

2021 Annual Report

Bald Blair Public School



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Introduction

The Annual Report for 2021 is provided to the community of Bald Blair 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 Strategic Improvement 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

This year has been full of interruptions due to the impact of Covid-19. Many of our regular events and activities were cancelled, including our Centenary Celebration for the second year running. 2021 marks 101 years of Bald Blair Public School.

Even though we had a significant amount of time learning from home this year, our students have still achieved success at a high level. Our NAPLAN results show growth for our Year Three and Year Five students and we are on track to achieve the targets we have set within our School Improvement Plan. Our Check-in assessments, where every student from Year Three through to Year Six was assessed in reading and numeracy, also show that we are on track to meet our targets.

Our small class sizes have enabled us to provide differentiated learning for every student across every key learning area. Every student at Bald Blair Public School is known, valued and cared for, socially, emotionally, culturally and academically. Our Transition to Kindergarten program ran from Term Two through to Term Four. The program was implemented by a qualified teacher, with the students being provided with learning, social, emotional and cultural opportunities that ensured every student moved smoothly into Kindergarten ready to continue their learning journey.

The hard-working team at Bald Blair provide the foundation for our students' commendable achievements. Our entire staff, teaching and non-teaching are 100% committed to every student learning and growing every day. Aside from the Teaching Principal, our teaching team is made up of Mrs Aimee Lenehan, Mrs Sally Purvis and Mrs Tanya Siddell. All three are highly professional and experienced teachers. Every day they show how passionate they are about their teaching and how committed they are to the growth of every student at our school. Our SAM and our SLSO play an important role in supporting the learning and wellbeing of our students and I would like to thank Kristy Campion and Celeste Wilson for their outstanding contribution to Bald Blair Public School.

The Bald Blair P&C have continued to fund-raise and support the school, even with the Covid restrictions making these opportunities more and more difficult.

It is an honour to be the principal of this wonderful school and to work with such professional and committed staff members.

Ros Edwards

Principal

School vision

At Bald Blair Public School we strive for excellence through inspiration, engagement and high expectations where every student's individual needs are recognised and respected. Our vision is to create positive partnerships in learning through collaboration and inclusivity where every student is known, valued and cared for.

School context

Bald Blair Public School is the focal point of a small, rural community located in the Northern Tablelands area of NSW. The school is a vibrant, innovative and dynamic primary school providing a quality education for every student.

The school was established in 1920 and enjoys a culture of high expectations and educational excellence. Bald Blair has a current enrolment of 33 students. The school supports three classes and three full-time teachers, together with a part-time teacher delivering targeted learning support and a music program to all students. Classroom teachers are supported by a part-time School Learning Support Officer.

Bald Blair Public School is a proud member of the Snow Gums Learning Alliance, an alliance of five small schools, established in 2013 with the explicit purpose of strengthening teaching, learning, sporting and cultural opportunities across the schools.

Through our situational analysis and our 2020 External Validation, we identified a need to strengthen our use of data informed practice to ensure teaching and learning is individualised for every student, every day. We have identified the need for continued emphasis on embedding quality teaching practices in literacy and numeracy to ensure students are achieving expected growth targets. The school is building the capacity of all teachers to lead, improve learning and to innovate.

There will be a strong focus on a whole school commitment to student wellbeing with a particular focus on attendance and engagement underpinned by the Department's mantra of 'Connect, Succeed, Thrive and Learn.' Bald Blair Public School embeds the Department of Education's values of: Excellence, Equity, Accountability, Trust, Integrity and Service.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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: Student growth and attainment

Purpose

To improve student achievement, growth and attainment in reading and numeracy through establishing a culture of high expectations and quality teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning for all students
- Highly Effective Teaching Practices

Resources allocated to this strategic direction

Socio-economic background: \$5,504.20

Professional learning: \$6,367.00

Low level adjustment for disability: \$2,555.48

Location: \$11,728.01

School support allocation (principal support): \$604.80

Literacy and numeracy: \$4,031.76

Per capita: \$8,135.04

Summary of progress

Our focus for 2021 was developing personalised learning for all students, together with highly effective teaching practices to improve reading and numeracy across all subject areas. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and that all adjustments lead to improved learning. Bald Blair Public School provides learning experiences that are differentiated, meaningful and challenging. Staff engage their pedagogical knowledge and understanding with their colleagues and wider school community networks to deliver a high standard of teaching and learning experiences.

