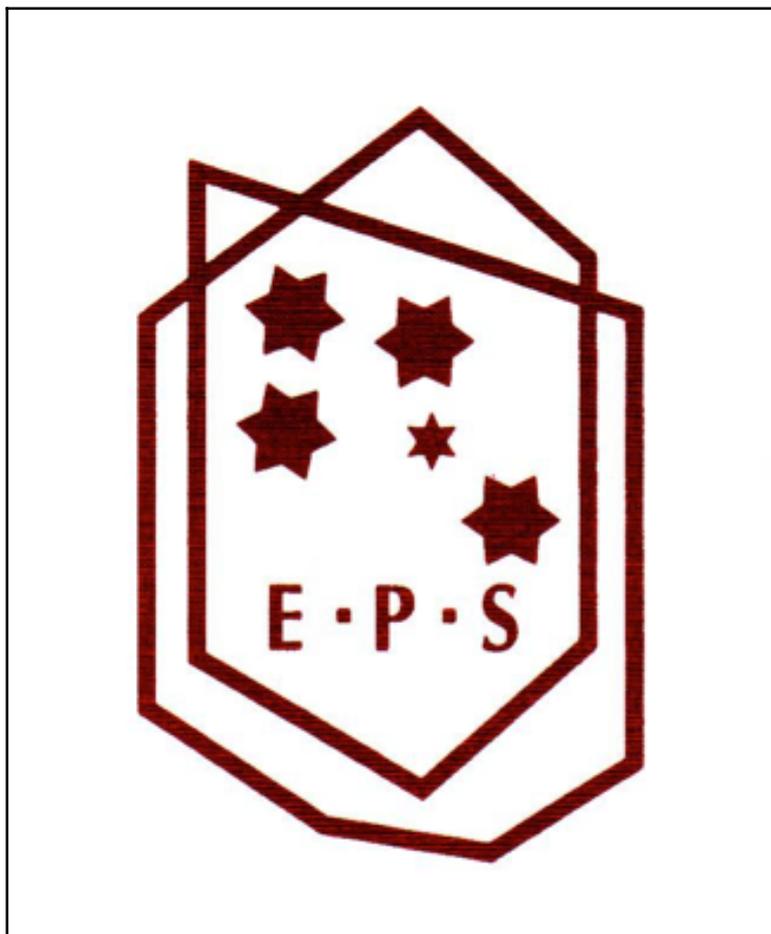


# Eastlakes Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Eastlakes 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.

### School contact details

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### Message from the principal

Eastlakes Public School is a place that has the students at the centre of everything we do. We celebrate our student's achievements and successes and encourage students to achieve their personal best. We promote equity and excellence, in a quality-learning environment and strive for students to become respectful, responsible learners, confident and creative individuals and active and informed citizens.

2019 has been a rewarding and exciting year at our school and our students have certainly lived up to our school motto of *Rise to the Challenge*. Great results have been attained in academic, sporting, creative arts and cultural areas across the school cohort. I am certainly proud of every single EPS student for what they have achieved in 2019.

All that we do at Eastlakes would not be possible without the dedication and commitment of the staff – teaching and non-teaching. Their individual and collective skills contribute not only to the school's success but more importantly to student achievement. Our teachers continually engage in high quality professional learning to ensure students are provided with learning opportunities that will extend and challenge them. Thank you to teachers, for their commitment to the profession and to every student being known, valued and cared for. Our office staff, general assistant and our school learning support officers make up our non teaching staff and they keep the wheels turning – we could not do without them. They are key players in the operation of the school. I thank them for all the support they provide to the students, teachers and parents.

I would also like to thank our P&C, who are small, however have worked hard to run various activities this year in support of the school and its students. Much appreciation also goes to our local community businesses and organisations that through their sponsorship and support have enabled our students to participate in many quality programs that have enhanced learning in so many different ways.

