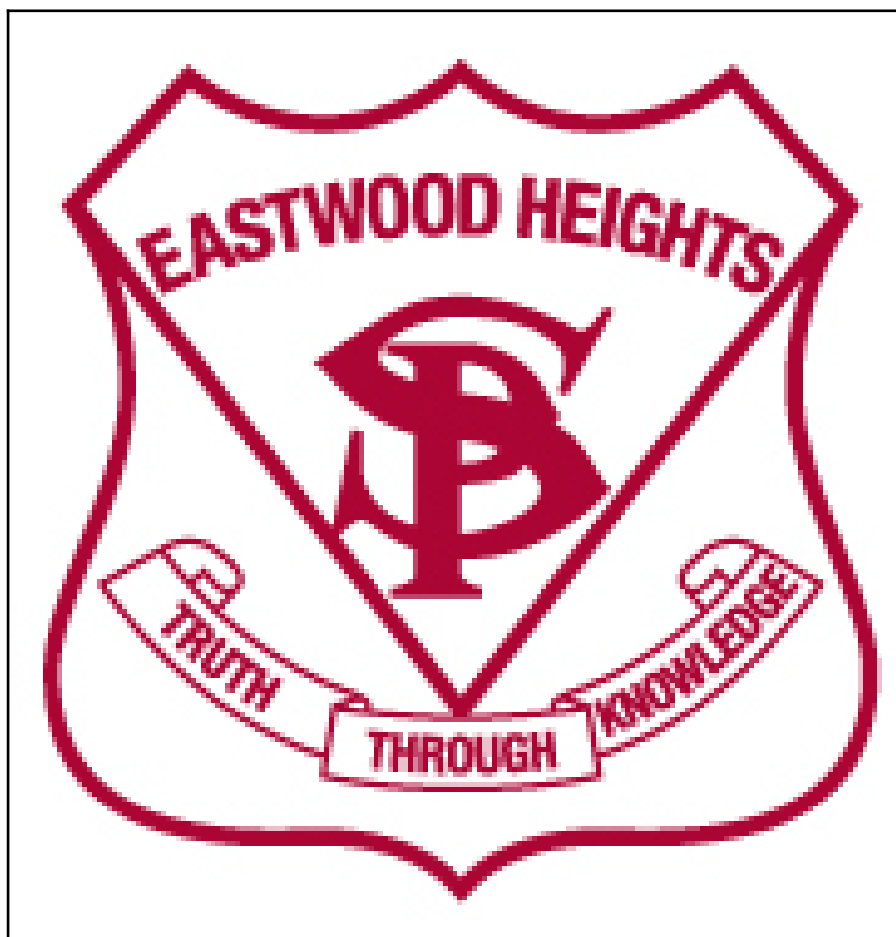


Eastwood Heights Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Eastwood Heights 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

Eastwood Heights Public School has a collaborative and proactive school community that empowers all students, staff and families to connect, succeed and thrive. Students receive a high quality inclusive education that engages, inspires and ensures all students are successful learners academically, socially and emotionally

School context

Eastwood Heights Public School is located in the northern suburbs of Sydney. The school has an enrolment of 530 students. The school takes pride in its richly diverse school community. Students from language backgrounds other than English form 65% of the school population with over 36 cultural groups represented, and the main language groups being Mandarin, Cantonese, Korean and Arabic.

The school has a reputation in the community for being a welcoming school which provides strong academic programs balanced with an important emphasis on student wellbeing. The school prides itself on offering a broad, balanced curriculum.

The school actively promotes education as a collaborative process and partners closely with parents/carers, students and the wider school community. Parents and carers participate in the school through the Parents' and Citizens' Association and its subcommittees, and through volunteering and supporting classroom activities as well as the school's canteen, band program, sporting and creative arts programs. The Student Representative Council actively organises and advocates for students to participate in broader school planning and activity.

The school has an active Learning Support Team, whose key initiatives include a targeted English language learning program (for students from non-English speaking backgrounds) that is run five days per week by specialist teachers and a targeted social skills program for students identified as having issues related to anxiety or resilience.

Excellent facilities include a school hall, library, tiered learning room, band room, dedicated science room, large oval, fitness track, all-weather court, dedicated computer room and videoconferencing facilities.

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	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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

Engaging all students in future focused learning

Purpose

Our Purpose is to empower students to become future focussed learners through dynamic pedagogies in order to ensure a culture of personalised learning that meets the needs of all students.

Improvement Measures

All students can develop and articulate personalised learning goals. Parents are informed of their child's individual learning goals and participate in the development of these goals with their child's teacher.

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices.

70% of students in the top two NAPLAN bands for reading and numeracy.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school measured by the Tell Them From Me Survey. (TTFM)

Progress towards achieving improvement measures

Process 1: Provide professional learning and structured opportunities to improve and develop collaborative teaching practices based on future focused learning opportunities and skills. They will develop enhanced, differentiated and informed classroom practices using innovative educational programs and collaborative environments.

Evaluation	Funds Expended (Resources)
Students identify learning intentions and forms of feedback	Student survey Staff survey

Process 2: Develop effective strategies to allow students to become actively engaged in curriculum programs that are challenging and stimulating. They will acquire knowledge, understanding and skills to become self-guided learners who can reflect upon their learning and provide feedback to drive further progress.

