

Birrong Boys High School

2019 Annual Report



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Introduction

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

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

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School background

School vision statement

Birrong Boys High School is a diverse and dynamic learning community that engages individuals through equity and excellence in education. Our safe, respectful and supportive school implements programs that enable all students to critically analyse knowledge and become responsible, confident and informed citizens.

School context

Birrong Boys High School is an inclusive school which values every student equally. Our school is situated in the Bankstown area, next to a major rail line linking to the city and regional centres. The student population of 340. Boys from Arabic, Asian and Islander backgrounds form the majority. Consequently school resources focus on literacy to meet the needs of the highly aspirant school community. The school is supported by significant Resource Allocation Model Equity Funding. We welcome students at our school wholeheartedly and celebrate their cultural and language backgrounds. The entire school community is committed to the school's motto "From Each His Best" and the belief that students have a right to learn in a supportive and mutually respected environment. Our parents, staff and students are partners in developing the school as a caring and safe place of learning, where a broad based curriculum emphasises literacy, numeracy, information and communication technology and student engagement. Our highly skilled and motivated teachers deliver quality programs in a stimulating environment. Our school is a PBL school with our key focus on students being safe and respectful learners.

The balance of experienced and younger staff ensures that all aspects of the school's life remain energetic and vital with a constant focus on quality teaching and learning for all students. At Birrong Boys High School, an extensive range of extra curricular activities are available including debating, music, athletics, gym fitness and our award winning Environmental Sustainability Program. Students work together to produce and publish an annual magazine, The Blaze. Student leadership opportunities include the Student Representative Council and peer tutoring. Peer mentoring of junior students by older boys eases their transition to high school, supported by a 4– week program of shared learning and culminating in a student showcase. Our Homework centre and HSC tutorials program offer further opportunities for students to improve their learning and enhance preparation for exams. All students leave the school with a transition plan which includes a resume and applications for University and TAFE.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Students develop the skills and knowledge necessary to succeed in our changing world

Purpose

Students will achieve educational outcomes that are a true reflection of their ability, develop confidence and capacity in literacy and numeracy, through the delivery of a flexible, high quality curriculum, assessment and feedback. As responsible and resilient future focused learners, students will engage with learning opportunities and continue to develop the skills that will enable them to adapt with the our changing world and flourish as creative global citizens.

Improvement Measures

A higher percentage of students will exhibit growth above expectations in literacy

A higher percentage of students will exhibit growth above expectations in numeracy

Wellbeing data reflects higher levels of student engagement and resilience.

Increased student participation in leadership programs and enhanced quality of STEM projects as a result of the development of a wider range of interpersonal skills including creativity and a greater awareness of their role within our society.

Progress towards achieving improvement measures

Process 1: Literacy: implement explicit literacy lessons to support the development of literacy skills

Evaluation	Funds Expended (Resources)
<p>Our key strategies in Literacy had an effect size for 49% of students of above 0.4, one year's growth, and 20% of students displayed two years growth or more, an effect size of 0.8.</p> <p>More specifically, of the 53 students who completed both pre and post testing:</p> <p>– 36% showed improvements in Interpreting Explicit Information– 70% of students showed improvement in Interpreting by making inferences– 100% showed improvement in Reflecting on texts</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$78000.00)• English language proficiency (\$88000.00)• Low level adjustment for disability (\$19000.00)

Process 2: Numeracy: implement explicit numeracy lessons to support the development of numeracy skills

Evaluation	Funds Expended (Resources)
<p>The numeracy focus, particularly with Stage 4 students, is supported by staff using a range of pre and post testing data to establish an effect size and thus inform practice.</p> <p>The impact of numeracy practices is evidenced as follows:</p> <p>Evidence: 4 Samples of student's growth %</p> <p>Year 7 Most students showed pleasing growth:</p> <p>Student 1– 12% to 68%</p> <p>Student 2– 14% to 64%</p> <p>Student 3– 22% to 76%</p> <p>Student 4– 23% to 52%</p> <p>Effect Size for Year 7 is 1.15</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$20800.00)