My final thanks goes to all the parents who send their children to school everyday and trust us to teach them, it is a privilege to be educating your children.

Anthia Tsantoulis

Principal

# School background

## School vision statement

Educating students in a dynamic, diverse, quality-learning environment to develop individual potential, a passion for learning, responsible citizenship and where excellence and equity underpin school culture and values.

## School context

Eastlakes Public School, established in 1944, is set on large grounds with grass playing fields and gardens. The school provides a comprehensive education for students from Kindergarten to Year 6. We strive for excellence and equity in all our programs and support all learners to achieve personal success. Our experienced and dedicated teachers continually update and extend their pedagogical knowledge and practice through high quality professional learning.

School enrolment is on average 190 students and is characterised by a transient community, families with temporary visas and international students as well as long established families in the local area. Our school reflects the culturally diverse community it serves representing: 33 language groups; 91% of the student cohort having English as an additional language or dialect and 3% of the student cohort is of Aboriginal or Torres Strait Islander background.

We know that every child can learn; they learn at different rates and in different ways. Our teaching and learning environments encourage commitment, inquiry, innovation, creativity and collaboration. We meet student needs through differentiating curriculum, providing an appropriate level of challenge and engaging students in learning in meaningful ways.

Eastlakes PS is committed to promoting diverse student achievement through key learning areas, student leadership programs, PSSA sport, authentic ICT integration, debating, visual arts, extracurricular dance through the Dancesport Challenge and physical education programs. We are proudly part of our community and our collaborative partnerships with parents, local organisations and businesses support us in maximising student outcomes.



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

## Strategic Direction 1

Learning for Life

### Purpose

To build solid foundational skills in literacy and numeracy for all students providing them with a base to develop more complex skills. This base will allow them to be creative, innovative, resourceful and be able to problem solve in ways that draw upon a range of learning areas and disciplines.

### Improvement Measures

Increasing internal and external measures of growth/value added in literacy and numeracy

Increase proportion of students in top two bands in NAPLAN literacy and numeracy

Student worksamples, teacher observations and programs show increasing student expertise in the use of creativity, critical thinking, communication and collaboration

### Progress towards achieving improvement measures

#### Process 1: Literacy and Numeracy

Improved student outcomes through embedding explicit literacy and numeracy teaching strategies across all key learning areas. Teachers use of literacy/numeracy progressions to enhance student achievement.

Evaluation	Funds Expended (Resources)
<p>35% Year 3 in the top 2 NAPLAN bands for reading and numeracy and 17% of Year 5 in the top 2 NAPLAN bands for reading and numeracy.</p> <p>We gathered baseline data using Newman's Error Analysis across K-6. The data showed us that it was at the comprehension level that students were having difficulty however students were able to engage in the mathematical process skills.</p> <p>Teaching and learning strategies focused on a problem a day and the explicit teaching of problem solving strategies. Learning intentions and success criteria and feedback were integrated. Teachers participated in school based professional learning as well as Numeracy Progression module to support teaching and learning. Teachers collected and analysed the data to group students for differentiation.</p>	<p>Tracking sheets with strategies – Newman's prompts to track the problem solving process – a wide variety of problem solving questions – problem solving resources e.g. card sets, displays, prompts – casual days to support PL – NAPLAN data</p>

#### Process 2: Critical, Creative and Innovative

Improved student outcomes through engaging, inclusive and inquiry learning that will develop knowledge, skills and understanding of creativity, critical thinking, communication and collaboration.

Evaluation	Funds Expended (Resources)
<p>Familiarisation with the new PDHPE syllabus through an introductory PL session by teachers who attended the PL. Planning aspects of the new syllabus into teaching and learning programs. Aliging the scope and sequence with the new PDHPE syllabus.</p>	<p>Casuals for professional learning days and collaborative planning – PDHPE PL for two teachers K-2 and 3-6 – printing of guide for implementaton of PDHPE syllabus</p>

## Strategic Direction 2

### Quality Relationships

#### Purpose

Every member of the school community, students, teachers, parents and the wider community, have a role to play in creating a safe, supportive and disciplined school environment where students can learn and achieve.