Evaluation	Funds Expended (Resources)
During TPL staff evaluated student writing samples and began developing writing rubric reflecting 7 Steps to Writing Success program	Writing samples Draft writing rubric

Process 3: Targeted, integrated and differentiated professional learning experiences so teachers can effectively incorporate Digital Technologies into all aspects of their teaching and learning programs.

Evaluation	Funds Expended (Resources)
Analysis of program evaluations	Teaching and learning programs

Strategic Direction 2

Innovative, reflective and data driven educational practices with a commitment to building capacity

Purpose

Our purpose is to drive authentic and personalised professional learning which strategically builds staff capacity to support future focused learners.

Improvement Measures

All staff achieve personal professional development plan goals, demonstrating effective collaborative learning and reflective practice, within and beyond the school, evidencing increased impact on student outcomes.

100% of learning contexts evidence data driven, differentiated 'visible learning' pedagogies for the 21st century, embedding 4Cs, feedback and formative assessment in practice.

All staff have Performance & Development Plans and have achieved or maintained accreditation including;

- Aspiring leaders engaging in professional learning projects that support their leadership development.
- Teachers accredited at the Highly Accomplished and Lead Teacher levels.

Improved staff engagement results in the People Matter Employee Survey.

Progress towards achieving improvement measures

Process 1: The principles and practices of Visible Learning embedded in teaching and learning, including feedback, student regulation, learning intentions, data walls and success criteria.

Evaluation	Funds Expended (Resources)
All students K–6 had goals for literacy and numeracy on Semester 2 reports.	EHPS Semester 2 Report on SENTRAL

Process 2: Data driven, personalised and differentiated teaching programs – needs-based literacy and numeracy programs are in place, a range of human and physical resources are utilised and explicit processes to collect, analyse and report on student and school achievement are used.

Evaluation	Funds Expended (Resources)
2020 Kindergarten and EALD teachers attended Jolly Phonics training Week 9.	Human Resources
End of Year review meetings for Indigenous IEPs held in Week 8 and 9.	IEPs

Process 3: Engage all staff with quality, planned, multimodal professional learning that results in evidenced pedagogy that is clearly aligned to school and system priorities, deeply embedding understanding, articulation and attainment of evidenced accreditation with deep knowledge of the Australian Professional Teaching Standards. All staff design individual performance and development plans that facilitate continual improvement and build leadership capacity.

Evaluation	Funds Expended (Resources)
Final review meetings held with supervisors and PDPs put into folders in Principals office.	PDPs, human resources

Strategic Direction 3

Engaging in productive educational partnerships with the school's broader community

Purpose

Our purpose is to create, sustain and extend positive relationships with a wider range of internal and external stakeholders to meet EHPS school and community needs.

Improvement Measures

Students attending transition sessions within increased number of parents choosing local feeder high schools (6–7), as well as an increase in parents attending transition information sessions (P–K).

School community surveys report high levels of satisfaction with school teaching and learning programs measured by school surveys and TTFM.

Increased communication to wider school community through multiple digital communication platforms.

Collaborate with local schools and external agencies to establish connections and partnerships to enhance teaching, learning, engagement and innovative practices.

Progress towards achieving improvement measures

Process 1: Quality Transition Programs by collaboratively developing and sustaining active partnerships to ensure continuity of learning for all students focusing on continuous improvement. Programs are strengthened through a collaborative culture with community and interagency support.

Evaluation	Funds Expended (Resources)
Class builder program is used by teachers to collaborate on building class structure. Students needs are identified and aligned to curriculum, behaviour, EAL/D, learning adjustments, student pairing or separations and equitable classes are set.	class handover using Sentral Classbuilder

Process 2: Enhanced Parent Engagement in Schools parents and carers both engage with and contribute towards school life, school improvement and student learning via regular workshops, surveys, forums and focus groups. Feedback and consultation are integral and sustained components of the school's evaluation and planning processes.

Evaluation	Funds Expended (Resources)
Communication systems to the school community have been streamlined after the feedback from the parent communication survey. Information afternoon and evening sessions were delivered successfully throughout the year.	EHPS Parent Form Survey Cyber Safety Information evening Transition from Pre-school to Kindergarten Information Evening YCDI Information afternoons OC Information evening

Process 3: Partner with at least one other school and/or an academic, industry, or community partner in key project areas aligned to Strategic Directions 1 and 2 to share educational journeys, expertise and innovation in related areas.

Evaluation	Funds Expended (Resources)
Working with Eastwood Public School in developing a plan for the introduction of Quality Teaching Rounds across both schools during Term 2 2020.	Quality teaching Rounds

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>School resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$2 726.00) 	<p>* Aboriginal background funding was used to support student learning in the classroom and to support student involvement in school activities.</p> <p>* Aboriginal students have Personalised Learning Plans and are making progress towards their personal goals.</p> <p>* All students participated in peer support group activities during NAIDOC Week, including listening to dreamtime stories, print making ,creating totems and participating in drama activities.</p> <p>* An Aboriginal performer educated and entertained students.</p> <p>* Professional Learning in Aboriginal Education was attended by 2 staff members.</p> <p>* The school purchased two flag poles and received a donation from the Federal Government of a Torres Strait Islander Flag and an Aboriginal Flag. The school held an assembly where The Honourable John Alexander the Network Director unfurled the flags. After the unfurling all the students with an Aboriginal or Torres Strait Islander background had morning tea together with the Honourable John Alexander and the Network Director.</p> <p>* A committee was formed with parent's from the Aboriginal Community to begin discussions regarding the construction of a Yarning Circle. An application for a Federal Government Grant was applied for the project.</p>
English language proficiency	<p>School Resources.</p> <p>School resources and Professional Development were purchased from the Flexible Funding component of the ELP funding.</p> <p>Nap Funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$230 000.00) 	<p>Some of the initiatives and achievements of the EAL/D team were:</p> <p>* Provided support through withdrawal groups for students who have recently immigrated to Australia, with very limited English and are funded under the New Arrivals Program (NAP).</p> <p>* Worked alongside classroom teachers to provide intensive support to targeted students who worked on achieving specific outcomes.</p> <p>* Created individualised programs and homework specifically targeting the needs of NAP students.</p> <p>* Accurately phased all EAL/D students across the whole school using the EAL/D Learning Progression. This has helped to identify where the students are located on the</p>

