St Ives Public School

2019 Annual Report

4331

Introduction

The Annual Report for 2019 is provided to the community of St Ives 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

St Ives Public School promotes a positive, safe, inclusive environment, which encourages resilience and respect, where individuals accept responsibility to achieve their full potential and are inspired to become life–long learners.

School context

St Ives Public School is situated on the North Shore of Sydney and strives for excellence in all areas. We encourage students to have a go, do their best and, at the same time, understand that "best" will vary with each individual. With high academic achievement, great sportsmanship and many opportunities to be involved in cultural pursuits such as dance, choir and band, our school is proud of its supportive community spirit.

With an enrolment of 522 students in 2019, including 40% of students with a language background other than English, our school is committed to making a difference to the learning of our students.

Our school has ties with Macquarie University, University of Technology and our local Public Schools. Our focus is improving the learning and well–being of our students.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our 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

Strategic Direction 1

Successful, engaged learners

Purpose

To engage students in meaningful learning experiences toward achieving their full potential as a learner, leader and responsible, productive citizen.

To ensure our school culture supports educational aspiration and ongoing performance improvement in Literacy and Numeracy.

Improvement Measures

Increased proportion of students in top 2 NAPLAN bands for reading, writing and numeracy.
Teaching programs clearly reference differentiated teaching and learning to meet the needs of all students.
Students achieve expected growth based on external and internal annual data.
Increased opportunities for students to develop STEM skills.

Progress towards achieving improvement measures

Process 1: Implementation of Visible Learning strategies in Literacy and Numeracy in every classroom.

Evaluation	Funds Expended (Resources)
In 2019 all staff participated in professional learning about Visible Learning and 'The Learning Pool', an adaption of James Nottingham's 'The Learning Pit' model that describes confident, successful learners. Staff learned how to implement Learning Intentions and Success Criteria (LI & SC). All staff developed and implemented LI & SC for a specific writing focus.	$19 350

Process 2: Differentiation of learning programs to meet the needs of all students in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
The Assessment and Reporting Committee surveyed Stage 3 students on assessment. Results show that students prefer receiving feedback via written and verbal comments. Stage 3 students have a good understanding of why assessments are administered and how they are used. Staff K–6 implemented the updated Assessment Schedule. Professional learning time was allocated for staff to develop strong assessment tasks incorporating all 3 forms of assessment. (Assessment Of, Assessment For and Assessment As learning.)The Mathematics Scope and Sequence K–6 was reviewed and implemented. Additional resources were purchased to support literacy programs. Continued implementation of our new K–6 Spelling Program resulted in 79% of students in Year 3 achieving the top 2 bands for NAPLAN and 62% in Year 5.	$18 230

Process 3: Increase opportunities for students to develop information and communication technology capabilities, including STEM skills.

Evaluation	Funds Expended (Resources)
Using the instructional leadership model, staff expertise has been utilised to upskill staff in the area of STEM. This has had a significant impact on the school and staff capability in this area. New and previously purchased resources are incorporated into K–6 teaching and learning programs such as Bee Bots, Spheros and the Department of Education STEMshare kits. 'The Hub' was refurbished and is now a flexible learning space conducive to team	$42 099

Progress towards achieving improvement measures	
teaching lessons. The new ICT skills checklist and ICT capabilities have been introduced to staff. Establishment of the student Tech Team has enabled students to be mentored and provide technology leadership within classrooms.	

Next Steps

In 2020, a Visible Learning parent survey will be administered to collect data on parent views regarding learning. Staff will participate in professional learning to support implementation of 'The Learning Pool', LI and SC within all classrooms. The Visible Learning Committee will monitor progress.

In 2020, the Assessment and Reporting Committee will review the consistency of assessment tasks, schedule professional learning time to develop effective Formative Assessment tasks K–6 and review consistent formats for the programming of assessment. Parents and students will be surveyed on assessment and reporting.

The new ICT skills checklist and ICT capabilities that have been introduced to staff are to be implemented and reviewed in 2020. The Instructional Leadership model for staff will expand in 2020, with greater focus on IT skills and capabilities as well as STEM.

Strategic Direction 2

Quality teaching

Purpose

To engage teachers in ongoing, relevant and evidence–based learning in order to identify, understand and implement the most effective teaching methods for students.

Improvement Measures

All teaching programs will clearly reference evidence–based teaching practice.
All teachers will regularly use student assessment data to inform differentiated curriculum in Literacy and Numeracy.
Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.

Progress towards achieving improvement measures

Process 1: Implementation of evidence–based teaching practice, including Visible Learning, to support successful teaching and learning.

Evaluation	Funds Expended (Resources)
Four staff attended professional learning on a Learning Sprints model of teaching and learning. This professional learning along with Lyn Sharratt's model of collaborative learning was explored by executive staff. Staff were introduced to Learning Sprints and developed a trial sprint in a chosen area of Literacy. In Term 3 grades implemented a trial sprint. All staff reported an improvement in student learning outcomes and stated they would use this model regularly in their teaching and learning. The Initialit program was extended to include Year 1 students.	$ 8 344

Process 2: Embed explicit systems for collaboration, classroom observation, modelling of effective practice and feedback to drive and sustain ongoing improvement.

