

# Bourke Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Bourke Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School background

### School vision statement

Providing quality education for all students.

### School context

Bourke Public School is a member of the Connected Communities group of schools. We have an enrolment of 210 students, 78% identify as Aboriginal and Torres Strait Islander and 4% of students speak English as a second language..

Bourke Public School has a focus on literacy, numeracy and technology. The school endeavours to ensure students have a healthy lifestyle by providing opportunities to engage in a variety of sporting activities and Kitchen and Garden lessons to develop skills which extend across the entire school curriculum.

There is a major focus on improving and maintaining attendance at Bourke Public School. Innovative programs and community partnerships are established to ensure all students achieve academic growth in supported learning environments.

## 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>

## Strategic Direction 1

### Engaged Students

#### Purpose

Provide innovative and engaging learning opportunities which are supportive and inclusive.

#### Improvement Measures

Quality feedback will be used to inform teaching practice. Students will utilise feedback to inform their learning.

Increase the readiness of students at key transition points throughout their schooling.

#### Overall summary of progress

Bourke Public School's focus, to provide future focused learning opportunities, has produced success across the wider school. The sustainability of student welfare and cultural enrichment programs has supported engagement in learning and provided innovative teaching and learning.

Throughout 2019 the Positive Behaviour for Learning (PBL) Team continued to reflect on all aspects of Bourke Public School's behaviour management and student wellbeing processes to enhance the practices being utilised. The PBL Team used data collected from a wide range of sources to make evidenced based decisions.

PBL staff undertook professional learning in the use of Sentral during 2019 to identify, record and monitor behaviour trends across the school, this information was then relayed to all staff across various staff meetings, with a plan to fully implement the use of Sentral in 2020. This development will assist the PBL team to export data trends, analyse and use to plan explicit interventions to support student behaviour.

The Learning and Support Team has continued to develop the LST processes to ensure we sustain support for students and their developing needs. Alternatively maintaining a focus of promoting differentiated and extension learning opportunities for Gifted and Talented students. Thus developing adjusted learning plans, personalised learning plans and differentiated learning programs to support the developing learning needs of students.

#### Progress towards achieving improvement measures

**Process 1:** Development of clear transition processes, including transition to kindergarten and high school.

Evaluation	Funds Expended (Resources)
Targeted students were prepared to begin Year 7 at Bourke High School through a process of improved transition documentation and programs / activities.  Student management plans were successfully implemented and clear communication processes were established between families and school settings.  Recruitment of DP transition across both Bourke Public School and Bourke High School completed and ready to start in 2020 to facilitate improved transition for stage 3 students and begin focussing on a middle school program.	Staffing, SLSO, Class Teachers, Executive Staff – Deputy Principal Wellbeing – \$400000

**Process 2:** Build staff and student understanding of evidence based feedback.

Evaluation	Funds Expended (Resources)
Professional Learning was facilitated for all staff (teaching and non-teaching) in the use of quality feedback. A series of workshops were presented in staff	Employment of school based DP Curriculum \$165 000

### Progress towards achieving improvement measures

meetings by DP Curriculum and DP IL (EAfS). Teaching staff implemented Learning Intentions, Success Criteria and evidence based quality feedback in all units of work in every classroom – with some variation in success.

DP Instructional Leader (EAfS)

Professional learning etc – \$25000

### Process 3:

Evaluation	Funds Expended (Resources)
N/A	

### Process 4:

Evaluation	Funds Expended (Resources)
N/A	

### Next Steps

Target whole school average attendance of 93% by targeting student attendance issues which require additional support and focus on minimising unexplained absences.

Continue to implement and review the LST and School wellbeing processes to maintain support for disability and Gifted and Talented students and develop a combined approach with Bourke High School to support transition.

Review and reinvigorate the Positive Behaviour Learning program with a focus on improving student behaviour incidents across the wider school in Non-classroom settings.

Continue to focus on Quality feedback professional learning for staff to embed practice into daily teaching and learning.

Ensure adjusted learning plans, personalised learning plans and differentiated learning programs are implemented to cater for the developing learning needs of students.

Review and monitor attendance and engagement data and student attainment progress to monitor and support all students to meet expected growth in Literacy & Numeracy by the end of the year.

School to be involved in Curiosity and Powerful Learning PL in 2020 to further guide and support high quality consistent teaching and learning protocols across the school.

## Strategic Direction 2

### Quality Staff

#### Purpose

Collaborative practices develop expertise to improve outcomes for students. Staff are committed to continuous professional growth.