<p>English language proficiency</p>	<p>School Resources.</p> <p>School resources and Professional Development were purchased from the Flexible Funding component of the ELP funding.</p> <p>Nap Funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$230 000.00) 	<p>progression, address their specific learning requirements and monitor their progress.</p> <p>* Students have gained more confidence and have demonstrated a steady improvement in their oral and writing skills as well as their reading and responding skills.</p> <p>* NAP students have moved from having no or extremely limited prior knowledge of the English language to reading at a minimum PM Benchmarking level 6 within two terms. Four NAP students are reading a PM benchmarking level 11.</p> <p>* Nine targeted students have improved to meet the expected stage outcomes and do not require additional support.</p>
<p>Low level adjustment for disability</p>	<p>Student Learning Support Officers (SLSO)</p> <p>Student resources. Example Stella Fun Club.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$103 814.00) 	<p>* The school also employed six student Learning Support Officers (SLSO) to support children with educational, emotional and social needs. The SLSO's are assigned to specific students or groups of students throughout the day. They assisted teachers with curriculum delivery and helped students to maintain their attention and offer assistance where necessary.</p> <p>* Low level Adjustment for Disability Funding is used to engage a teacher to work with students with high support needs.</p> <p>Funding was allocated for staff to formulate and update PLP's for targeted students.</p> <p>* A variety of strategies were implemented to support students with low level disabilities including in class support, teacher release for planning adjustments to teaching and learning activities as well as the purchase of specialised resources.</p> <p>* Students needing support were referred to the LST and were placed on the LST data base.</p> <p>* Strategies to support these students were implemented by the School Psychologist, Learning Support Teacher, Multilit Reading Support and Reading Recovery Support.</p> <p>* Students received supportive counselling, IQ assessments, academic support, behaviour support and family support.</p>
<p>Support for beginning teachers</p>	<p>All extra release and professional learning was taken from the Beginning Teacher's Fund.</p>	<p>* Eastwood Heights supported all its beginning teachers with Extra release From Face to Face teaching (RFF), has outlined in Departmental Policy.</p>

<p>Support for beginning teachers</p>	<p>The initial costs for the Beginning Teacher Network was taken from school funds.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<ul style="list-style-type: none"> * Beginning teachers were mentored by the Deputy Principal and observed lesson from experienced teachers. Their lessons were observed by the school's mentor and constructive feedback given to improve curriculum delivery. * Eastwood Heights also initiated a Network Beginning teachers program developed and run by the school's Deputy Principal. * Beginning Teachers were mentored by colleagues and supported in all areas of teaching. * Our school had a specific focus on behaviour management, student welfare processes, implementing quality teaching and learning programs as well as attending external Professional Learning.
<p>Targeted student support for refugees and new arrivals</p>	<p>Purchasing specialised resourcing for students from particular countries.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$24 000.00) 	<ul style="list-style-type: none"> * Eastwood Heights Public School had many new arrivals throughout 2019. We employed a teacher for two – three days per week for the majority of the year to assess, teach and assist these students to learn English. * The teacher worked closely with our EaLD teachers to ensure a smooth transition through the EaLD scales. * The teacher would often work extensively with the student on a one-to-one basis and has their English improved move to group work and assisting in the classroom. * 0.2 FTE (Term 2) then 0.4 FTE (Terms 3–4) used to employ additional English language Specialist teacher to provide the New Arrival program, with specialist language support and early intervention, and including implementing the MiniLit literacy program. * Students from Years 1–6 accessing the New Arrival program demonstrated growth of approximately 1.6 levels on the ESL scales. In reading, the average growth was 7 reading recovery levels, with three students progressing 15 or more levels this year. * The MiniLit Program resulted in the bottom 25% of each of the Years 1 and 2 cohorts achieving an average of 1.5 years of learning (as measured by progress along the Literacy Continuum) in only 0.5 year of program implementation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	252	276	265	273
Girls	201	211	238	250

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	95.5	94.8	95.2
1	93.6	94.6	95	92.1
2	95	94.2	94.1	95.9
3	95.8	94.4	95.2	94
4	95.1	93.6	95.7	94.9
5	95.9	94.6	95.4	95
6	95.2	96.3	93	92.3
All Years	95	94.7	94.8	94.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.63
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1.8
School Administration and Support Staff	3.96

*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	473,498
Revenue	4,860,423
Appropriation	4,379,058
Sale of Goods and Services	9,515
Grants and contributions	464,233
Investment income	3,917
Other revenue	3,700
Expenses	-5,261,554
Employee related	-4,231,728
Operating expenses	-1,029,826
Surplus / deficit for the year	-401,131