Progress towards achieving improvement measures

Effect Size for 7M1 is 2.16

Year 8

Effect Size for Year 8 is 0.67

Process 3: Positive behaviour for learning: the PBL team continues to deliver all aspects of PBL to all students and staff and the ethos of PBL is the overarching framework for wellbeing at our school

Evaluation	Funds Expended (Resources)
<p>Analysis of available data, both internal and external, including TTFM survey and SENTRAL has indicated that the range of conflict resolution strategies and the whole school approach to anti bullying has shown a significant decline in discipline referrals. Evidence of this includes zero long suspensions in term 1 of 2019, 60% decline in overall suspensions for stage 4 students and a 26% overall decline.</p> <p>Our implementation of PBL has ensured that wellbeing practices have strengthened the framework by which classroom conversations can focus on teaching and learning.</p>	<p>Wellbeing Coordinator</p> <p>Wellbeing Deputy Principal</p> <p>PBL Team</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$156000.00)

Next Steps

The key areas of Literacy and Numeracy will continue to receive intensive focus at BBHS. All staff are committed in their efforts to incorporate these key areas into all teaching learning programs and the school will continue to utilise resources, both financial and human, to ensure growth is exhibited by all students.

Strategic Direction 2

Evidence-based teaching strategies are used within a culture of collaborative learning

Purpose

Teachers will work collaboratively to provide high quality learning opportunities through the implementation of evidence based practices. Through a thorough analysis of a broad range of available data, pre and post testing, teachers will continue to develop programs, evaluate and reflect with the aim of continual student improvement. All staff will actively contribute to our professional learning community to ensure that pedagogical practice is aimed at ensuring the maximisation of achievement of educational outcomes for all students.

Improvement Measures

Teacher PDP's are aligned to School Plan and D of E strategic plan 2018–2022

Effective strategies for differentiation practices that challenge and engage are evident in learning settings

The majority of classes will exhibit an effect size greater than 0.4

Assessment strategies reflect the principle of high expectations

All staff work contribute to our collaborative professional learning community

Progress towards achieving improvement measures

Process 1: Quality TPL ensures that all staff are equipped to best utilise an appropriate range of available data to enable them to differentiate curriculum delivery to meet the diverse needs of all of our students

Evaluation	Funds Expended (Resources)
<p>All staff, throughout 2019, have undergone a thorough process through all stages of their PDP, whereby it is aligned to their personal professional goals, faculty goals and school plan.</p> <p>Staff have worked collaboratively to embed effective strategies for differentiation to challenge and engage all students.</p> <p>All staff have a thorough understanding of effect size and utilise it throughout the year to ensure they have a firm understanding of the impact of their classroom delivery and moderate teaching programs and practices accordingly.</p>	<p>HT Teaching and Learning</p> <p>Learning Support Team Coordinator</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$118000.00)

Process 2: The T&L coordinator and team ensures that all staff contribute to our Lesson Study and that classroom observations are authentic and meaningful.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019 staff have collaborated in cross curriculum groups to participate in four rounds of peer observations. Within this process a teams approach to the creation and delivery of lessons has been crucial to the success in the growth of knowledge and practice around essential elements in the consistent practice of explicit teaching in support of the needs of our students.. All staff have observed and been observed by four colleagues both from within their KLA and across a variety of KLA's and levels of experience. Feedback is provided and discussed at staff meeting whereby group leaders lead the discussion based on the experience of four cycles of observations.</p>	

Process 3: Exec staff, TPL and T&L teams ensure that Visible Learning receives appropriate attention within our TPL structures

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

All staff work collaboratively to embed effective strategies for differentiation to challenge and engage all students, they have a thorough understanding of effect size and utilise it in daily practice to ensure they have a deep understanding of their impact. They have a variety of tools at their disposal to ensure this understanding of impact drives classroom practice and quality of assessment.

