Raleigh Public School

2019 Annual Report

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Introduction

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

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

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School background

School vision statement

At Raleigh Public School we are deeply committed to providing and sustaining, quality education within a nurturing and safe environment. Our school inspires and promotes individuals to reach their highest potential in an inclusive and supportive environment, to create future, community–focused global citizens.

School context

Raleigh Public School is a TP2 school on the flood plain of the Bellinger River, on the Mid North Coast of New South Wales. It was established in 1874 and is one of the oldest schools in the area. We are active members of the Bellinger Valley Community of Schools (BVCoS) and Bellinger–Dorrigo Small Schools Network (BDSSN), which includes Dorrigo, Dundurrabin, Hernani, Orama and Repton Public Schools.

The local school zone is small and our student body is made up of students from locations across the Bellinger Valley, including Raleigh, Urunga and Bellingen. We have a current enrolment of 27 students for 2019, with 7% of students identifying as being Aboriginal. Our School's average 2017 and 2018 Family and Occupation Index (FOEI) was measured at 104, 28.6% of students were in Quartile 1 and 14.3% in Quartile 2.

Our school has a large leafy, natural play area, including a flat sports field, orchard, kitchen garden, chicken pen and is surrounded on three sides by farm land. We have both a full sized undercover basketball court and covered play area. There are two permanent buildings, one used as a classroom and one as an office. One demountable building houses the second classroom and library. The school is staffed on a TP2 entitlement, there are fluctuating enrolments and current staffing is a permanent TP2 teaching principal, temporary full–time teacher and permanent part–time teacher one day per week. The permanent part–time teacher is on extended leave. We are entitled to 0.496 School Administrative Manager and 0.2 General Assistant, which is currently staffed casually due to leave. Decisions made around budgeting and resourcing have input from staff and are taken to P&C meetings for further input and suggestions.

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

Strategic Direction 1

Learning

Purpose

Excellent schools have a strategic and planned approach to develop whole school wellbeing processes that support all students so they connect, succeed, thrive and learn. Our purpose is to develop engaged, self–directed and resilient learners through a focused approach to professional learning and developing creative and critical thinking skills and strategies in students and staff, including developing in students the ability to set goals, self–reflect and articulate their learning.

Improvement Measures

80% of students, staff and parents indicate that students demonstrate the seven dispositions most of the time.
Parents and students indicate increased wellbeing and engagement, between students and school.

Progress towards achieving improvement measures

Process 1: Whole school wellbeing program, focused on Creative and Critical Thinking and resilience.

Evaluation	Funds Expended (Resources)
Students, staff and parents plotted the seven dispositions in pre and post surveys. We have not yet reached 80% of students demonstrating the dispositions most of the time, however students indicated an increase from 63% to 84%, staff saw an increase from 36% to 62% and parents had a small increase from 55 to 56 %. 100% of parents strongly agree or agree that this is a school where teachers and families work in partnership to support student learning. In the pre survey 95% of families indicated that they were pleased that their child attended this school, 5% indicated they didn't know. In the post testing 100% of families agreed with the statement. In the post testing 80% of K–2 students and 90% of 3–6 students said they feel happy at school.	Nil funds used

Process 2: Explicit teaching of goal setting and understanding of own learning. Students develop skills to self–reflect, set goals and articulate their learning.

Evaluation	Funds Expended (Resources)
Students met one on one with their class teacher to discuss their learning, reflect on their goals and achievements and think about their future learning. They were introduced to Reflection Journals, where they reflected on specific lessons or weekly achievements. This was particularly challenging for the younger students, who needed additional support and structuring. Across both classes the reflections were often generalised and/or superficial. Goal setting is a skill all students are continuing to work towards.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($2000.00)

Next Steps

Across both classrooms in 2020, we will continue to embed the language of the dispositions into everyday lessons. We will use these dispositions to continue to do Project Based learning tasks to further practise and develop the seven dispositions. Regular timetabling of Reflection journals will assist to develop their skills to be reflective.

In 2020, further explicit teaching of setting meaningful SMART goals will be implemented to ensure goals are realistic and meaningful to individual students. We will have older students write a reflective comment about their learning for the Semester 1 and 2 reports.

Strategic Direction 2

Teaching

Purpose

Highly skilled and passionate teachers are an essential part of improving students outcomes. Raleigh Public School's purpose is to create a stimulating, challenging, yet supportive professional environment for teachers, which uses research to underpin quality practice. We understand the need for genuinely collaborative planning, dialogue and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the whole school.

