

# 2022 Annual Report

## Sutherland Hospital School



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# Introduction

The Annual Report for 2022 is provided to the community of Sutherland Hospital 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.

## School contact details

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Sutherland Hospital School

Child Adolescent Unit Level 3

Caringbah, 2229

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## School vision

The Sutherland Hospital School will prepare young people for rewarding lives by delivering positive, respectful, engaging and inclusive learning experiences in our unique environment. We provide comprehensive, holistic educational support to enable our students to continue their learning even though they find themselves in exceptional circumstances.

## School context

Sutherland Hospital School is a small school with a staff allocation of a Teaching Principal, 1.252 classroom teacher, a full time School Administrative Manager and a full time School Learning Support Officer. The school is located within the Child and Adolescent Ward of Sutherland Hospital and provides educational support to hospitalised students from Kindergarten to Year 12 from all school systems.

There are five key components to the structure of the school. Firstly, individual learning programs are devised after consultation with medical staff, parent, the student and where necessary, the home school, and are delivered either in the bright, stimulating school room where socialisation with peers is also encouraged, or for those who are confined to their bed, programs are delivered to the bedside. Students may have short term, long term or recurrent admissions and when student's attendance is longer than three days school staff liaise with the home school regarding shared enrolment and continuity of education.

Sutherland Hospital School also conducts a weekly Orientation e-Tour for students in Stage 1 from surrounding primary schools and also for students in support units in the local high schools. The tour not only meets the outcomes for History Stage 1, PDHPE and Science but introduces students to the hospital environment in a safe and practical manner. The excursion provides opportunities for students to become familiar with the diverse roles of hospital staff, medical terminology, technology and the hospital environment (virtually), making the process of hospitalisation less foreign. In 2022 the e-Tour will visit Moree and Moree East Public Schools.

The school operates a three to ten week out-patient program also. Students who have disengaged from school and who are under the care of The Child and Adolescent Mental Health Service, which includes Mindset and The School Refusal Clinic, attend the schoolroom and engage in a gradual transition back to their home school. In 2022 the school examined establishing an outreach class so this existing program could be expanded. Up to 8 students will be supported in their journey to re-engage with their census school or a more appropriate educational setting.

Sutherland Hospital School collaborates with Community Health to deliver a "Ready For School Program." The program is delivered by an occupational therapist and a teacher from the schoolroom and focuses on fine and gross motor skills, school readiness and social skills.

The school has also established a Supporting Transition to School Project in collaboration with the Paediatric team on The Child and Adolescent Ward. The Paediatric/ CARS Clinic refer clients to the school and we then provide additional support during the student's journey to school. This includes; support in their pre-school, support in their home school, an evaluation and report with recommendations and resources.

Based on the outcomes of our situational analysis and community consultation with CAMHS, Community Health, Child and Adolescent Ward Nursing Unit Manager, Hospital Executive and local schools, we have determined that well-being and engagement of our students remains a priority and the school will focus on its transitions, enabling continuity of learning for our students. Assessment, data analysis and student performance measures will be used to inform our practice and ensure best outcomes for all our students.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure students grow in their learning through explicit, collaborative and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

### 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.

- Effective Classroom Practice
- Technology

### Resources allocated to this strategic direction

**Professional learning:** \$4,061.88

### Summary of progress

#### Effective Classroom Practice

In 2022 teachers designed and implemented lessons around The Australian Curriculum. These lessons were the springboard for assessment and this information was shared with the students census school. In Term 4 staff began professional learning focused on the new K-2 curriculum. In 2023 this knowledge will be utilised to develop and implement new lesson content. The book 'Charlie and The Chocolate Factory' will be the springboard for programming around literacy and numeracy.

Moving forward, an ongoing and sustained focus on literacy and numeracy will be embedded in our unique school. All teachers will continue to plan and deliver challenging teaching and learning experiences with a focus on well being.

The use of Teams has been an additional effective classroom practice with teaching staff sharing ideas and expertise from colleagues.

#### Technology

The school's e-Tour has been a very successful program implemented by the school. We were the recipients of The Secretary-Generals Outstanding Initiative Award and all schools visited by the incursion have provided positive feedback. Our visit to Moree East PS was a valuable learning experience for both our staff and the students. We are hopeful to book in again for 2023. We will also investigate the possibility of visiting Brewarrinar PS in Term 1, 2023.

