

Bingara Central School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Bingara Central 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 background

School vision statement

Bingara Central School provides quality education, inclusive of all through:

- Supporting the development of the whole child, where the school community nurtures respect, pride and honesty.
- Providing high quality curriculum delivered by dedicated and highly skilled teachers who set high expectations and support students in achieving their individual learning potential.
- Preparing students with the skills to be life-long learners who strive for success.
- A commitment to preparing future focused learners who are critical thinkers and problem solvers, who are creative and innovative, who are collaborative and effective communicators.
- Fostering a culture of collaboration and community partnerships to maximise learning opportunities for all students.
- Providing a positive, safe and supportive school environment through the implementation of the Positive Behaviour for Learning program.

School context

Bingara Central is a K to 12 school that is situated on the Gwydir River, 150 kilometres north of Tamworth in the New England Region with a student population consisting of 20% Aboriginal and Torres Strait Islanders.

To meet the curriculum needs of students a variety of organisational structures have been developed which include vertical curriculum delivery, year based and stage based classes, Intensive Literacy and Numeracy class, supervised Distance Education and TVET, variety of Stage 5 elective choices and the delivery of VET courses.

The school is focused on improving student learning outcomes through the consistent application of quality teaching practices underpinned by whole-school and targeted teacher professional learning. Future focused skills aiming to develop well informed, critical and creative thinkers with high resilience are supported through a whole school approach inclusive of wellbeing, PBL and Middle School STEM initiatives.

The school community is committed to a strong learning culture that prides itself on forming productive partnerships with parents and the wider community. In a diverse curriculum, there is a strong emphasis on quality teaching and the maintenance of high expectations across all areas of school life. We are proud of the excellence and commitment of our staff, who ensure that the needs of each student are catered for on an individual basis. Every student is valued at Bingara Central School.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Leadership, Systems and Structures – Building Culture and Connections

Purpose

To build greater capacity and partnerships in learning within the Bingara Central School educational community. Through ensuring the expansion and increased development of leadership capabilities and succession planning through the implementation of professional learning, organisational and communication practices.

Improvement Measures

All staff utilise consistent data collection and analysis practices to inform student learning goals and identify learning outcomes.

All staff have PDP's that identify and monitor specific areas for development and continued improvement.

Increase in parent engagement will be evidenced through genuine contribution to student plans, understanding of learning goals and support for wellbeing practices.

Progress towards achieving improvement measures

Process 1: Feedback and Communication

- Utilise effective communication and feedback strategies to ensure that parents, staff and students are well informed about learning expectations, opportunities and achievements, facilitating genuine engagement and contribution.

Evaluation	Funds Expended (Resources)
<p>Increased use of social media to promote positive learner characteristics and school communication was evident. Newsletters to parents reflected our common language of learning and celebrated student achievement at both a school and community level.</p> <p>Whole school data collection occurs from K–10 to inform classroom teacher programming and assessment. Growth in internal and external data has been evidenced in whole school focus' – reading, writing, numeracy and HSC.</p> <p>The expansion of the use of Sentral administrative system to include Learning and Support functions has allowed consistent access to student information to inform parents and carers. Further focus on utilising this system to enhance PBL structures.</p>	<p>Media Liaison – \$15 500 (Principal support funding)</p>

Process 2: Systems and Structures

- Establish shared learning opportunities within and beyond the school to facilitate all teachers as leaders within their classroom and contributors to school goals/strategic directions.
- Development and ongoing implementation of early career teacher programs and support for accreditation at all levels.
- Teachers will collaboratively plan teaching and learning expectations that promote assessment and data driven practices.

Evaluation	Funds Expended (Resources)
<p>Beginning teacher meetings occurred to plan out specific support for their development (professional learning, mentors, proficiency application support). Two beginning teachers have engaged with the Quality Teacher Adviser and provided support through a teacher mentor. Teacher mentor support for specific syllabus planning of teaching and assessment was implemented. All beginning teachers had begun their application for proficiency.</p> <p>Instructional Rounds using the Quality Teaching Framework were implemented in Semester 1. This allowed a collaborative teams approach</p>	<p>Beginning Teacher Funding – \$10 000</p> <p>Professional Learning – \$5 000</p>

Progress towards achieving improvement measures

and provided specialised teacher feedback/discussion. In addition to this the PDP process was reviewed and included small group/whole faculty discussion. This facilitated the sharing of ideas and common goals aligned to the school plan.