Evaluation	Funds Expended (Resources)
A new professional learning structure was introduced at St Ives P. S. based on the analysis of data gathered in a staff survey. Staff wished for more stage planning time. Professional learning for 2019 used the Learning Sprint framework for some professional learning sessions. Staff had time allocated to plan, implement, review and assess an assigned curriculum area. As part of a whole school focus on Assessment for learning, stages planned a schedule to co – teach a sequence of lessons and co– review in Stage meetings. This structure proved successful and was also used by the English and Visible Learning Committees for professional learning sessions. All staff participated in Quality Teaching Rounds, which allowed teachers to jointly plan and observe lessons to improve their professional practice while working on goals specific to their Performance and Development Plan. A mentor system was formalised across the school to enhance support structures for teachers to seek continuous improvement. Our beginning teachers were supported by internal and external mentors.	$ 90 602

Process 3: Develop consistent processes for reviewing, monitoring and using data, including literacy and numeracy progressions, to inform teaching and learning.

Evaluation	Funds Expended (Resources)
The English Committee focused on the Learning Progressions alongside Visible Learning being introduced into classrooms across K–6. Professional Learning days were organised for each grade. An Executive Planning day	$ 6 880

Progress towards achieving improvement measures

was held focusing on the implementation of the progressions. Sessions were delivered to staff, incorporating the progressions with Visible Learning and included learning intentions and success criteria. The spelling program for the whole school continued with good results displayed in NAPLAN. Year Two teachers attended a two day course on Initialit which is being applied into Year Two classrooms in 2020 and continues for Kindergarten and Year 1. Other Professional Learning sessions included training in the use of Plan 2 and sessions on 2019 NAPLAN results and their analysis. A CESE representative delivered one session to assist with the use of SCOUT.

Next Steps

Time will be allocated to work across grades/stages for Formative Assessment. From this a scope will be developed in 2020.

Continue to strengthen a collaborative staff mentoring program that is accessible to teachers including the induction program for new and beginning teachers. This program is also designed to provide and further expand leadership opportunities and to tap into the diverse range and depth of expertise within the school.

Initialit is being extended into Year Two classrooms in 2020 and continues for Kindergarten and Year 1.

In 2020 Mathematics planning days will provide teachers with the opportunity to match resources to student need and a Case Meeting Model for individual students will be introduced and implemented K–6.

Strategic Direction 3

Effective relationships

Purpose

To foster ongoing community awareness and support for our students through a school–wide focus on wellbeing.

To work together as a community to encourage all students to develop interpersonal skills in order to relate effectively and appropriately with others.

Improvement Measures

A consistent whole school approach to wellbeing and engagement is consistently evident through reduced behaviour instances.

Increased number of mentoring and collaborative teaching opportunities.

Feedback from students, staff and parents indicates increased wellbeing

An increased number of communication strategies for students, staff and parents are developed and used to enhance wellbeing.

Progress towards achieving improvement measures

Process 1: Students will develop and strengthen their interpersonal skills through a variety of wellbeing programs.

Evaluation	Funds Expended (Resources)
In 2019 new initiatives were introduced and key programs were maintained and further developed. Growing Strong Minds provides students and staff alike with a common language of core character strengths for learning and communicating. In the end of year survey of staff 77% of respondents reported that they found open discussions with students the most valuable part of the program. Wellbeing Week was introduced and students and staff were encouraged to reflect on the term, be mindful and focus on personal wellbeing. Staff participated in professional learning sessions on Life Skills to support well being. Transition Day saw students visit classes to try out learning in the grade they will move to in the following year. Student Wellbeing Guidelines were reviewed, updated and published. Project Connect was created for Stage 3 students based on building connections; connection to others, community and themselves. This program included scheduled opportunities for staff of Stage 3 to connect individually with their students called Take Tens. Small group sessions led by Year 6 staff, the Principal and Deputy Principal concentrated on topics such as motivation, belonging, resilience and leadership. Students were provided with opportunities to apply their knowledge and new skills through projects such as Mother's Day and Father's Day Breakfast as well as Year 6 stalls.	$15 400

Process 2: Improve support structures for staff wellbeing, including mentoring and induction.

Evaluation	Funds Expended (Resources)
The Inspired Teaching Committee focused on developing beginning teachers by providing each teacher with a mentor to focus on curriculum delivery. Beginning teachers attended New Teacher Network (NTN) meetings throughout the year. Mentees and Mentors collaborated using the Strong Start Great Teachers program to provide ongoing improvement. Two staff members gained accreditation. In 2019, staff members were given numerous opportunities for leadership through the committees structure. Assistant Principals participated in a leadership course with other leaders to examine roles and responsibilities as leaders within a school setting. Four teachers applied to participate in an Aspiring Leadership course over Terms 3 and 4	$58 520

Progress towards achieving improvement measures	
led by the Deputy Principal. This cultivated leaders within the school and required aspiring leaders to undertake a leadership project. One participant is now in a relieving executive position and three others are in a significant leadership role within the school.	

Process 3: Develop effective communication strategies for students, staff and parents.

Evaluation	Funds Expended (Resources)
The Communication Committee introduced positive parent communication– positive feedback to parents via email or verbally about their child was provided. Teachers reported that parents valued and appreciated this feedback. Communication Guidelines were published for parents and a SIPS Quick Reference Guide for Communication was developed and published for Kindergarten families. In 2018, a parent survey requested more insight into their child's learning within the classroom. This resulted in the introduction of SeeSaw across K–6 in 2019. In 2018, staff indicated a preference for communication to be more accessible and has resulted in daily communication moving to Sentral. Professional Learning sessions were held to assist staff with parent interviews and how to navigate difficult conversations. The PBL team prepared for the expansion of PBL into classrooms in 2020. SRC (Student Representative Council) continued to be a voice for students in 2019, meeting regularly to address items in the school, raise money for charity and providing students with an opportunity to implement student driven initiatives. Parent morning teas continued to provide an opportunity for parents to see and hear about teaching and learning programs.	$1800

Next Steps

PBL will be implemented into classrooms in 2020.