Strategic Direction 3

Leaders are instructional in their commitment to a school-wide culture of high expectations

Purpose

All leaders will display a strong commitment to continuing to cultivate a culture of high expectations where all members of the school community share responsibility for the development of all students. With a sustained focus on engagement, learning, achievement and wellbeing, all leaders will ensure that quality programs are developed, delivered, resourced and supported to ensure the strategic vision of the school community is achieved.

Improvement Measures

Instructional leadership is visible within all KLA's and all Teams from all leaders

Leadership capacity is enhanced in greater levels of collaboration, self reflection and higher expectations

Management systems, structures, resources and processes are regularly reviewed and evaluated in alignment with student learning outcomes.

Progress towards achieving improvement measures

Process 1: All Executive staff receive appropriate professional learning in the area of Instructional leadership, and position themselves as leaders in this crucial area

Evaluation	Funds Expended (Resources)
The goal of Instructional Leadership dominating leadership practices at our school is still continues to grow but has not yet become evident across all leadership levels at our school. All leaders have the highest of expectations of students and staff across all areas of our school and work tirelessly to ensure high expectations are evident in each area of their responsibility.	PL in Instructional Leadership Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2800.00)

Process 2: All staff receive appropriate PL in the area of Effective Feedback which becomes commonplace in each KLA

Evaluation	Funds Expended (Resources)
Whilst it is evident in some areas, effective feedback is still an area which requires extensive attention in terms of quality professional learning for some staff. All staff utilise effect size and have a greater understanding of their impact and their capacity to change teaching methodology when and where required. As we embark on extensive improvement in the area of assessment staff have used feedback to ensure students have a greater understanding of the next steps to improvement.	

Process 3: All leaders are active and effective in their commitment to ensuring Visible Learning is fully implemented across the whole school and become the cornerstone of Teaching and Learning at our school.

Evaluation	Funds Expended (Resources)
All staff are committed to providing the highest quality of assessment both of and for learning. A greater understanding of the distinction between these two reasons for assessment has had a huge impact on the quality of assessment and the utilisation of assessment in the further development and delivery of teaching programs.	Visible Learning seminars, resources, PL days Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$70000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,759	All ATSI students have a detailed ILP develop to best meet the learning and social/emotional needs of the individual student. Funding is used to ensure a whole school understanding and celebration of both Aboriginal perspective and culture.
English language proficiency	\$147,926	This funding is largely staffing based and allows us to employ an additional teacher within the English faculty to specialise in this area. Flexible funding is also used to provide additional resources for the purpose in improving the English language proficiency of targeted students.
Low level adjustment for disability	\$265,202	This funding is largely for the employment of our Learning and Support Staff. Our Learning Support Team is supervised by a school funded coordinator, we have funded an increase in our LaST entitlement from 1.8–3.0 and have funded the employment of three SLSO's to support the learning needs of identified groups and individuals. We have also funded two fully resourced Learning Hub to ensure the needs of these young men are adequately met. Our team ensures that achievement data is regularly identified and mapped against student achievement to plan for future progress.
Socio-economic background	\$647,788	This initiative receives the greatest proportion of funding at BBHS. The largest item of expenditure here is on our staffing. It is used to employ additional people. to meet the needs of our young people. We have continued to ensure that our staffing needs best meet the curriculum offerings and choices of our students, this is particularly evident in the TAS KLA. We have also fully funded a DP to ensure wellbeing need are met, a Wellbeing Coordinator, a Teaching and Learning Coordinator, a Learning Support Team Coordinator and a Transition Coordinator.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	366	341	380	374
Girls	0	0	0	0

Student attendance profile

School				
Year	2016	2017	2018	2019
7	90.3	92.5	87	89
8	90.3	86.9	79.7	87.2
9	83.8	86.6	76.1	84.1
10	78.3	83.3	79.8	80.2
11	86.6	79.2	77.1	80.1
12	84.3	86.2	80.4	84.4
All Years	85.5	86.1	80.2	84.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	2	4
TAFE entry	8	0	5
University Entry	0	0	90
Other	6	4	1
Unknown	0	0	0

In 2019 46 students attempted the HSC course. We always offer a flexible program of curriculum offerings to meet the learning and post school needs of all students, the majority of our students choose to attempt an ATAR based program of study.