The use of technology also enables the school to provide music lessons to not only patients on the ward but also schools in rural and remote regions. In 2023, the school will employ a music teacher and the school will link with Moree East School to deliver music through zoom.

(See evidence)

### 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
Improvement as measured by the School Excellence Framework (SEF):  <b>Learning</b>  Element: Assessment (D) is planned and undertaken regularly in all classes and data is systematically collected.	All teaching and learning programs include evidence of differentiation and adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.  Explicit teaching techniques and assessments are embedded in teaching and learning programs. IL observations demonstrate teaching understanding of the need to cater for individual needs and the use of explicit teaching strategies.

<p><b>Teaching</b></p> <p>Student Performance Measures (D) The school uses internal assessments to assess student progress and achievement against syllabus outcomes.</p> <p>Effective Classroom practice (D) Explicit teaching is the main practice used in the school, reflecting the current evidence base. teachers routinely and explicitly review previous content and preview the learning planned with students in each class.</p> <p>Attendance data will demonstrate Outpatients attendance has an uplift of 10%.</p>	<p>Attendance data demonstrated Outpatient attendance had an uplift of 10%.</p>
<p>There will be an uplift of 10% and schools will evaluate both the virtual and in the hospital tour as a valuable resource that supports their curriculum outcomes.</p> <p>In the SEF area of Technology the school will be delivering and technology is accessible to staff and students.</p>	<p>The e-tour was successfully delivered in our local schools. The evaluations demonstrated a 5% uplift. One teacher stated "My students absolutely loved this e-tour and visit. They were so engaged and really enjoyed talking about everything they had learnt. Thankyou so much". The student's response to the tour was outstanding with 95% enjoying learning about the Sutherland Hospital School, 92% learning something new and 85% not feeling so scared about going to hospital. The impact on student learning is evident. The e-Tour was a recipient of the Secretary General's Award For An Outstanding Initiative 2022. The e-Tour incursion will continue into 2023 and replace the Orientation Tour excursion.</p>

## Strategic Direction 2: Transition, Engage and Thrive

### Purpose

Our purpose is to ensure that transition programs and experiences are a major means of establishing continuity prior-to-school and for re-engagement-to-school, and building upon and extending the supportive relationships and connections that may already exist between families, community and educators. Students will be connected to their specific learning context and feel comfortable, valued and successful in school.

### 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.

- Transitions and continuity of learning
- Student wellbeing

### Resources allocated to this strategic direction

### Summary of progress

#### Transitions and Continuity of Learning

The Community Class has been approved for a place at Miranda PS. The Assets Management Unit will be making changes to the space over the Christmas break and Hospital School staff will start the process of ordering necessary resources, that will be delivered at the start of term 1, 2023. The referral process will begin in 2023.

The Supporting Transition to School Program continues to support pre-school students moving into Kindergarten. Nine students were assessed, observations completed and comprehensive reports passed onto pre-school, families and census school.

An evidence based and research driven approach to all our students, and in particular vulnerable students, to assist them in feeling safe and supported to complete curriculum based work is an ongoing focus of The Sutherland Hospital School. Student Well-being underpins the core business of our unique school and staff continue to complete professional learning with a focus on mental health, wellness and well-being.

### 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
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <p>Element: Transitions and Continuity of Learning (S&amp;G) The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.</p> <p>Element: Attendance (S&amp;G) data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.</p>	<p>Wellbeing framework domains of Connect, Succeed and Thrive underpin all of our school programs, particularly our transition and re-engagement programs. Staff have participated in professional learning with a focus on mental health. Staff were upskilled through ongoing PL sessions to address the domains of The Wellbeing Framework including Social and Emotional and Spiritual Wellbeing.</p> <p>The Supporting Transition to School Program continued to be well received by The Paediatric Outpatient Clinic and The Ready for School Program by families. There was an uplift of 10% demonstrated in evaluations in survey monkey.</p>

Improvement as measured by The School Excellence Framework:

**Wellbeing**

Element: Individual Learning Needs (S&G) Well-developed and evidence based approaches, programs and assessment processes identify, regularly monitor and review student learning needs.