#### Improvement Measures

Staff engage in peer observations, reflection and feedback.

Teaching and learning programs are responsive to student needs.

Increase student growth in literacy and numeracy when measured against national standards.

#### Overall summary of progress

The continued employment of a Deputy Principal curriculum has allowed us to focus on Quality teaching, assessment and using effective feedback and reflection. A major professional learning focus for Bourke Public School in 2019 was to ensure we develop Quality, innovative staff.

We have continued to focus on Professional Practice for (K–6) staff through extra mentoring time with supervisors, providing professional learning: training, lesson demonstrations and observations to enhance teachers' understanding and implementation across K–6.

The School executive team, including the Instructional leader and DP Curriculum have, collaboratively lead and promoted, the use of analysed data to effectively program for our students' needs. Thus providing strategies that can be incorporated in K–6 classrooms and program adjustments to best support a diverse array of students.

We have identified the need to review the whole school assessment policy, with a key focus on developing high quality assessment tasks to inform teaching, learning and reporting. Thus involving students in self-assessing, reporting and reflecting on their learning.

Actively promoting consistent teacher judgement across all staff, thus assessing student achievement consistently across all KLA's to accurately guide their teaching and reporting capacity.

Professional Learning was provided in a range of Literacy, Numeracy and Cultural programs including the Stronger, Smarter Leadership Program and Bridges out of Poverty.

#### Progress towards achieving improvement measures

**Process 1:** Professional learning and feedback supports staff to personalise teaching and learning programs for all students.

Evaluation	Funds Expended (Resources)
<p>All staff were trained in using the Literacy and Numeracy progressions and PLAN 2 to inform teaching and learning.</p> <p>Formative assessment was beginning to be established as best practice across the school, staff participated in moderation meetings to build their capacity, knowledge and skills around formative assessment and its application to planning for teaching.</p> <p>All staff used Learning Intentions and Success Criteria to inform teaching and learning. Continued PL was provided in formative feedback and learning intentions.</p>	<p>DP Curriculum – \$165000</p> <p>Professional Learning, travel and sustenance, accommodation etc – \$50000 approx.</p>

**Process 2:** Develop consistent peer mentoring and coaching protocols.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>All teaching staff were provided with extra Release from Face to Face time to meet with peers and moderate work samples to build their capacity, knowledge and skills around formative assessment and its application to planning for teaching.</p> <p>Staff were not able to participate effectively in peer observation, mentoring and feedback due to staffing and timetable issues. However, effective mentoring, coaching, demonstration and feedback occurred through the DP IL (EAfS) and DP Curriculum.</p>	<p>DP IL (EAfS)</p> <p>DP Curriculum – \$165000</p> <p>Casual teaching staff – \$200000 approx.</p>

### Process 3:

Evaluation	Funds Expended (Resources)
N/A	

### Process 4:

Evaluation	Funds Expended (Resources)
N/A	

## Next Steps

For 2020, professional learning will continue to focus on personalised teaching and learning for individual students, expanding training for all staff in the Literacy and Numeracy Progressions in collaboration with Bourke High School to support transition for Stage 3 students, and our school is committed to the Curiosity and Powerful Learning program and the LEED intervention (CESE) to help establish consistent teaching and learning protocols and effective evaluation of data to inform school planning and improvement.

### Strategic Direction 3

#### Meaningful Community Partnerships

##### Purpose

Culturally inclusive programs foster engagement and positive relationships with the community.

##### Improvement Measures

Programs across the school are culturally inclusive and support community engagement.

Meaningful partnerships increase students and community reports that the school values their identity, culture, goals and aspirations.

##### Overall summary of progress

Bourke Public School is committed to maintaining strong partnerships with key stakeholders to ensure quality educational experiences are provided for all students.

Our school has continued to build high expectations relationships and a high-performance school culture. BPS staff have participated in targeted Professional Learning and actively engaged the school community to build high expectation relationships, promote positive identities and excellence in schools.

Our school continually promotes a deep level of respect for cultural understanding and learning through our Aboriginal Education committee and the role of our Senior Leader Community Engagement, engagement with local agencies and families continues to promote and develop our school cultural connections across the wider school community. BPS staff have participated in Connecting to Country days with Elders to gain local knowledge and understanding to ensure practices implemented at BPS are culturally appropriate. The BPS School Induction Program includes a guided local tour of the community and introductions to Local Elders and agencies for all new staff.