Year 12 students undertaking vocational or trade training

55.10% of Year 12 students at Birrong Boys High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

90.7% of all Year 12 students at Birrong Boys High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	25.2
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	6.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	753,967
Revenue	6,466,488
Appropriation	6,391,822
Sale of Goods and Services	29,367
Grants and contributions	27,498
Investment income	3,280
Other revenue	14,520
Expenses	-5,551,200
Employee related	-5,059,655
Operating expenses	-491,545
Surplus / deficit for the year	915,288

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	48,404
Equity Total	1,063,676
Equity - Aboriginal	2,759
Equity - Socio-economic	647,788
Equity - Language	147,926
Equity - Disability	265,202
Base Total	4,775,568
Base - Per Capita	89,163
Base - Location	0
Base - Other	4,686,406
Other Total	322,748
Grand Total	6,210,395

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

School performance - NAPLAN

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

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

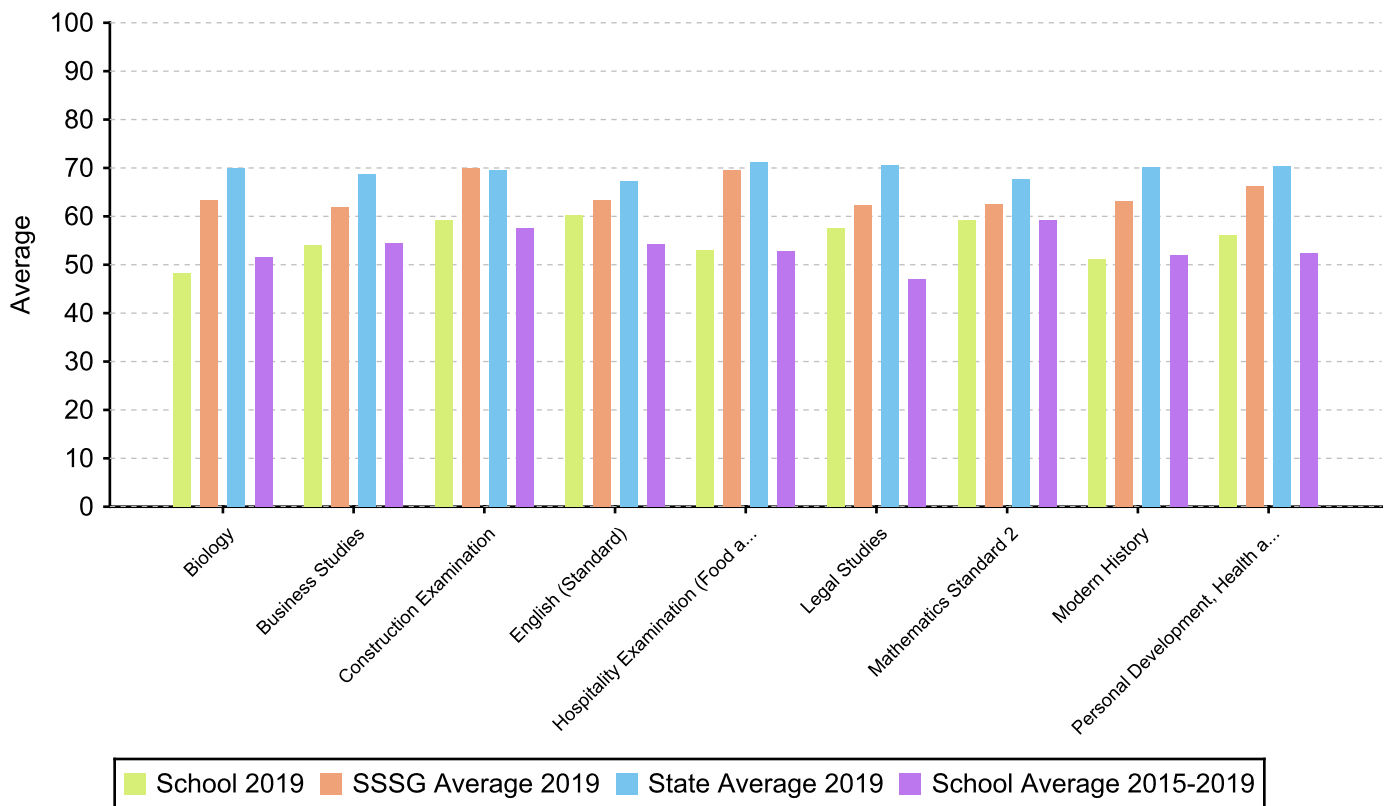
NAPLAN Online

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

School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	48.3	63.4	69.9	51.5
Business Studies	54.0	61.8	68.6	54.4
Construction Examination	59.1	70.1	69.6	57.6
English (Standard)	60.2	63.4	67.3	54.2
Hospitality Examination (Food and Beverage)	53.0	69.5	71.1	52.8
Legal Studies	57.5	62.4	70.6	47.1
Mathematics Standard 2	59.2	62.4	67.7	59.2
Modern History	51.1	63.1	70.2	52.1
Personal Development, Health and Physical Education	56.1	66.2	70.5	52.3

Parent/caregiver, student, teacher satisfaction

At Birrong Boys High School, 181 students completed the Tell Them From Me Survey, which included ten measures of student engagement alongside the five drivers of student outcomes. Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Below are some of the findings from Tell Them From Me survey:

Social-Emotional Outcomes

42% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Government norm for this category is 42%.

16% of students were confident of their skills but did not find classes challenging. The NSW Government norm for this category is 11%.

32% of students were not confident of their skills and found English, Maths or Science challenging. The NSW Government norm for this category is 40%.