Improvement Measures

Students show growth in Creating Texts on the Learning Progressions.
Students show growth in Additive and Multiplicative Strategies on the Learning Progressions.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to the teaching writing and mathematical fluency.

Evaluation	Funds Expended (Resources)
A School Learning Support Officer (SLSO) was used to support literacy and numeracy across both classrooms. This allowed students to particpate in individual and small group work, to support their learning. Consistent Teacher Judgement (CTJ) was used to assess and track cold writing samples against the Creating Texts Learning progressions, across the year. 56% of students showed an increase of greater than 20% in two or more clusters during 2019. 33% of all students, showed an increase of greater than 50% in one or more cluster. One teacher completed a course in Additive Strategies and shared this learning with other classroom teachers in professional learning (PL) sessions. The initial PL was conducted in a compressed time–frame and this did not allow enough time to develop the skills and strategies for teachers or students in the classroom. Assessments to show the students' numeracy growth was trialled. Towards the end of 2019 we used the updated SENA 1 to 4 tests to assess students' additive and multiplicative strategies. We found this to be the most effective assessment tool and will use this to track data and growth in 2020. In 2019, we were able to see improvement in students' mathematical fluency in Years 1 to 6 with pre and post assessments. 56% of students showed mathematical fluency of over 90% in addition at the end of the year, with 33% of the total students doubling their results. In subtraction 33% showed results higher than 90% with 43% of the total students doubling their results. In multiplication in Year 2 to 6, 64% of the students doubled their results and in division Year 3 to 6 showed 57% of all students doubling their results. We also introduced Number talks across the school to further develop additive and multiplicative strategies.	**Funding Sources:** • Aboriginal background loading ($1584.00) • Low level adjustment for disability ($5140.00) • Socio–economic background ($9251.00)

Process 2: Regular ongoing lesson observations and provision of feedback to staff.

Evaluation	Funds Expended (Resources)
At the beginning of the year the structure of the Lesson Observations had to be changed due to changes in staffing and then increased student numbers. In Semester 2, Lesson Observations were focused on Mathematics and in	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($3250.00)

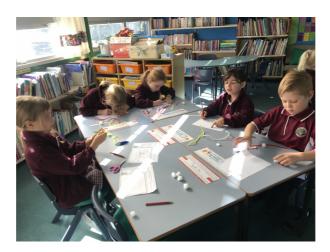| Progress towards achieving improvement measures	
particular Additive Strategies and number talks. All teachers involved have expressed positive outcomes from the lesson observations. These have included collegial discussion, further ideas and suggestions and experimenting and adjusting teaching strategies to further improve the implementation of number talks.	

Next Steps

In 2020, the whole school will implement a program called Little Scribe. It is hoped that this program will offer motivation for our students to further develop their writing skills, by writing and publishing their own book. We will continue to embed the VCOP strategies into this program and continue with Big Writes, Cold Writes and CTJ of the cold write tasks.

2020, will see teachers expanding their knowledge of Additive Strategies and number talks. Number talks will be used regularly across both classrooms to increase student's additive strategies.

In the K–2 class, a more hands on approach to teaching Additive Strategies and number will be used. The class will be utilising a Maths Journal, rather than textbook.

Strategic Direction 3

Sustainability

Purpose

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to ensuring all students play an active role in programs and activities being offered. The 'Kids in the Kitchen' (KiK) and 'Reduce, Reuse, Recycle' programs encourage healthy eating and lifestyles and environmental awareness, to create responsible lifelong learners. Promotion of the school and its programs to the wider community, to build student numbers and ensure the longevity of Raleigh Public for the future.

Improvement Measures

Increased confidence, cooking skills and number of students participating in KiK meals.

Increased parent satisfaction that their child attends Raleigh Public School from 89% at the end of 2018 to to 95%.

Increased participation in package free lunches from 78% at the end of 2018 to 85%. Also increase parent satisfaction of package free lunch program from 67% at the end of 2018 to 80%.

Progress towards achieving improvement measures

Process 1:   Continue to develop and promote a whole school approach to KiK and Reduce, Reuse, Recycle. Introduce 'Return and Earn' to the school community and use this recycling program as a fundraiser for the school.