Strategic Direction 2

Student Growth Informing Explicit Quality Teaching and Learning

Purpose

To encourage students to be self-directed learners. Students will participate in self-monitoring tasks to identify areas for improvement in literacy and numeracy against the learning progressions. Learning is highly visible for students, identifying learning intentions and specific individual learning goals. Provision of effective feedback will be an integral feature of teaching and learning.

Improvement Measures

NAPLAN data demonstrates growth in Reading, Writing and Numeracy as compared to previous years.

100% of students will articulate learning goals and understand their progress towards them.

Through the implementation of professional development, staff will be supported to embed the key features of the schools strategic directions.

Progress towards achieving improvement measures

Process 1: Professional Learning

Professional development will focus on the effective implementation of literacy and numeracy pedagogy, Quality Teaching Rounds, use of the Learning Progressions, Visible Learning strategies and explicit feedback to support quality teaching and learning.

Evaluation	Funds Expended (Resources)
<p>All staff have undertaken professional development in Lane Clarke Deep Thinking for Deep Learning strategies, Learning Progressions whilst primary staff had a focus on Seven Steps to Writing Success and linking in to the Maths Pathways Program utilised in secondary. Leading Secondary Writing, Leading Secondary Numeracy and Additive Strategies in primary were also attended as a part of our literacy and numeracy focus across the school. Impact on teaching and learning has been demonstrated in classroom actions, student assessment performance, through the teacher PDP process and teacher program documentation.</p> <p>Instructional Rounds using the Quality Teaching Framework implemented with collaborative teams infants, primary and secondary faculty groups during Semester 1.</p> <p>Primary and Secondary Writing Strategy established K-12. Primary staff have undertaken training in Seven Steps to writing success and are utilising strategies of their choice within the classroom setting. Years 7-12 have been utilising PEAL as a part of their classroom practice. This strategy has been implemented across all KLA's to test its effectiveness. Secondary faculty are implementing.</p>	<p>Professional Learning – \$41 700</p>

Process 2: Data Driven Practices

Curriculum differentiation will be informed by the confident use of data to identify each students current achievement and aspirational learning goals to support a range of student pathways.

Evaluation	Funds Expended (Resources)
<p>All students in secondary and identified students in primary provided a literacy and numeracy goal as a part of the PLP process. This informed their progress and application to their learning throughout the year as well as informing the parents of their progress.</p>	<p>Multi Lit and Quick Smart Programs – \$1 000 (equity funding)</p> <p>SLSO – \$76 000 (Aboriginal and equity funding)</p>

Progress towards achieving improvement measures

Additional SLSOs employed across K–12 to support identified students with literacy and numeracy growth and learning support.

Internal student growth data was reviewed and adjustments made to provide a consistent approach to the roll over of data from year to year and from primary into secondary. This data has been used to inform teacher programming and whole school literacy and numeracy focus'.

NAPLAN data shows evidence of positive growth in Reading – Years 7 and 9, Numeracy – Years 7 and 9 and Writing – Years 5, 7 and 9. Internal student growth data.

Speech Program – \$1 800 (equity funding)

Numeracy Programs – \$7 200 (operational funding)

Literacy Programs – \$3 100 Seven Steps to Writing Success (operational funding)

Strategic Direction 3

High Quality Wellbeing Practices Underpin a Rich, Diverse Curriculum for Lifelong Learners

Purpose

To acknowledge the importance of positive wellbeing practices, working to develop holistic approaches to support student achievement and enhanced engagement with the school community. Positive Behaviour for Learning (PBL) will facilitate a clear link between academic success and high quality consistent wellbeing procedures. Our students will be responsible, resilient, future focused learners.

Improvement Measures

Authentic engagement measured by improved student learning, increased attendance and retention and a decrease in suspension rates, discipline referrals and non-completion of task letters.

The Tell Them From Me data demonstrates growth in social and emotional factors and drivers of student outcomes.

Progress towards achieving improvement measures

Process 1: School Culture

The school, staff and wider community will build a culture that openly demonstrates Pride, Respect and Honesty (PBL) that values education.