Bourke Public School students have participated in specific Cultural activities and events which Acknowledge, embrace and develop a positive sense of Aboriginal and Torres Strait Islander identity in our school. The Ngemba Language Program has enabled all students and staff to learn the local language and implement this language in the classrooms and teaching programs. Bourke Public School students were 1 of 6 schools to participate in the Kaldor Art Project.

Our School continues to facilitate strategies that aim to enhance the whole students wellbeing to ensure they have optimum support in their learning environment. Our School prides itself on the continued partnerships we have developed with both parents, community and agencies. These strong partnerships directly improve the educational outcomes of all students at BPS.

##### Progress towards achieving improvement measures

**Process 1:** Staff engage in professional learning to effectively implement culturally appropriate practices.

Evaluation	Funds Expended (Resources)
Staff participated in targeted Professional Learning to build cultural knowledge and awareness through Stronger, Smarter, Bridges out of Poverty and local Connecting to Country programs. As a result, staff capacity to implement culturally appropriate programs was improved.	SLCE position (1.0) Senior Leader Community Engagement Professional Learning – \$50000
Students involved in cultural based programs and events including the re-establishment of the Ngemba language and culture program in the school.	Travel, sustenance, accommodation – \$50000

**Process 2:** Build staff capacity to develop meaningful relationships with community stakeholders.

Evaluation	Funds Expended (Resources)
All staff were involved in Personalised Learning Plan days with parents, community members and agencies including a full day in term 2 – Staff	Senior Leader Community Engagement

## Progress towards achieving improvement measures

Development Day at the wharf when all students and families attended in person to complete all PLP's and enjoy a BBQ. Those who did not attend were visited at home by staff during the day as well.

All staff were engaged in Connecting with Country programs to build local cultural knowledge and understanding, including the term 3 Staff Development Day which was held at Toorale national park and facilitated by local Aboriginal Elders.

All new staff completed local level induction into the community.

Aboriginal Education Officers

\$2000 for PLP day at the wharf

\$2000 for NAIDOC

## Next Steps

The partnership with NSW AECG will be further extended through 2–3 dedicated staff development days run by NSW AECG – Connecting to Country and Healthy Culture, Healthy Country in terms 1 and 3 of 2020.

Further staff will be trained in Stronger Smarter to enhance their cultural knowledge and understanding.

The Ngemba language and culture program will continue to be developed with the assistance of local Elders (knowledge holders).

Staff will also participate in local Cultural Awareness training facilitated by Maragnuka and the Department of Premier and Cabinet.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$670000 – FTE 2.0 Aboriginal Education Officers, Senior Leader Community Engagement, Deputy Principal Wellbeing and additional SLSOs.	Further focus on providing access to technology for all students, funds to be set aside in the budget to purchase devices (chromebooks). Continued employment of additional SLSO's to support students is required. DP Wellbeing position to be reviewed along with DP Curriculum position at end of 2020. Students and staff report that programs support cultural understanding.
<b>English language proficiency</b>	\$2500	Further training for LaST staff to assist in providing further EALD support in 2020.
<b>Low level adjustment for disability</b>	\$188000 – 1.2 FTE LaST teacher positions and 1.0 additional SLSO.	SLSO position to support telecare to be continued in 2020. Employment of a permanent fulltime LaST in 2019 to start in 2020 to support school programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$50370	The position is to be reviewed in 2020. Whilst there has been some improvements in teaching and learning, further evidence of impact is needed to maintain this position.
<b>Socio-economic background</b>	\$438000	TSO, SLSO and SASS positions to be maintained for 2020. Continued focus on technology upgrades needed for 2020 – one-to-one devices for students.
<b>Support for beginning teachers</b>	\$32500 – professional learning and staffing for additional RFF time.	Major focus on PL is needed for 2020 to support beginning teachers – based on Curiosity and Powerful Learning and What Works Best (CESE).