These quality relationships will allow effective participation and connection to all aspects of school life.

#### Improvement Measures

Increase proportion of students achieving positive PBL achievement levels and a reduction in negative incidents

Increase connections with preschools and high schools to support continuity of transitions and quality relationships

Increase numbers of parents/carers involved in the teaching and learning exchange

Increasing positive responses from students staff community through surveys including TTFM

Increase proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour Learning

Improved student outcomes through promoting the learning, wellbeing and safety of all students. Implementing teaching and learning approaches to support the development of skills needed by students to meet high expectations where students can learn and achieve.

Evaluation	Funds Expended (Resources)
<p>Reviewed and refined PBL lessons. Shared PBL focus with wider school community via Skoolbag and the newsletter. Tier 2 training shared with PBL team. PL for classroom strategies to be focus for 2020.</p> <p>PBL has become a shared whole school system supporting increased positive behaviour from students and increased high expectations for teachers, students and parents. Most teachers have a responsive teaching approach to teaching social and emotional learning.</p> <p>By the end of the year there was a significant reduction in negative behaviour, 60% +, in the classroom, and playground areas.</p> <p>The whole student cohort achieved Bronze level with 10% achieving it twice. 194 students achieved Silver, 160 achieved Gold and 90 students achieved Platinum.</p>	<p>Casuals for PL and collaborative planning – printing costs for signage – wet weather game boxes for each class – PBL coach</p>

##### Process 2: Continuity of learning

Improved student outcomes through teachers, parents and community working together to support consistent and systematic approaches to ensure the continuity of learning.

Evaluation	Funds Expended (Resources)
<p>Work samples that students produce in transition sessions and data collected at the kinder transition days enabled teachers to group students for classes.</p> <p>Asking students: What do you want to know about being in Yr X? – this data enabled teachers to further develop and refine plans for transition programs for high school and in school transitions.</p>	<p>Develop resources for transition day;</p> <p>Casuals to support transition;</p> <p>Social stories for new teacher/class;</p> <p>T&amp;L resources to implement</p>

## Progress towards achieving improvement measures

Teacher observation data on students in next year groupings such as social, participation, speaking and listening, following directions etc.

programs;

Parent information packs;

Liaise with local high school and preschools

### Process 3: Parents as Partners

Improved student outcomes through building and maintaining positive and respectful relationships across the school community. These quality relationships underpin student participation and connection to school. A productive learning environment that supports students as learners.

### Evaluation

There were between 15 to 20 parents at the first session and each week there was an average of about 5 to 8 parents turning up for Multicultural Storytime. The parents that returned each week enjoyed reading to children in their mother tongue and being part of a project that they felt was a positive way to be connected with and contribute to their child's education in the school setting. The school will be purchasing further books to support the project and provide parents with some workshops with tips about reading aloud to children. Students in K-1 enjoyed the experience the project gave them and teachers feel that this is a project that can be part of our school literacy plan.

### Funds Expended (Resources)

Parent Reflection Survey for parents who return to MC Story Time.

Prepare the original parent survey to be completed at transition to school session.

Review current multi-language texts and look at new orders.



## Strategic Direction 3

High Expectations

### Purpose

To develop a professional learning community which is focussed on continuous improvement of teaching and learning.

### Improvement Measures

Increased use of formative assessment evidence-based strategies to meet the needs of learners.

An increasing culture of effective teaching and ongoing improvement shows that every student makes measureable learning progress and gaps in student achievement decrease.

PLPs and classroom programs show increasing adjustment, student support and individual success in learning.

### Progress towards achieving improvement measures

#### Process 1: Evidence Based Teaching

Improved student learning outcomes through formative assessment inclusive of learning intentions and success criteria and feedback strategies.