Evaluation	Funds Expended (Resources)
There has been an increase in overall attendance by 2.9% compared to the previous year. However, we are still below the state average by 0.4%. A continued focus on the engagement of identified students below 90% attendance will be a focus in the future. Behaviour referrals and suspensions were of a minimum. External data indicates that there is an increase in the amount of students wishing to pursue a trade or complete university. A continued focus on the building of careers across the primary school will continue in 2020. The majority of Aboriginal students have indicated that they feel good about their culture and believe that their teachers understand their culture.	Careers Teacher – \$21 000 (equity funding) Careers Grant – \$2 300 NAIDOC and Cultural Days – \$3 300 (Aboriginal Background)

Process 2: Positive Behaviour for Learning

PBL strategies will be systematically developed to facilitate a consistent approach to student wellbeing across all learning environments.

Evaluation	Funds Expended (Resources)
Monday morning awards were reviewed K–12 to reflect recognition of individual student growth in learning. External data indicates growth in percentage of students experiencing positive wellbeing at school. We are performing above the state norm. The PBL review will continue in 2020 with further work needing to be undertaken in the establishment of a whole school PBL merit system. Tell Them From Me wellbeing data indicates that our school is above the state average for all Department of Education schools. Our primary data sits in the 90th percentile whilst the secondary has seen an increase in excess of 20% in positive wellbeing since 2016. This is a strong reflection of our standards as a school, in that every student is known, valued and cared for.	School Camps and Excursions – \$15 000 (equity funding) Student Wellbeing – \$7 300 (equity funding)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$47 229	<p>The majority of Aboriginal students are making progress in literacy and numeracy. Student in class support and learning support initiatives have assisted in improving learning outcomes for Aboriginal students. The Tell Them From Me report indicates that the majority of Aboriginal students feel good about their culture and the teachers understand their culture.</p> <p>Cultural days have been implemented each term to facilitate a genuine immersion of student into Aboriginal culture. Students participate in language, history, dance and art at the Living Classroom.</p>
Low level adjustment for disability	\$117 370	<p>Students with disabilities and additional learning needs have been supported within the classroom and provided with enhanced learning opportunities to improve student outcomes.</p> <p>The engagement of a School Learning Support Officer to work with students who have additional learning needs from Years K–12. The continuation of the QuickSmart and Multilit program has assisted identified students.</p> <p>The schools learning and support processes have allowed for a focus on supporting teachers and the school in the Nationally Consistent Data Collection. This has also allowed for the development of effective Individual Education Plans, adjustments to support students and provide early intervention strategies for literacy and numeracy skills.</p>
Quality Teaching, Successful Students (QTSS)	\$23 264	<p>Bingara Central School has created practices which allowed teachers to plan effective scope and sequences across the stages. All Years have developed units of work and collaborative assessment tasks. Teachers reported that this assisted them to improve their understanding of student learning and effective classroom practice.</p>
Socio–economic background	\$144 663	<p>Students from low socio–economic families received additional financial support to ensure equity in education opportunity – uniforms, school fees, excursions and camp costs. This resulted in higher levels of engagement and attendance in school activities. 90% of students eligible for camp were in attendance.</p> <p>The breakfast program continued to ensure students were provided with a meal on Monday, Wednesday and Friday.</p> <p>The employment of a Careers and Transition Adviser supported students with access to School Based Apprenticeships and Traineeships, careers lessons, courses to assist with employment, support in accessing</p>

<p>Socio-economic background</p>	<p>\$144 663</p>	<p>university and relevant subject selections in Stage 5 and 6. Additional staffing was implemented to support an expanded curriculum K–12 in an effort to enhance learning opportunities for our students.</p> <p>Technology and classrooms have been upgraded to provide an enjoyable and accessible space for a range of student learning activities.</p>
<p>Support for beginning teachers</p>	<p>\$10 000</p>	<p>Beginning teachers are supported and provided with effective mentors. Beginning teacher meetings and support days have been effective.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	86	83	77	72
Girls	112	106	105	97

