teachers allocated additional teaching release as demonstrated through timetabling. Support given to assist with beginning teacher accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	185	182	186	170
Girls	207	191	187	159

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	95	92.7	93.6	92.8
1	94.2	94.1	90.8	95.4
2	95.7	93.1	94.3	94.4
3	94.8	93.1	93.1	95.3
4	93.7	92	93.9	93.4
5	93.7	91.2	92.7	93.4
6	94.1	90.6	90.7	93.3
All Years	94.5	92.3	92.7	94
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)	15.16
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
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[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	322,629
Revenue	3,977,692
Appropriation	3,861,200
Sale of Goods and Services	12,697
Grants and contributions	102,860
Investment income	936
Expenses	-3,756,649
Employee related	-3,426,661
Operating expenses	-329,989
Surplus / deficit for the year	221,043
Closing Balance	543,672

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	57,118
Equity Total	256,523
Equity - Aboriginal	17,037
Equity - Socio-economic	96,995
Equity - Language	0
Equity - Disability	142,490
Base Total	3,168,128
Base - Per Capita	93,431
Base - Location	4,337
Base - Other	3,070,360
Other Total	300,856
Grand Total	3,782,624

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

In 2020, Picton Public School used the Tell Them From Me surveys to obtain information from students and parents/caregivers.

Key findings obtained from the **students** at the end of the year include:

- 83% of students answered positively when reporting on *advocacy at school*.
- 90% of students answered positively when reporting on *expectations for success*.
- 73% of students answered positively when reporting on *sense of belonging*.

Key findings obtained from the **parents/caregivers** at the end of the year include:

- 75% of parents/caregivers agreed or strongly agreed that they would recommend Picton Public School to other parents.
- 90% of parents/caregivers agreed or strongly agreed that the school is well maintained.
- Parents/caregivers reported that the most useful forms of communication with teachers was with informal meetings and formal interviews.
- On average, parents/caregivers rated the school 7/10 in regards to feeling welcome at the school.
- On average, parents/caregivers rated the school 7.1/10 in regards to supporting positive behaviour.

In June 2020, both parents/caregivers and teachers were surveyed regarding our responses to the Covid-19 pandemic and home learning.

Key finding obtained from **parents/caregivers** regarding Covid-19 and home learning include:

- 95% of parents agreed or strongly agreed that they were kept up to date with information and developments through effective communication.
- 95% of parents agreed to strongly agreed that routines and procedures were clearly communicated by the school at various phases of remote learning and return to school.
- 76% of parents agreed or strongly agreed that enough support was provided by the school to enable remote learning.
- 65% of parents agreed or strongly agreed that their child maintained a positive connection with the class teacher during remote learning.
- 92% of parents agreed or strongly agreed that the school acted in the best interests of their child during the Covid-19 response.
- 93% of parents reported overall satisfaction with how the Covid-19 response was handled by the school.

Key finding obtained from **teachers** regarding Covid-19 and home learning include:

- 86% of staff agreed or strongly agreed that they were kept up to date with information and developments through effective communication.
- 95% of staff agreed or strongly agreed that their health and wellbeing was supported throughout the pandemic.
- 86% of staff agreed or strongly agreed that effective professional learning was provided to enable remote learning.
- 87% of staff reported overall satisfaction with how the Covid-19 response was handled by 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.