Evaluation	Funds Expended (Resources)
In the pre–survey 90% of parents indicated that their child's skills at preparing food had increased. In the post survey this rose to 100%. When students in the 3–6 class were asked if they could cook a meal by themselves 30% indicated they could in the pre–survey and this increased to 60% in the post survey. 85% of all students indicated that they liked cooking during Kids in the Kitchen lessons. Package free lunch participation was at 78% at the end of 2018 and exceeded our goal of 85%, with an average of 92% of students participating at the end of 2019. We hoped to increase parent satisfaction of the package free lunch program from 67% at the end of 2018 to 80%. We exceeded this with 100% of families indicating satisfaction with the program at the end of 2019.	

Process 2:   Increase opportunities for students in socialisation and extra–curricular activities, within and outside, the classroom and school. To increase our profile within the community and future enrolments.

Evaluation	Funds Expended (Resources)
In 2019 we participated in a variety of activities to increase socialisation and involvement in extra–curricular activities, within and outside the classroom and school. During 2019 we became a part of the Bellinger Riverwatch Program, with both students and staff trained. We also purchased a Riverwatch testing kit for the school to test our local site monthly. We participated in small schools' activities and days including; swimming and athletics carnivals, Combined NAIDOC day at Raleigh, Science Day at Orama Public School and watching Repton Public School's musical performance. The students in Years 4 to 6 attended a week long excursion in Sydney with students and staff from Orama and Repton Public Schools. We continued to visit the local Raleigh–Urunga Masonic Village to interact with the residents, play games and participate in sing–a–longs. We also	$2500 Riverwatch Kit

started a pen pal program, where students wrote to a grandparent, elderly family member or friend. The letters were sent through the postal system and it was wonderful to see the students' reactions when receiving mail.

2019 saw another successful year for Raleigh School at the Bellingen Agricultural Show, singing in the Performance Pavilion and winning a variety of prizes in the cooking and produce sections. This is a very important community event we are proud to support and be a part of.

The activities we did inside and outside the classroom and school were promoted to our school and wider community via our weekly newsletter, School website and Facebook page.

At the end of 2018, 89% of families indicated satisfaction that their child attends Raleigh Public School. This increased to 100% at the end of 2019.

Our School Transition and Readiness Training (START) program ran for ten weeks across Term 3 and 4. There was an average of 5.7 students attending the program on the days it ran in Term 3 and 4. Six of the seven students regularly attending START in 2019, enrolled and started in 2020. We had a total of seven Kindergarten enrolments for 2020, an increase of 57% from 2019.

Next Steps

In 2020 we will continue to build on our Kids in the Kitchen Program by being a part of OzHarvest's OzFeast Program and Midwaste's Food Smart families Program. Both of these programs will increase student, staff and families knowledge of food waste in Australia and how we can reduce this.

We will continue to promote and implement our package free lunch program and will initiate recording of the data each day at Crunch and Sip break. We will also purchase a blue bin and collect soft plastics, which are used within the school, to be recycled.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($1 584.00)	SLSO employed to support smaller literacy and numeracy groups across the two classrooms. This resulted in 60% of our Kindergarten students having reading levels and spelling ages above expected outcomes. Our Year 1 to Year 6 students had average reading at or above expected levels rise by 5% over the year. There was also an increase of 18% of students now demonstrating spelling levels above their expected age. In Mathematics students' mathematical fluency was pre and post tested in Years 1 to 6. 56% of students showed mathematical fluency of over 90% in addition at the end of the year, with 33% of the total students doubling their results. In subtraction 33% showed results higher than 90% with 43% of the total students doubling their results. In multiplication in Year 2 to 6, 64% of the students doubled their results and in division Year 3 to 6 showed 57% of all students doubling their results.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($5 140.00)	SLSO employed to support smaller literacy and numeracy groups across the two classrooms. This resulted in 60% of our Kindergarten students having reading levels and spelling ages above expected outcomes. Our Year 1 to Year 6 students had average reading at or above expected levels rise by 5% over the year. There was also an increase of 18% of students now demonstrating spelling levels above their expected age. A small group of students were targeted to improve their letter formation and skills in handwriting, these students showed improvement throughout the year. In Mathematics students' mathematical fluency was pre and post tested in Years 1 to 6. 56% of students showed mathematical fluency of over 90% in addition at the end of the year, with 33% of the total students doubling their results. In subtraction 33% showed results higher than 90% with 43% of the total students doubling their results. In multiplication in Year 2 to 6, 64% of the students doubled their results and in division Year 3 to 6 showed 57% of all students doubling their results.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($5 250.00)	Each term the classroom teachers met one on one with each of their students. The focus of these Feedback meetings were to offer specific individual feedback, discuss ways for future improvement and look at setting individual goals with each student. It was identified that students in Kindergarten and Year 1 needed to have their goals modelled and written for them, with discussion.