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.9	89.7	90.4	94
1	93.3	92.2	92	91.5
2	89.8	92.3	93.5	90.9
3	92.9	92.3	91.9	94.4
4	92.2	91.7	88.1	92
5	94	91.3	90.6	95.2
6	90.5	93.3	88.5	91.7
7	86.9	89.3	91.4	80.8
8	87	87.7	86.5	90.8
9	89.8	84.7	82.1	86.5
10	71.9	86.7	80.3	86
11	71.4	66	74.7	83.9
12	78.7	72.9	45	82.6
All Years	88.6	89.5	87.7	90.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	67
TAFE entry	0	0	0
University Entry	0	0	33
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Bingara Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

80% of all Year 12 students at Bingara Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	10.47
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	5.59
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

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

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

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	496,720
Revenue	3,412,215
Appropriation	3,323,401
Sale of Goods and Services	12,783
Grants and contributions	74,057
Investment income	3,710
Other revenue	-1,736
Expenses	-3,427,550
Employee related	-2,985,552
Operating expenses	-441,998
Surplus / deficit for the year	-15,335

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	167,919
Equity Total	307,694
Equity - Aboriginal	45,661
Equity - Socio-economic	144,663
Equity - Language	0
Equity - Disability	117,370
Base Total	2,459,286
Base - Per Capita	42,657
Base - Location	67,777
Base - Other	2,348,852
Other Total	217,515
Grand Total	3,152,414

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

School performance - NAPLAN

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

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

NAPLAN Online

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

Literacy

In reading:

- Bingara Central School are achieving at a high level in both primary and secondary in relation to the percentage of students performing in the top two bands.
- The school has been trending upwards since 2017 and have exceeded expected growth in comparison to similar schools and the state.
- In the primary school, there has been a 40% increase over the last 2 years with students achieving at or above expected growth. 30% of this increase has occurred in 2019. 93% of primary students were at or above the expected growth for 2019 whilst the other 7% is already performing in the top 2 bands in the state.

Numeracy

- Bingara Central is achieving at a high level in both primary and secondary in relation to the percentage of students performing in the top two bands.
- In primary we are above the expected growth in relation to similar schools and the state.
- In secondary there has been an increase of 10% of students achieving in the top 2 bands in which similar results have not been seen since 2012.

School performance - HSC

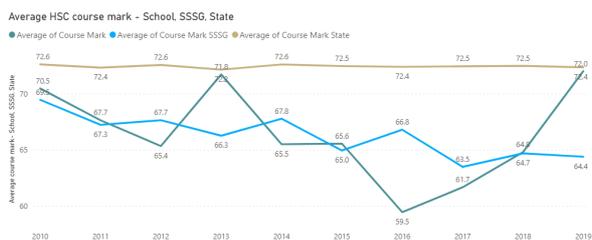
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

The 2019 HSC results have shown an increase in course marks for the majority of the subjects studied when compared to previous years. Subjects studied included; Biology, Business Services, Community and Family Studies, Mathematics 2 Unit, Primary Industries and Visual Arts.

– 24% of the school HSC results were achieved in the top 2 bands.

– 60% of the HSC results were achieved in the top 3 bands.



Parent/caregiver, student, teacher satisfaction

Students in Years 4–12 completed the Tell Them From Me Survey in 2019. The results indicated:

PRIMARY

- Participation in extracurricular activities has increased by 34%
- Sense of belonging is above the state norm by 9%
- 89% of students have positive relationships compared to 85% of the state norm
- 95% of students value school outcomes
- All drivers of student outcomes exceed the state norm. These include effective learning time, relevance, rigour, advocacy at school, positive teacher–student relations, positive learning climate and expectations for success.

SECONDARY

- Participation in sports has increased by 33% and above the state norm by 25%
- Participation in extracurricular activities has increased by 6%
- Sense of belonging has increased by 4%
- Values school outcomes is above the state norm
- Positive behaviour at school has increased by 8%
- Intellectual engagement is above the state norm
- Interest and motivation has increased by 10% and above the state norm
- Drivers of students outcomes are above the state norm in effective learning time, relevance, advocacy at school, positive teacher–student relations, positive learning climate and advocacy outside of school.

Parent and Student Engagement at Subject Selection Evenings

- Increased parent and student attendance at the Stage 5 and 6 subject selection evenings and the Year 6 into Year 7 transition evening.
- The Tell Them From Me Parent Survey indicates that parents feel that the school supports learning, they feel welcome and that our school is inclusive. In these categories the school is at or above the state norm.





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.