Aspiring leaders continue their projects into 2020. One executive enrolled in an external Aspiring Leadership course for 2020, that was initiated by our network of schools.

In 2020, St Ives P.S. will have a social media presence (Instagram) to reach the wider community and highlight the school.

The Positive Parent Communication Focus (PPC) with staff and parents will continue in order to create and embed a positive communication culture across the school.

All communication will continue to be streamlined and adapted to the needs of the staff, parents and community at St Ives P.S.

Further guidelines for the SRC will be researched, developed and implemented with the students in 2020, in order to give students a greater understanding of how they can make a difference to their school community.

Project Connect will continue in 2020. Adjustments to the mode of delivery will be made to include more practical activities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • ($1 482.00)	This funding was used to provide resources to support Aboriginal Education programs K–6.
English language proficiency	**Funding Sources:** • ($128 059.00)	This funding was used to support EALD students to participate effectively in classroom activities.
Low level adjustment for disability	**Funding Sources:** • ($42 686.00)	Students requiring extra support, who do not receive Integration funding, benefited from Individual Learning Plans and learning adjustments. Teacher professional learning and student learning support officers assisted student achievement.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • ($90 602.00)	This funding allowed teachers to jointly plan and observe lessons and enhance their professional practice while working towards goals set in Performance and Development Plans and to support the School Plan.
Socio–economic background	**Funding Sources:** • ($2 853.00)	This funding was used to support students whose families were experiencing financial difficulty. Assistance was provided for excursions and fee relief.
Support for beginning teachers	**Funding Sources:** • ($56 520.00)	Beginning teachers participated in frequent professional learning, including mentoring programs to assist with induction, accreditation and sound practice.
Targeted student support for refugees and new arrivals	**Funding Sources:** • ($21 565.00)	Students who arrived in Australia in 2019 were supported to acquire functional English skills.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	201	236	230	241
Girls	254	257	273	281

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.4	97.2	96	94.7
1	95.3	95.6	95.7	95
2	96.2	96.3	93.6	95.5
3	97.1	96.5	94.8	94.6
4	94.3	96	95.9	94.1
5	96.5	95.8	92.9	95.5
6	95.3	96.6	92.7	95.1
All Years	95.9	96.3	94.6	94.9
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)	0.4
Teacher Librarian	1
Teacher ESL	1.2
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	628,312
Revenue	4,900,174
Appropriation	4,254,069
Sale of Goods and Services	6,381
Grants and contributions	622,829
Investment income	7,745
Other revenue	9,150
Expenses	-4,767,282
Employee related	-4,007,546
Operating expenses	-759,736
Surplus / deficit for the year	132,892

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	52,781
Equity Total	245,071
Equity - Aboriginal	1,482
Equity - Socio-economic	2,853
Equity - Language	169,649
Equity - Disability	71,086
Base Total	3,594,603
Base - Per Capita	118,023
Base - Location	0
Base - Other	3,476,580
Other Total	248,700
Grand Total	4,141,156

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.
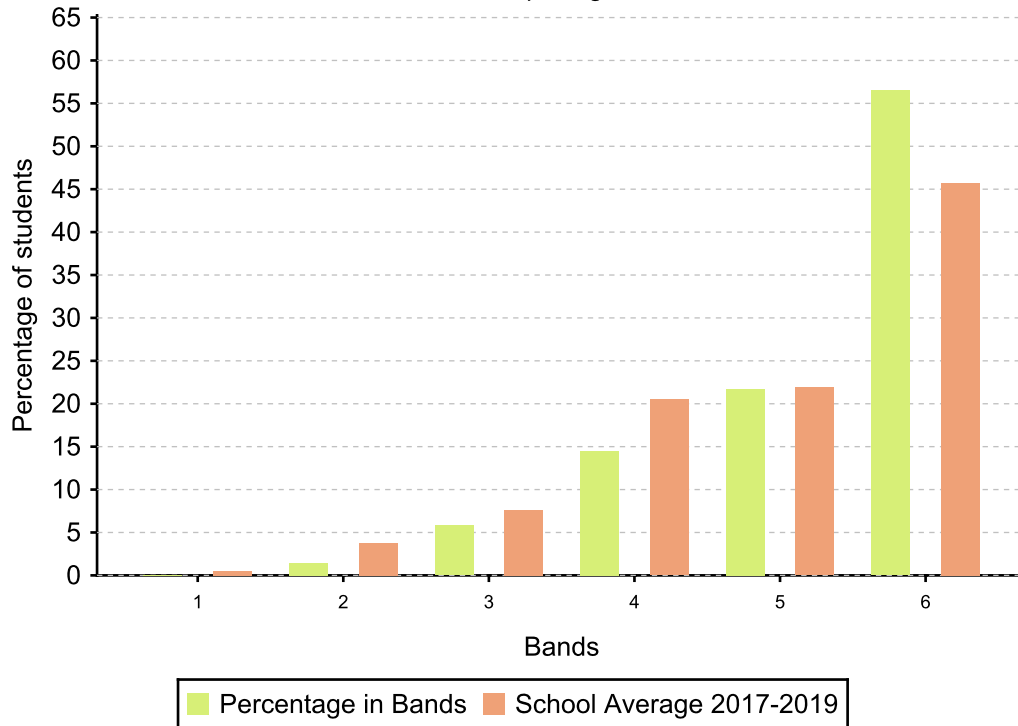
Literacy and Numeracy Graphs