The school identifies growth targets for individual students using internal progress and achievement data and a triangulation of Check-in, NAPLAN and PLAN2 data. This work will continue into 2022 with a focus on teacher professional learning as we strive for excellence in teaching and learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student performance in NAPLAN reading will be above our baseline.	Student reading performance has been on an upward trajectory since 2019. In 2021, 40% of students are in the top two skill bands for NAPLAN reading.
Student performance in NAPLAN numeracy will be above our baseline.	Student numeracy performance has been on an upward trajectory since 2018. In 2021, 50% of students are in the top two skill bands for NAPLAN numeracy.
Student growth in NAPLAN reading will be above our baseline.	The percentage of students achieving expected growth in reading increased to 83%, indicating achievement of the lower bound target.
Student growth in NAPLAN numeracy will be above our baseline	The percentage of students achieving expected growth in numeracy increased to 67% indicating achievement of the lower bound target.

Strategic Direction 2: Excellence in Data Informed Practice

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student goal setting and feedback
- Collective Efficacy

Resources allocated to this strategic direction

Low level adjustment for disability: \$1,900.00

Summary of progress

The school has implemented a K-6 assessment schedule which each teacher uses to inform our curriculum implementation. This has led to student uplift in each curriculum area through the development of individualised learning plans.

The school is using internal and external data sources to assess student progress and achievement against syllabus outcomes.

In the area of data skills and use, the role of the Digital Communications Officer has provided professional learning opportunities to build the capacity of teachers to use data more effectively.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teachers undertake relevant professional learning to build data literacy skills.	All teachers have engaged in opportunities provided through MyPL to build their capacity and to build data literacy skills.
SEF: Assessment: move from working towards delivering to delivering. Student Performance Measures: move from working towards delivering to delivering. Data Skills & Use: move from working towards delivering to delivering.	Self assessment against the School Excellence Framework shows the school currently performing at delivering in the elements of Assessment, Student Performance Measures and Data Skills and Use.

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of attendance and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engagement and Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$650.00

Summary of progress

Attendance:

The school has implemented strategies to promote an improvement in overall attendance and in particular, attendance greater than 90% of the time. This has been supported through:

- school strategies
- network strategies
- individual student strategies
- home-school partnerships

Wellbeing:

BBPS has a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending 90% of the time or more to be above the system-negotiated baseline.	The school is working towards its agreed attendance targets. Student attendance was affected by learning from home and students being unable to attend school due to flooding.
A proportion of students reporting positive wellbeing and a sense of belonging at the school, as evidenced by Tell Them From Me and internal surveys.	TTFM and internal data indicates that 85% of students report positive wellbeing and a sense of belonging at the school.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,504.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bald Blair Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning for all students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Student performance data review. • Supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: Students increasing their progress and growth throughout the year based on in-school data.</p> <p>After evaluation, the next steps to support our students with this funding will be: To investigate the effectiveness of programs such as Top Ten Maths to continue progression towards school targets.</p>
<p>Low level adjustment for disability</p> <p>\$27,529.48</p>	<p>Low level adjustment for disability equity loading provides support for students at Bald Blair Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student goal setting and feedback • Engagement and Wellbeing • Personalised Learning for all students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for identified students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Continued employment of a SLSO to support teachers in improving the literacy and numeracy skills of identified students. Employment of additional staff to support teachers to differentiate teaching and learning activities resulting in improvement for students with additional learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students will be to continue the employment of a SLSO and other additional staff where necessary to continue to provide support for identified students.</p>
<p>Location</p> <p>\$11,728.01</p>	<p>The location funding allocation is provided to Bald Blair Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$11,728.01</p>	<ul style="list-style-type: none"> • The employment of a third teacher to support three classes resulting in smaller class sizes and more targeted instruction in Stage groups. • Technology resources to increase student engagement <p>The allocation of this funding has resulted in: Increased individualised support provided to students. Additional technology resources to increase student engagement and achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the program in 2022.</p>
<p>Literacy and numeracy</p> <p>\$4,031.76</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bald Blair Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy • Resources to support the quality teaching of literacy and numeracy • Literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Funds were allocated to continue existing subscriptions and the introduction of new subscriptions such as English Stars and Mangahigh.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funds will continue to be allocated to support the purchase and/or replacement of teaching resources in 2022.</p>
<p>QTSS release</p> <p>\$5,382.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bald Blair Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: The continuation of the three class model to support individualised learning opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this model in 2022.</p>
<p>COVID ILSP</p> <p>\$17,600.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