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	59,384
Equity Total	343,386
Equity - Aboriginal	2,726
Equity - Socio-economic	6,078
Equity - Language	230,767
Equity - Disability	103,814
Base Total	3,638,068
Base - Per Capita	118,023
Base - Location	0
Base - Other	3,520,045
Other Total	254,066
Grand Total	4,294,903

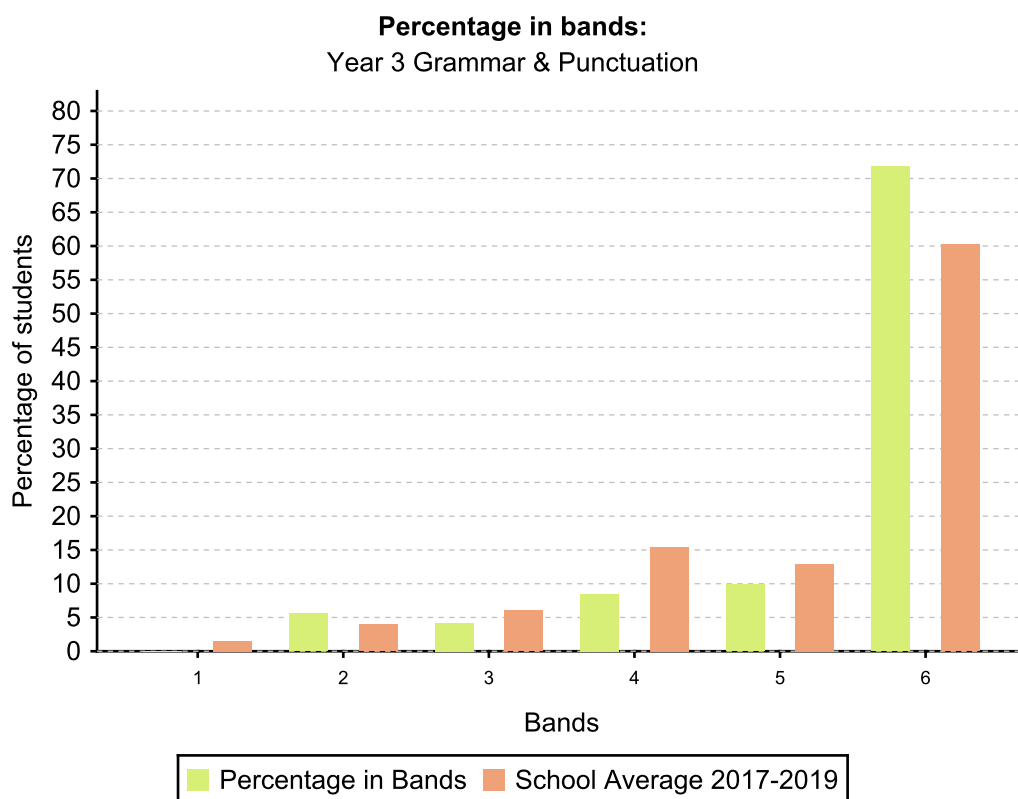
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

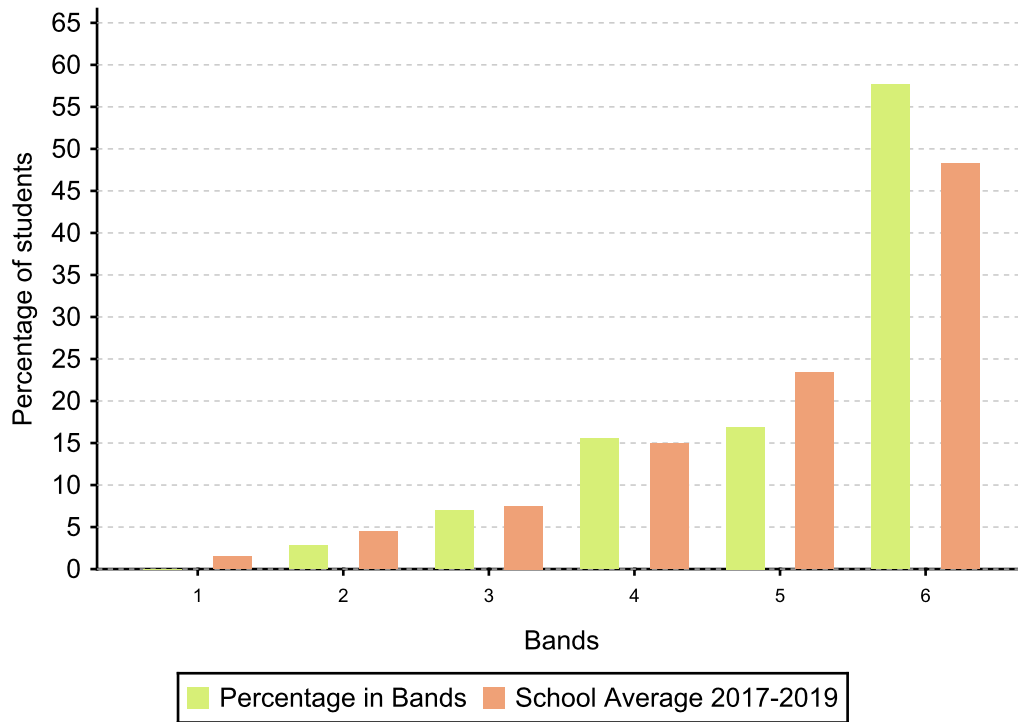
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