Element: A Planned Approach to Wellbeing (S&G) The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

There is a 10% uplift in student's wellbeing after attending the Hospital School.

Staff consistently work with students around their well-being. An evidence based and research driven approach to support our vulnerable students has enabled students to transition back to their census schools and into Kindergarten. Student exiting slips demonstrated targets have been met and student evaluations demonstrate a 10% uplift in their well being. The Sutherland Hospital School staff work closely with census schools, always ensuring shared enrollments are completing curriculum based assessments and engaged in their learning.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$2,483.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sutherland Hospital School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• equitable access to specialist resources</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The variety of reading materials available for students from 4 - 18 provides a great resource and a well used resource, encouraging all students to participate in reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to monitor the impact and usefulness of this program, particularly the book basket.</p>
<p>Professional learning</p> <p>\$9,664.88</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sutherland Hospital School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Hospital School Staff attended The Special Education Professional Leaders Association's annual conference and The Nathan Wallis professional learning day on The Teen Brain.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have increased their professional knowledge around adolescent brain development which will inform their teaching practice. Staff also enjoyed the collegial aspects of The Sepla Conference after two years of isolation. Staff have a good understanding of the changes to the K-2 curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff will deliver the new K-2 curriculum to students. Students in the Community Class will work with teachers with a sound understanding of the brains development and mental health. Teachers will be provided with the opportunity to attend professional learning focused on adolescent mental health.</p>
<p>QTSS release</p> <p>\$6,321.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sutherland Hospital School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release</p> <p>\$6,321.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The 8 students involved in The Ready for School Program, a collaboration between Community Health and Sutherland Hospital School, have been comprehensively evaluated, using DIAL, and supported in their transition to school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A meeting will be held in Term 1, with Frances Dobson, Occupational therapist, and planning will start for the delivery of the program in 2023.</p>
<p>COVID ILSP</p> <p>\$8,619.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our long-term students at risk of disengaging from their education and schools are enabled to complete their curriculum assessments which lessens the risk of falling behind at their census school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to provide individual and small group support to students at risk of disengaging from their education.</p>
<p>SSP supplementary funding</p> <p>\$27,241.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sutherland Hospital School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support in the creation of high-quality teaching and learning programs</li> <li>• additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The successful transition of students from year 6 into their high school placement. Students ready to access their secondary curriculum and reduced anxiety/stress around attending their new secondary schools. Parents/carers having additional support during a difficult time in their child's education.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To encourage high school's to take over this program and continue a comprehensive transition for this vulnerable cohort of students.</p>

## Attendance

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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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	1.22
Teacher Librarian	0.08
School Administration and Support Staff	2

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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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

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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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	486,784
<b>Revenue</b>	641,605
Appropriation	639,527
Sale of Goods and Services	136
Grants and contributions	931
Investment income	1,011
<b>Expenses</b>	-605,242
Employee related	-558,379
Operating expenses	-46,863
<b>Surplus / deficit for the year</b>	36,362
<b>Closing Balance</b>	523,146

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	1,273
Equity - Aboriginal	0
Equity - Socio-economic	1,273
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	552,670
Base - Per Capita	7,050
Base - Location	0
Base - Other	545,620
<b>Other Total</b>	45,821
<b>Grand Total</b>	599,763

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.

## Parent/caregiver, student, teacher satisfaction

### Parent/caregiver

I was very pleasantly surprised that hospital school existed. My son loves it and it hugely improved his stay in hospital and kept him connected to his school.

### School/teacher

A big thank you to Sutherland Hospital School for visiting us this week and running a hospital e-tour for our year one students. We spent the session learning about hospital procedures, machines and equipment and what would happen if we were ever to visit hospital. We even got to dress up as doctors and use our own stethoscopes!

The Hospital School e-tour was a highly engaging and educational morning. the professionally recorded video brings the hospital to school. the hospital staff presenting in the tour explained the content so well it could be shown on ABC kids. Thank you all!

### Student

They made a difference by helping me complete work, showing me ways of doing things and always having a smile on their faces and a relaxed classroom.

Hospital can be boring and coming into the school gives me something to do and i get lots of help to finish my work.

Being in the schoolroom makes me happy and i learnt how to code Vernon the Robot.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.