11% of students lacked confidence in their skills and did not feel they were challenged. The NSW Government norm for this category is 7%.

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.

The Figure below shows the percentage of students in Birrong Boys High School that were socially engaged compared with NSW Government norms for students at the year levels assessed in this school.

Parents have continued to feel they are welcomed when they visit the school, they are able to easily speak with their son's teachers, Year Advisors, Careers Advisor Counsellor, Deputy Principal, Principal and to any other staff at any time permissible. Parents have had many formal opportunities to connect with the school and the teachers as partners in the education of their child, including Open Day, year 7 and 12 meet the teacher afternoons and Parent Teacher Night. Parents also have indicated that the administrative staff are helpful when they have a question or problem. Parents responses also stated that if there were concerns with their son's behaviour at school, the teachers would inform them immediately and the appropriate action is taken, and that their son feels safe at school. Parents attendance at the P & C and the Parent Meetings have increased with a stronger cooperation between the parent's and the school community. Many parents responded positively to the continuation of the school free homework centre. Parents also are impressed with the availability of teaching resources available to their child, in particular in technology, sport and overall teaching resources.

Teachers indicated that the professional learning they received in 2018 had a substantial advantage to teaching and learning, including improved teaching strategies including using ALARM, explicit teaching strategies and deeper understanding of wellbeing issues. Teachers believe that there is a commitment within the school community to strengthen and deliver on school learning priorities with a focus learning intentions and success criteria, that there is a positive, respectful relationship among students and staff, promoting wellbeing and ensuring good conditions for student learning. The school actively collects and uses information to support student's successful transitions and that the school has systematic policies, programs and processes to identify and address student learning needs.

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.