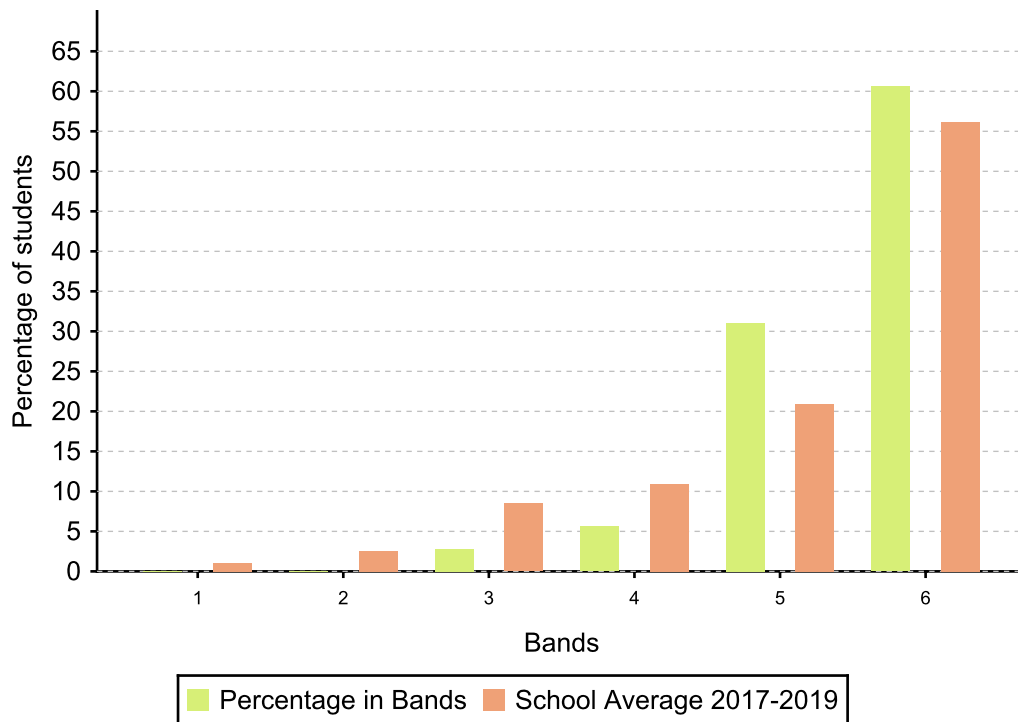
Band	1	2	3	4	5	6
Percentage of students	0.0	5.6	4.2	8.5	9.9	71.8
School avg 2017-2019	1.5	4	6	15.4	12.9	60.2

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	2.8	7.0	15.5	16.9	57.7
School avg 2017-2019	1.5	4.5	7.5	14.9	23.4	48.3

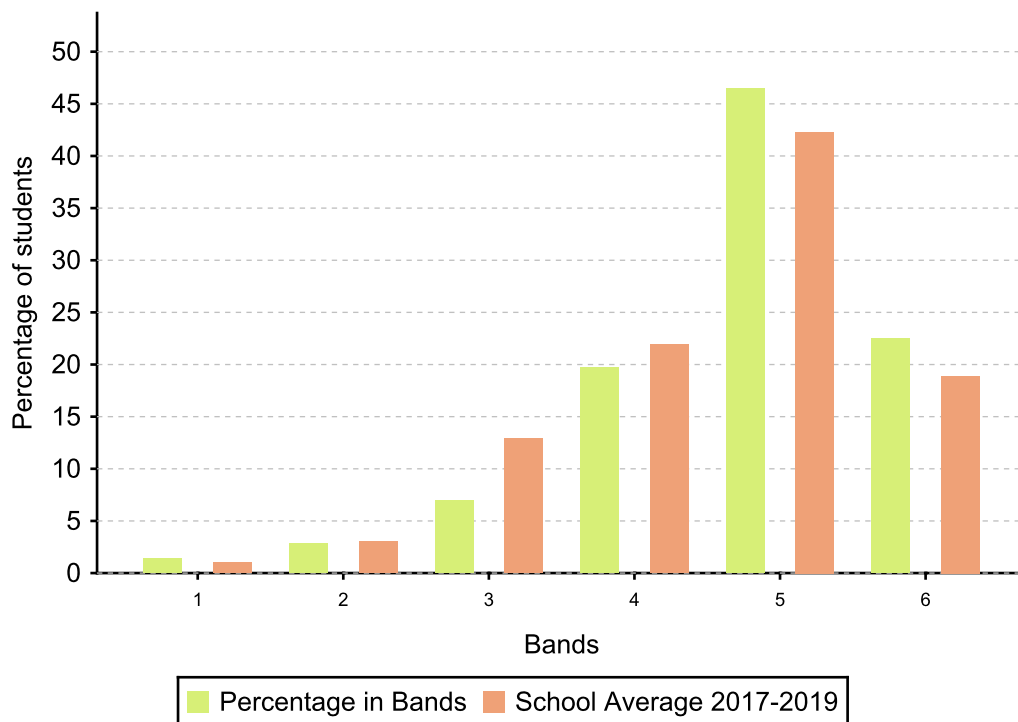
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	2.8	5.6	31.0	60.6
School avg 2017-2019	1	2.5	8.5	10.9	20.9	56.2