COVID ILSP

\$17,600.00

Overview of activities partially or fully funded with this targeted funding include:

- Employment of teachers/educators to deliver small group tuition.
- Providing targeted, explicit instruction for student groups in literacy and numeracy.
- Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.

The allocation of this funding has resulted in:

The majority of students in the program achieving progress towards their personal learning goals.

After evaluation, the next steps to support our students with this funding will be:

To continue the program in 2022 while utilising data to accurately track all students aligned with the literacy and numeracy progressions.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	19	18	14	15
Girls	17	18	19	21

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.1	91.3	98.4	90
1	94	92.4	92.5	86
2	91	94.9	95.1	89.2
3	95.3	89.4	96	86.8
4	94.9	92.2	92.3	90.1
5	85.1	96.3	88.5	89.3
6	94.2	86.7	96.1	94.6
All Years	92.1	92.2	94.3	89.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	201,478
Revenue	593,433
Appropriation	582,032
Sale of Goods and Services	114
Grants and contributions	11,175
Investment income	112
Expenses	-584,008
Employee related	-513,631
Operating expenses	-70,377
Surplus / deficit for the year	9,424
Closing Balance	210,902

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	33,033
Equity - Aboriginal	0
Equity - Socio-economic	5,504
Equity - Language	0
Equity - Disability	27,529
Base Total	481,034
Base - Per Capita	8,135
Base - Location	11,728
Base - Other	461,171
Other Total	38,898
Grand Total	552,966

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.

Parent/caregiver, student, teacher satisfaction

In 2021 the school undertook the Tell Them From Me survey. Opinions were sought from parents, students and teachers about the school. Together with the TTFM survey, most families have been involved in meetings and discussions about the school. Parent and community support at P&C meetings, fundraising events, assemblies, working bees and presentation night is very high. We have continued our use of the school Facebook and the Skool Loop app page to promote student achievement and school events.

TTFM data indicates that 100% of parents that responded through the survey believe the school provides a positive experience for their children. All agree that the school values their child's education and all feel comfortable about approaching the school and its teachers. All who responded feel the school values parent engagement. All indicated that they felt supported throughout the Learning from Home period of 2021. Anecdotal feedback from parents indicates that they felt the school endeavoured to make parents feel valued and welcomed their feedback. They stated that the school kept parents well informed through various means of communication.

Student responses to the TTFM survey had the data suppressed due to the small student cohort in Years Five and Six. However, anecdotally, all students have indicated that they are happy at school and that their schooling is of value. They recognise the important role the school and its staff play in their lives.

Staff responses to the TTFM survey and anecdotal feedback indicates staff are very positive about BBPS and value working in a school with interested and engaged students, caring and respectful parents and a cohesive staff. They note a strong sense of teamwork and a shared goal of providing the best opportunities possible for students across a wide range of opportunities. Discussions with staff indicated a strong sense of commitment to the academic and emotional well-being of the students. Teachers acknowledged the strong collegial working environment in which they felt supported and provided with opportunities to continually improve their teaching practices.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.