Percentage in bands:

Year 3 Grammar & Punctuation
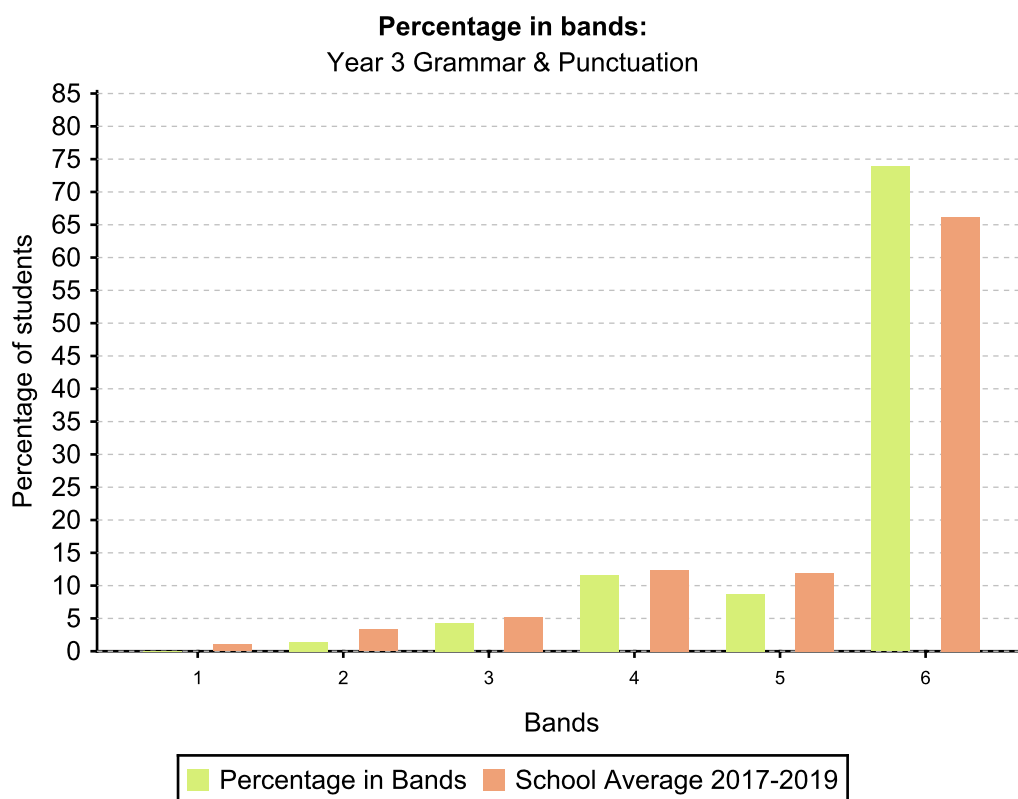
Band	1	2	3	4	5	6
Percentage of students	0.0	1.4	4.3	11.6	8.7	73.9
School avg 2017-2019	1	3.3	5.2	12.4	11.9	66.2

Percentage in bands:
Year 3 Reading
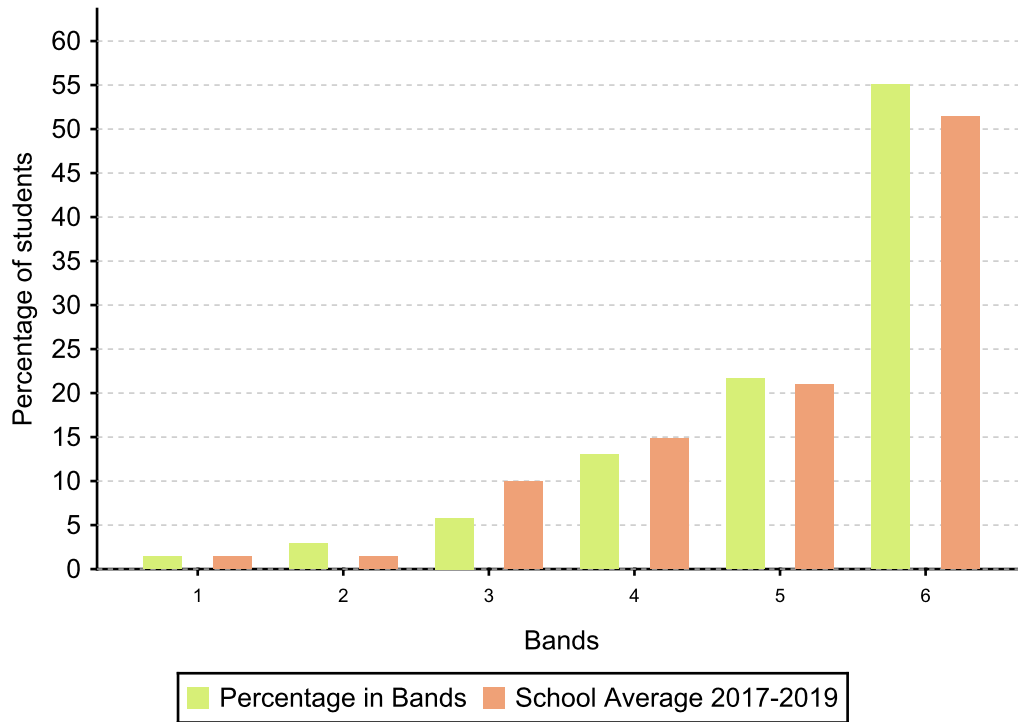
Band	1	2	3	4	5	6
Percentage of students	1.4	2.9	5.8	13.0	21.7	55.1
School avg 2017-2019	1.4	1.4	10	14.8	21	51.4