Percentage in bands:

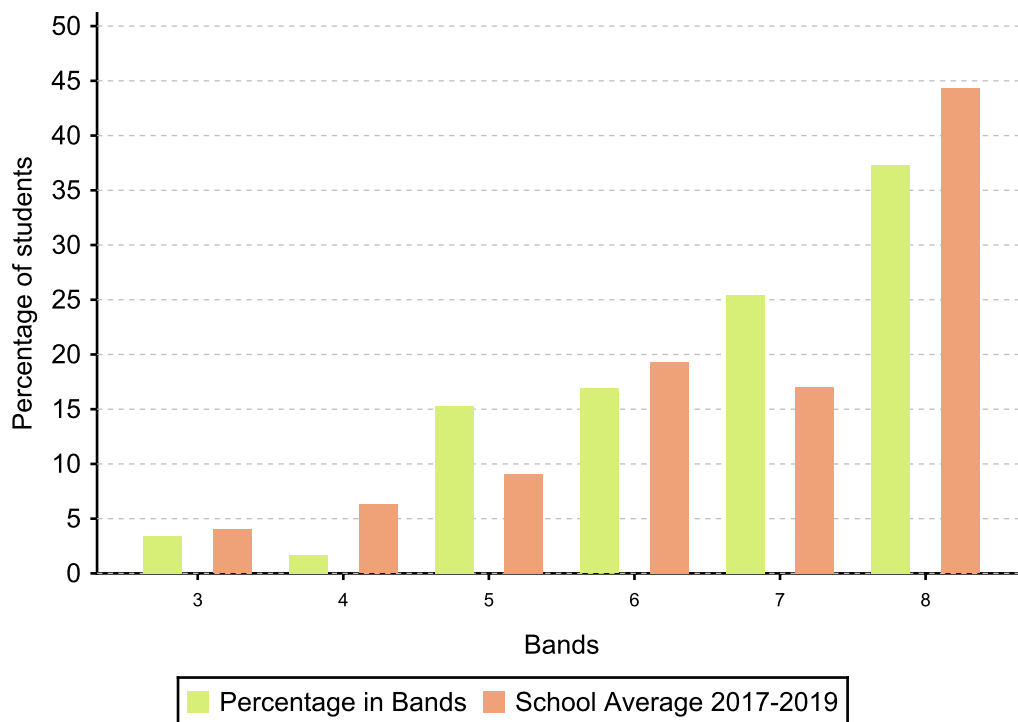
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.4	2.8	7.0	19.7	46.5	22.5
School avg 2017-2019	1	3	12.9	21.9	42.3	18.9

Percentage in bands:

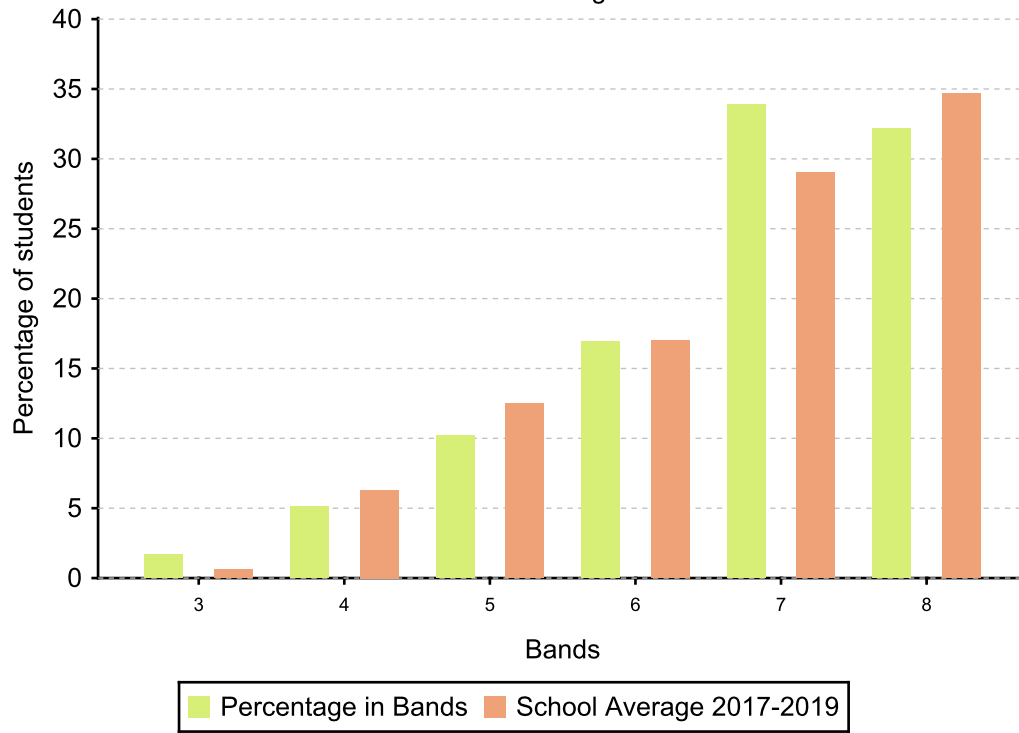
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	3.4	1.7	15.3	16.9	25.4	37.3
School avg 2017-2019	4	6.3	9.1	19.3	17	44.3

Percentage in bands:

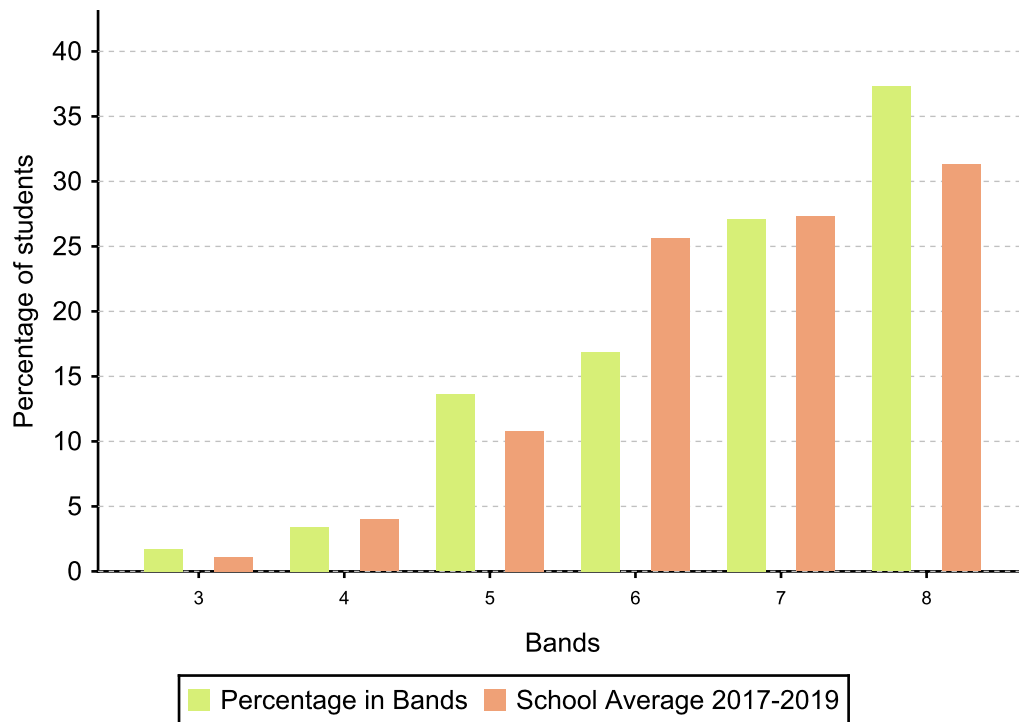
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	1.7	5.1	10.2	16.9	33.9	32.2
School avg 2017-2019	0.6	6.3	12.5	17	29	34.7

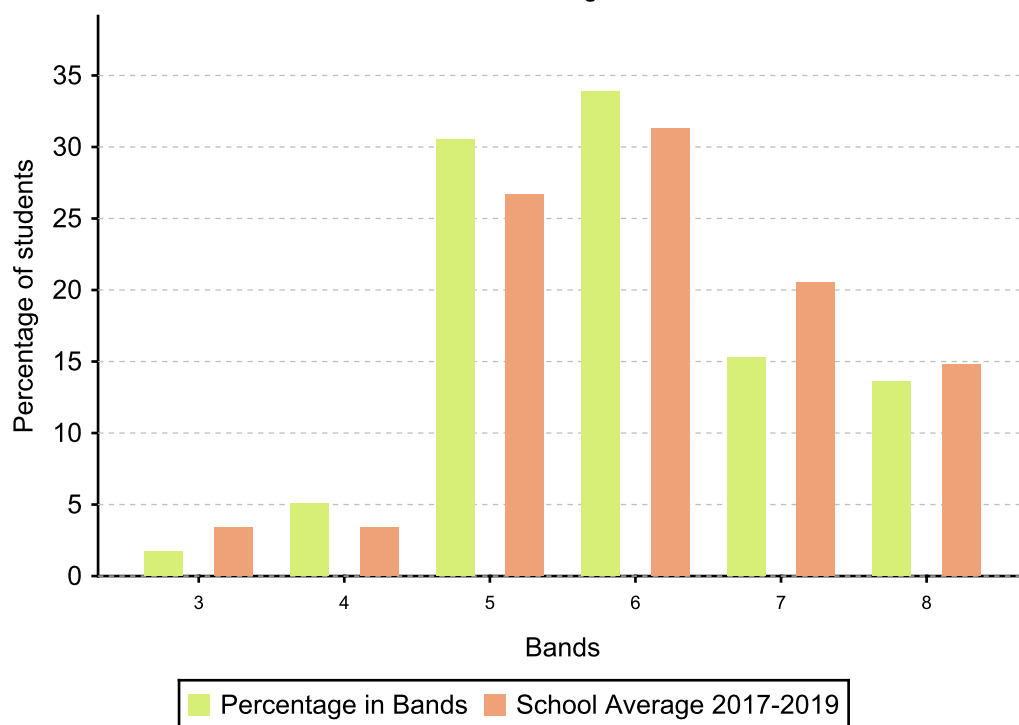
Percentage in bands:

Year 5 Spelling



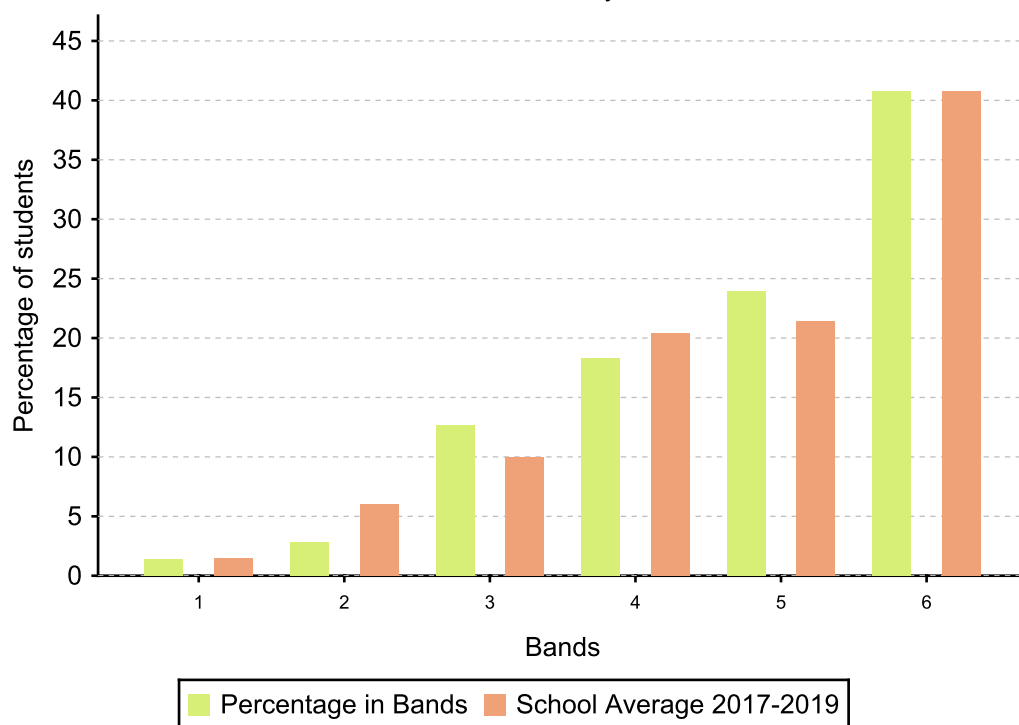
Band	3	4	5	6	7	8
Percentage of students	1.7	3.4	13.6	16.9	27.1	37.3
School avg 2017-2019	1.1	4	10.8	25.6	27.3	31.3

Percentage in bands:
Year 5 Writing



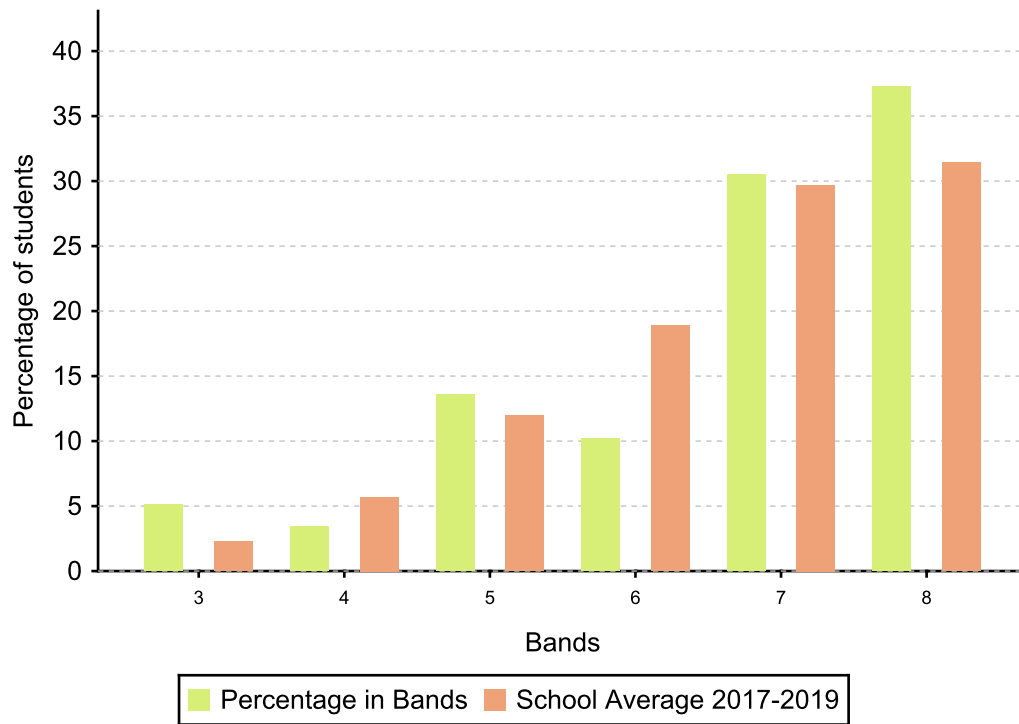
Band	3	4	5	6	7	8
Percentage of students	1.7	5.1	30.5	33.9	15.3	13.6
School avg 2017-2019	3.4	3.4	26.7	31.3	20.5	14.8

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.4	2.8	12.7	18.3	23.9	40.8
School avg 2017-2019	1.5	6	10	20.4	21.4	40.8

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.1	3.4	13.6	10.2	30.5	37.3
School avg 2017-2019	2.3	5.7	12	18.9	29.7	31.4

Parent/caregiver, student, teacher satisfaction

In 2019, the school participated in the parent, teacher and student Tell Them From Me surveys. The school also introduced informal surveys during peak parent attendance sessions to gain feedback on

- * Parent workshops
- * Quality Learning Environments
- * Assessment and Reporting procedures

Results from all surveys were published in the school newsletter.

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.