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	116	113	101	97
Girls	111	120	110	103

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.4	94.3	91.4	89.4
1	91	94.1	89.6	90.1
2	92.6	92.5	90.9	89.6
3	93.5	94.7	89.1	89.2
4	90.3	91	90.8	86.2
5	92.9	94	89.4	88.5
6	89.6	91.7	83	86
All Years	91.6	93	89.1	88.4
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
All Years	94	93.9	93.4	92.8

### 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)	9.84
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	7.47
Other Positions	4

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,604,642
<b>Revenue</b>	4,896,239
Appropriation	4,835,070
Sale of Goods and Services	174
Grants and contributions	50,851
Investment income	10,144
<b>Expenses</b>	-5,138,163
Employee related	-4,314,995
Operating expenses	-823,168
<b>Surplus / deficit for the year</b>	-241,924

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	711,535
<b>Equity Total</b>	1,208,015
Equity - Aboriginal	545,862
Equity - Socio-economic	470,676
Equity - Language	2,537
Equity - Disability	188,940
<b>Base Total</b>	1,772,770
Base - Per Capita	53,141
Base - Location	134,569
Base - Other	1,585,060
<b>Other Total</b>	1,168,604
<b>Grand Total</b>	4,860,924

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](https://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.

## Parent/caregiver, student, teacher satisfaction

This year students, staff and parents at Bourke Public School participated in the Tell Them From Me Survey. This survey is centered on the drivers that effect student engagement and learning. It provides insights that may possibly guide school planning and identify potential school improvement initiatives.

The student survey provided a snapshot of the three areas, which effected student engagement. These include social, Institutional and Intellectual engagement. Results revealed that socially 78% of students at Bourke Public School feel a sense of belonging, which is higher than the state norm of 69% and Statistically Similar School Group (SSSG) norm of 72%. However, 74% of students believed that they had positive relationships with their peers compared to a state norm of 85%. Student results revealed that 97% believed high expectations for success were set at an institutional level compared to the state mean of 85% and SSSG average of 86%. The student surveys indicated that 91% of students value schooling at BPS with 77% highly interested and motivated intellectually and an overall 88% of students indicating they try hard to succeed in their learning. Students identified some concerns with their peers positive behaviour at school, particularly year four and five students, as well as concerns around positive relationships with peers. The drivers of student outcomes and school climate either match or exceed state norms in effective learning time, rigour, advocacy at school and expectations for success.

### Teacher:

The teacher self– assessment survey evaluated the eight drivers for student engagement that teachers contribute to, which include Leadership, parent involvement, inclusive school, technology, teaching strategies, data informed practice and learning culture and collaboration. From these results, it was evident that:–

- BPS has strong leadership practices, which will continue to be a focus in the next school plan cycle.
- Effective collaboration occurs within the school setting, which has been a strong focus over the last few years, particularly with leadership from Assistant Principals, and will continue to be a focus in 2020.
- Learning Cultures within the school reflect high expectations and feedback to students by teachers, however barriers to learning is an area to be addressed through ensuring clear goals and success criteria are utilised and incorporating ICT as a learning medium.
- Developing stronger ties with Data Informed Practices, Teaching Strategies and Learning Cultures through strategic planning in our School Plan and continuing to develop teachers understanding of data and assessment criteria are necessary for 2020.
- Effectively utilising teaching strategies such as setting clear expectations, giving informed student feedback and ensuring challenging student learning goals are used as tools to improve student performance.
- Technology is well resourced within the school, however training, inclusion and allocation is required across all KLAS to ensure BPS students and staff are future focused learners.
- Ensuring BPS is an inclusive school through continual develop of staff understanding of differentiating curriculum and following the Adjusted Learning and Personal Learning Pathway processes within the school.
- Parent involvement within the school setting has improved, however as a Connected Communities School this will be a continued focus.

### Parent:

The parent survey identifies parents' perceptions of several areas of their children's experiences at both school and home. These areas include: Parents feel welcome, parents are well informed, parents support learning at home, school supports learning, and school supports positive behaviour, safety at school and inclusive school. Evidence from these surveys reflected:

Parents feel welcomed at Bourke Public School, find it easy to speak to their child's teacher and that written information from the school is in clear and plain language. However, feel that they aren't well informed about school activities.

Parents are well informed regarding student behaviour both positive and negative feedback. Support for learning at home is supported through various school letters, parent feedback and resource support for students and parents. Homework was an area of mixed responses, which revealed not many students engaging in this practice. This will be an area for further discussion and development within the school to ensure it is tailored to the needs of students. Parents indicated their children's needs, abilities and interests are effectively supported by the school and that teachers set high expectations, particularly addressing the needs of students with special needs. Parents believe that their children feel safe at school, however, expressed concerns around the prevention programs being delivered for bullying. With the new Anti-bullying Departmental Policy and Government laws being implemented, information nights and resources around Bourke Public School's implementation and delivery of anti-bullying programs will need to occur. Parents listed that communication between school and home as essential and particularly indicated that informal meetings, telephone conversations and formal interviews assisted in delivering key information about their child.

# 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.