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	1.4	5.8	14.5	21.7	56.5
School avg 2017-2019	0.5	3.8	7.6	20.5	21.9	45.7

Percentage in bands:
Year 3 Writing
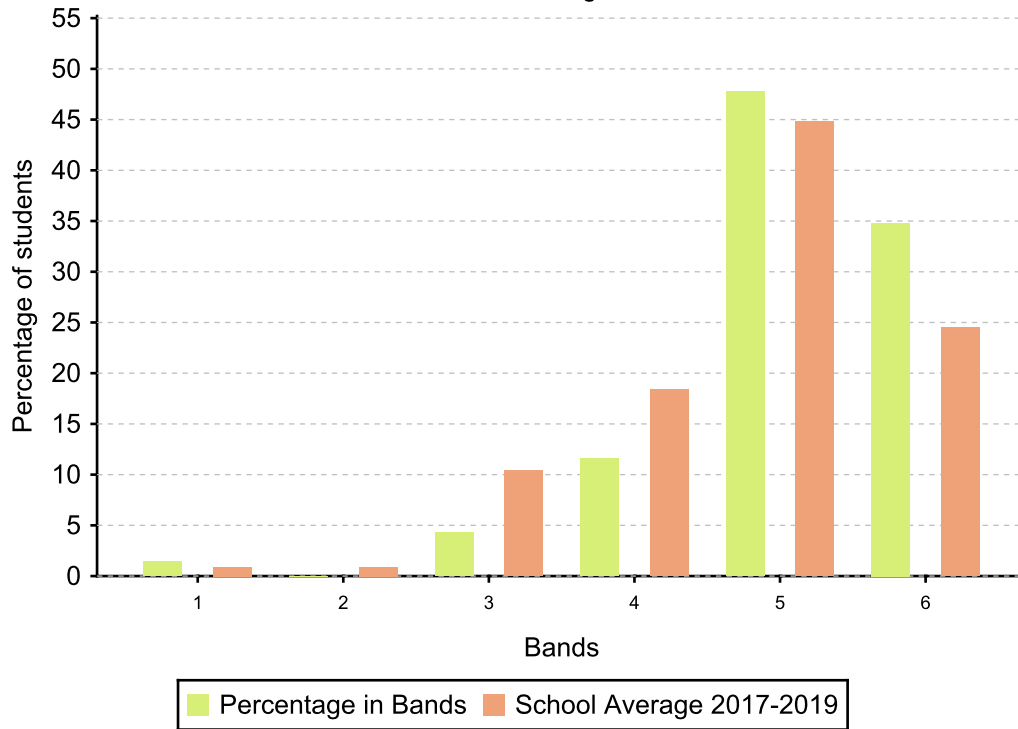
Band	1	2	3	4	5	6
Percentage of students	1.4	0.0	4.3	11.6	47.8	34.8
School avg 2017-2019	0.9	0.9	10.4	18.4	44.8	24.5

Percentage in bands:
Year 5 Grammar & Punctuation
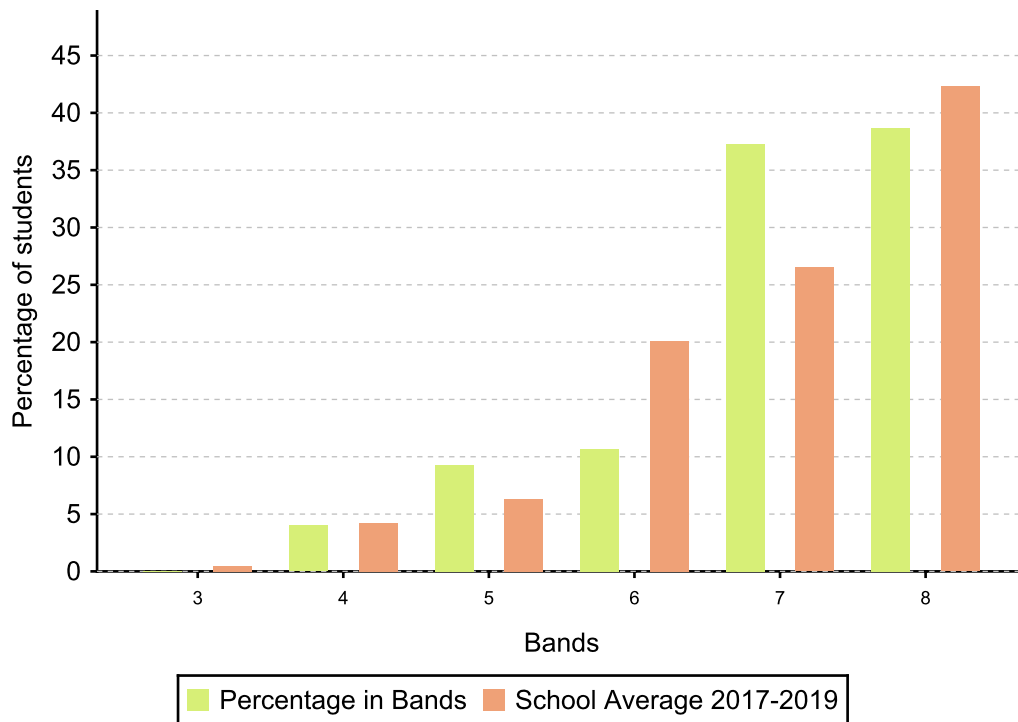
Band	3	4	5	6	7	8
Percentage of students	0.0	4.0	9.3	10.7	37.3	38.7
School avg 2017-2019	0.5	4.2	6.3	20.1	26.5	42.3