| Quality Teaching, Successful Students (QTSS) | **Funding Sources:**
• Quality Teaching, Successful Students (QTSS) ($5 250.00) | Students in Years 2 to 4 went through a guided goal writing process and students in Year 5 and 6 were attempting to write individual goals but still needed support. In 2020 we will focus on explicitly teaching how to write SMART goals and making goals realistic and relevant to individual students' own learning.

Our Learning Walk–Lesson Observation project started well in Term one and then had to be adjusted for the remainder of the year as we had staffing changes. The lesson observations were an excellent way to increase collegial discussion and feedback to each other, see new ideas for teaching with different teachers teaching and experiment with new strategies in our own classrooms. In Term 1 and 2 we focused on the implementation of Big Write and VCOP strategies across the school to ensure consistency. In Term 3 and 4 we focused on numeracy and the implementation of number talks into our classrooms. |
| Socio–economic background | **Funding Sources:**
• Socio–economic background ($9 251.00) | SLSO employed to support smaller literacy and numeracy groups across the two classrooms.

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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	8	20	16	14
Girls	12	15	12	10

Student attendance profile

School				
Year	2016	2017	2018	2019
K	98.9	92.2	93.5	91.8
1	91.9	96.9	89.8	89.3
2	95.1	96.2	87.8	87.8
3	95.7	94.6	92.6	95.8
4	96.8	96.4	94.2	94.1
5	89.5	97	83.8	86.8
6	100	93.2	95.9	91
All Years	93.2	94.7	91.2	90.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.76
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	89,897
Revenue	522,771
Appropriation	496,195
Sale of Goods and Services	1,796
Grants and contributions	24,300
Investment income	480
Expenses	-536,316
Employee related	-455,263
Operating expenses	-81,053
Surplus / deficit for the year	-13,545

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	0
Equity Total	37,541
Equity - Aboriginal	1,779
Equity - Socio-economic	9,304
Equity - Language	0
Equity - Disability	26,458
Base Total	402,525
Base - Per Capita	6,570
Base - Location	8,829
Base - Other	387,125
Other Total	14,132
Grand Total	454,198

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 website.

Parent/caregiver, student, teacher satisfaction

In 2019 we had an excellent return rate of parent surveys, with 91% of pre surveys and 95% of post surveys returned. All students completed pre and post surveys The following is some of the data taken from these surveys.

100% of parents strongly agree or agree that this is a school where teachers and families work in partnership to support student learning. In the pre survey 95% of families indicated that they were pleased that their child attended this school, while 5% indicated they didn't know. In the post testing 100% of families agreed with the statement.

In the post testing 80% of K–2 students and 90% of 3–6 students said they feel happy at school. 90% of students indicated that they like coming to this school. These figures were a slight decrease from the pre testing, but may have been influenced by the change in school routines and outside play due to severe smoke in the air due to bush fires. The teachers indicated that they enjoy coming to school.

In the pre survey 95% of parents believed that this was a school that provides a stimulating and challenging learning environment for their child, 52% of all families strongly agreeing with this statement and 5% disagreeing. In the post survey 100% of families agreed with this statement. There was an 18% increase, to 70% of families strongly agreeing with this statement.

The pre survey results showed 95% of families believed that this is a school that regularly praises and rewards students when successful, with 5% indicating they did not know. In the post survey 100% of families agreed with the statement. There was an increase from 54% to 70% of K–2 students believing if they do well or try hard at school that someone says well done or praises them. While 80% of the 3–6 class felt they were praised.

In K–2, 93% of the students enjoy doing the activities we do at school. The three most popular activities, besides playing with friends, were sport, maths and cooking. In the 3–6 class, 90% of students enjoy doing the activities we do at school with their three most popular activities being Kids in the Kitchen, sport and excursions. Teachers indicated they value the balance between extra curricular and academic activities. They all enjoy the Kids in the Kitchen, sustainability and Project Based Learning projects we are involved in.

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.