Percentage in bands:

Year 5 Reading
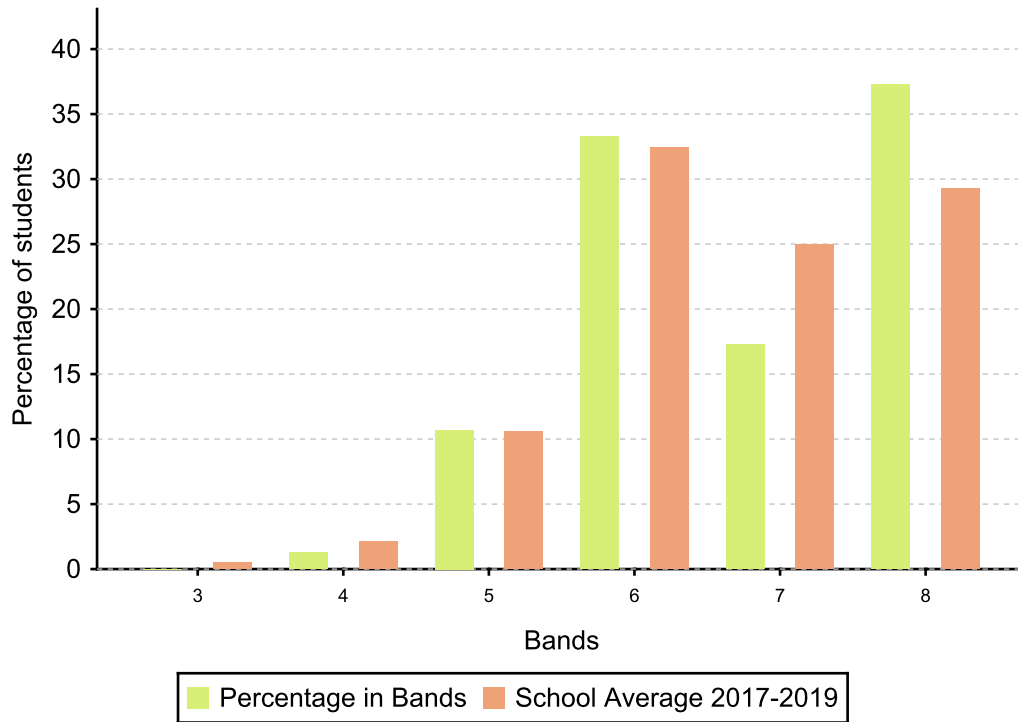
Band	3	4	5	6	7	8
Percentage of students	0.0	1.3	10.7	33.3	17.3	37.3
School avg 2017-2019	0.5	2.1	10.6	32.4	25	29.3

Percentage in bands:

Year 5 Spelling
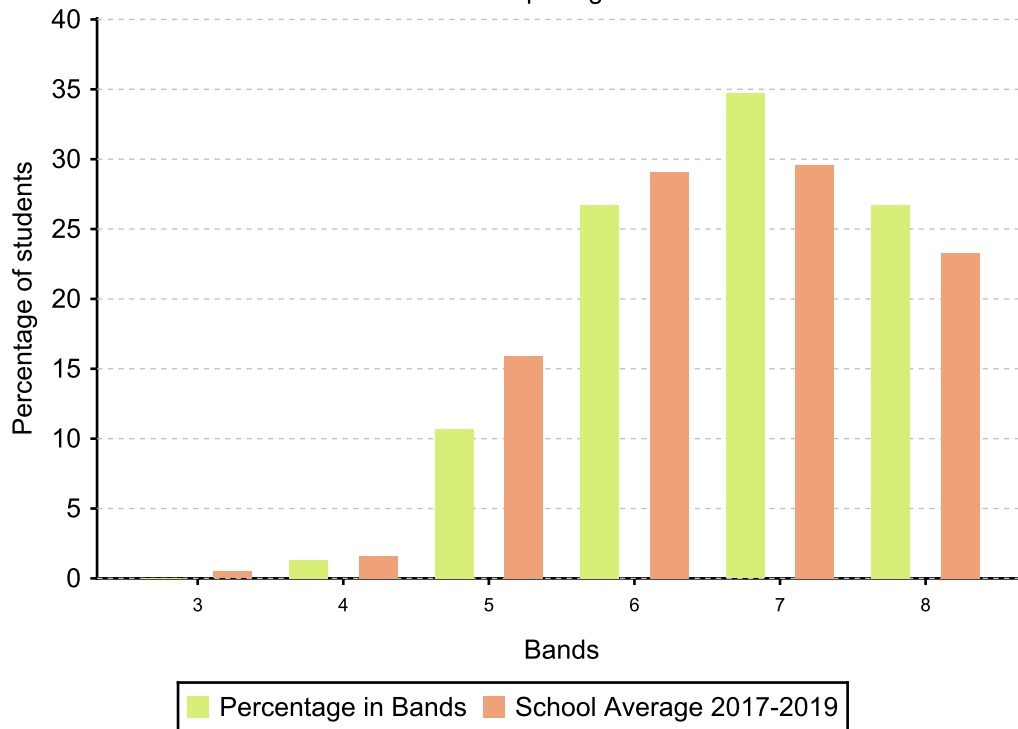
Band	3	4	5	6	7	8
Percentage of students	0.0	1.3	10.7	26.7	34.7	26.7
School avg 2017-2019	0.5	1.6	15.9	29.1	29.6	23.3

Percentage in bands:
Year 5 Writing
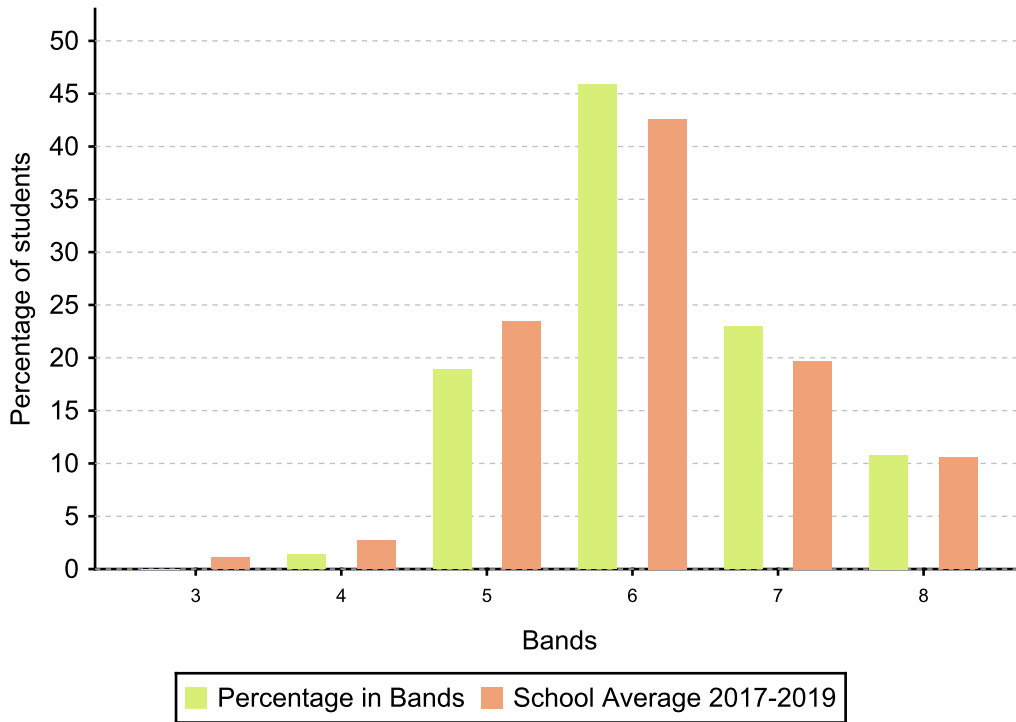
Band	3	4	5	6	7	8
Percentage of students	0.0	1.4	18.9	45.9	23.0	10.8
School avg 2017-2019	1.1	2.7	23.4	42.6	19.7	10.6

Percentage in bands:
Year 3 Numeracy
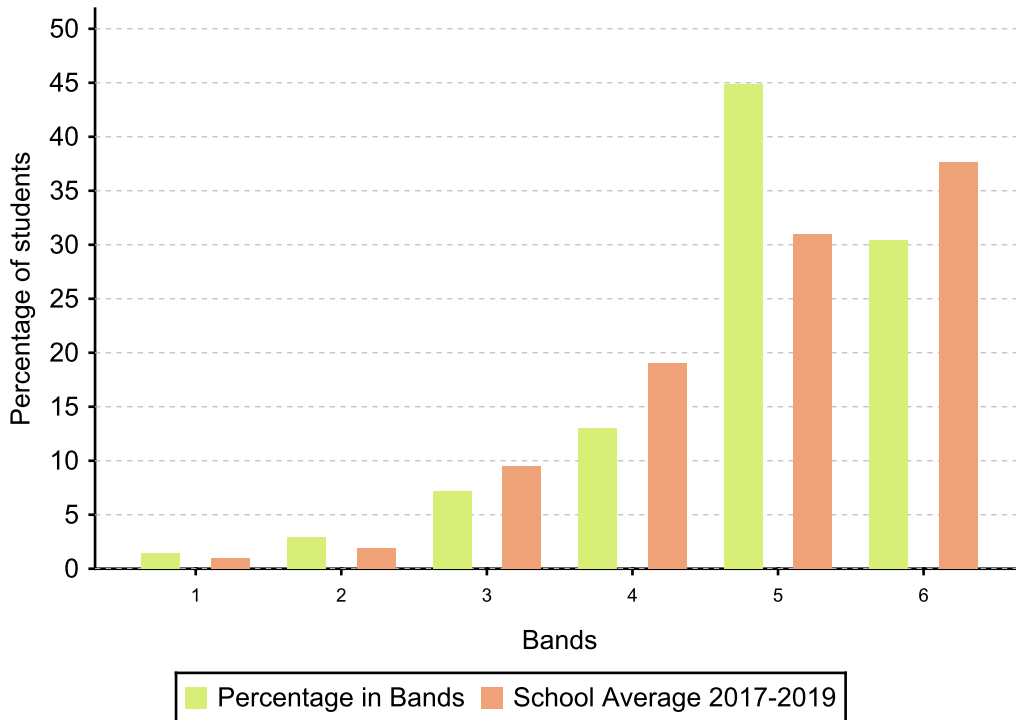
Band	1	2	3	4	5	6
Percentage of students	1.4	2.9	7.2	13.0	44.9	30.4
School avg 2017-2019	1	1.9	9.5	19	31	37.6

Percentage in bands:
Year 5 Numeracy
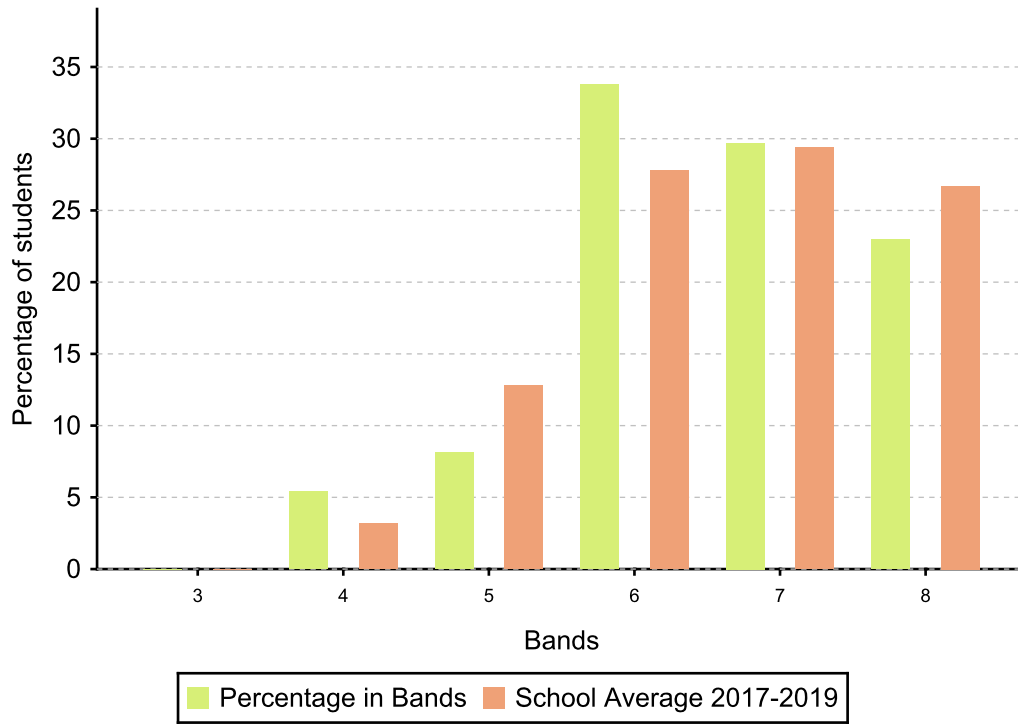
Band	3	4	5	6	7	8
Percentage of students	0.0	5.4	8.1	33.8	29.7	23.0
School avg 2017-2019	0	3.2	12.8	27.8	29.4	26.7

Parent/caregiver, student, teacher satisfaction

Teachers

At the end of 2018, all staff were surveyed to gauge their opinion on internal communication processes at St Ives P.S. This data showed that staff prefer electronic communication . This has resulted in all bulletins being uploaded in advance to Sentral. All staff meetings are now facilitated with time allocations for each agenda item. Staff were also asked about their preferences for Professional Learning. The feedback showed the wish for more planning time to be allocated to each Stage during these sessions. This resulted in two additional planning sessions per term for Stages to plan and prepare curriculum.

Parents

In 2019 parents of students from Years 1–6 were surveyed about communication at St Ives P.S. 74 families responded to this survey. Results show that electronic platforms such as email and school stream app are the most effective for families and over 80% of parents know where to find information. 75% of parents agree/strongly agree that written information is in clear plain language and parents prefer face to face formal and informal meetings with teachers. In 2019, St Ives P.S. implemented new Communication Guidelines for parents. 46% of parents surveyed are aware of these guidelines and 30% used them when they needed to. Feedback also showed that upon the introduction of SeeSaw across K–6, 55% of parents have a better understanding of their child's learning. The parents believe it is beneficial for them to be able to see their child's work and communicate with them via this platform. Data from this survey also indicates that parents wish for communication to be more timely and to have a greater focus on classroom learning. This will be the focus for 2020.

Students

Project Connect, a Stage 3 wellbeing program, was designed and implemented at St Ives PS. The emphasis of the program was to ascertain student voice to build students' sense of belonging and self–regulation. Student voice has been evident at every stage of Project Connect; Take Ten interviews; pre and post surveys on belonging, motivation and effort; student led projects such as Year 6 stalls and Mother's Day Breakfast and in Year 6 focus groups on Project Connect. The changes in student understanding of belonging and their deeper connection to self, others and the community is evident in the post focus groups. This data also showed that the 2019 students believe that Project Connect should continue in the coming years. Other suggestions for future planning are:

- Continue the High School transition connection.
- The possibility of a STEM or inquiry based project.
- Increased activities in the lessons such as games.

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.

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