Evaluation	Funds Expended (Resources)
Teachers continued to integrate learning intentions and success criteria and feedback in all lessons across KLAs. Data cycles enabled teachers to analyse and utilise the data to inform future instruction.  Engagement with the teaching standards enabled teachers to develop personal, stage and whole school goals. Classroom observations and feedback for observations and programs were grounded in the standards.	Casuals for collaborative planning

#### Process 2: Learning and Support

Improved student learning outcomes through differentiated curriculum delivery to meet the needs of students at different levels of achievement including adjustments to support learning or increase challenge.

Evaluation	Funds Expended (Resources)
Weekly scheduled Learning and Support meetings, dedicated stage meetings, PLSP meetings have contributed to the identification and improvement of student needs. Staff have completed a variety of PL to increase their knowledge and understandings about Disability Standards for Education, Positive Partnerships, and Understanding Autism. We take a consultative approach to knowing, valuing and caring for students in our school	Casuals to support review and PLSP meetings – printing and photocopying costs

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3404	Learning plans in place for every Aboriginal and Torres Strait Islander student developed in collaboration with teacher, student, parent/carer. Review meetings held each term involving all stakeholders. Resources and excursions provided for ATSI students. Some funding was used to provide SLSO support in classrooms to individual students.
<b>English language proficiency</b>	FTE 0.8 Staffing \$85,373 Flexible \$46,757	Support in all classes via in class support, team teaching and small group withdrawal. Teaching being responsive and flexible to student needs.
<b>Low level adjustment for disability</b>	FTE 0.6 Staffing \$64,030 Flexible \$21,736	Learning plans developed for students with disability. Three way meetings involving teacher, students, parents/carers. Reading Tutor program implemented to support L&S identified students in maintaining reading levels, develop reading strategies and reading fluency.
<b>Quality Teaching, Successful Students (QTSS)</b>	FTE 0.297 Staffing \$30,922	QTSS is implemented for extra release from face to face for executive team members to support their teams with the development and implementation of the performance and development cycle inclusive of goal setting and observation of classroom practice, leading team collaborative planning and program meetings.
<b>Socio-economic background</b>	Flexible \$14,255	This funding was used to supplement our EALD program.
<b>Targeted student support for refugees and new arrivals</b>	Refugee Student Support \$2,102 New Arrivals Funding FTE 0.6	New arrivals and refugee support programs are flexible and responsive to meet the needs of students. EALD teachers focus on language and social skills for students as well as providing collegial support to classroom teachers and support to families. Development of learning plans for refugee students.



**Crazy hair and sock day!**

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	105	93	87	101
Girls	89	71	83	96

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.4	94	94.7	92
1	95.6	96.5	89.3	87.7
2	94.3	97.1	93.3	90.6
3	94.8	93.8	96	94.3
4	93	91.2	95.4	95.8
5	92.2	95.6	94.6	94.5
6	93.5	92.8	93	95.4
All Years	93.8	94.4	93.7	92.6
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)	2
Classroom Teacher(s)	8
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher ESL	0.8
School Administration and Support Staff	2.97
Other Positions	0.4

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	193,083
<b>Revenue</b>	2,389,892
Appropriation	2,305,809
Sale of Goods and Services	691
Grants and contributions	77,483
Investment income	1,194
Other revenue	4,716
<b>Expenses</b>	-2,291,315
Employee related	-2,060,312
Operating expenses	-231,003
<b>Surplus / deficit for the year</b>	98,577

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	241,638
<b>Equity Total</b>	236,480
Equity - Aboriginal	3,404
Equity - Socio-economic	14,255
Equity - Language	132,130
Equity - Disability	86,692
<b>Base Total</b>	1,497,635
Base - Per Capita	39,888
Base - Location	0
Base - Other	1,457,747
<b>Other Total</b>	173,579
<b>Grand Total</b>	2,149,333

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.

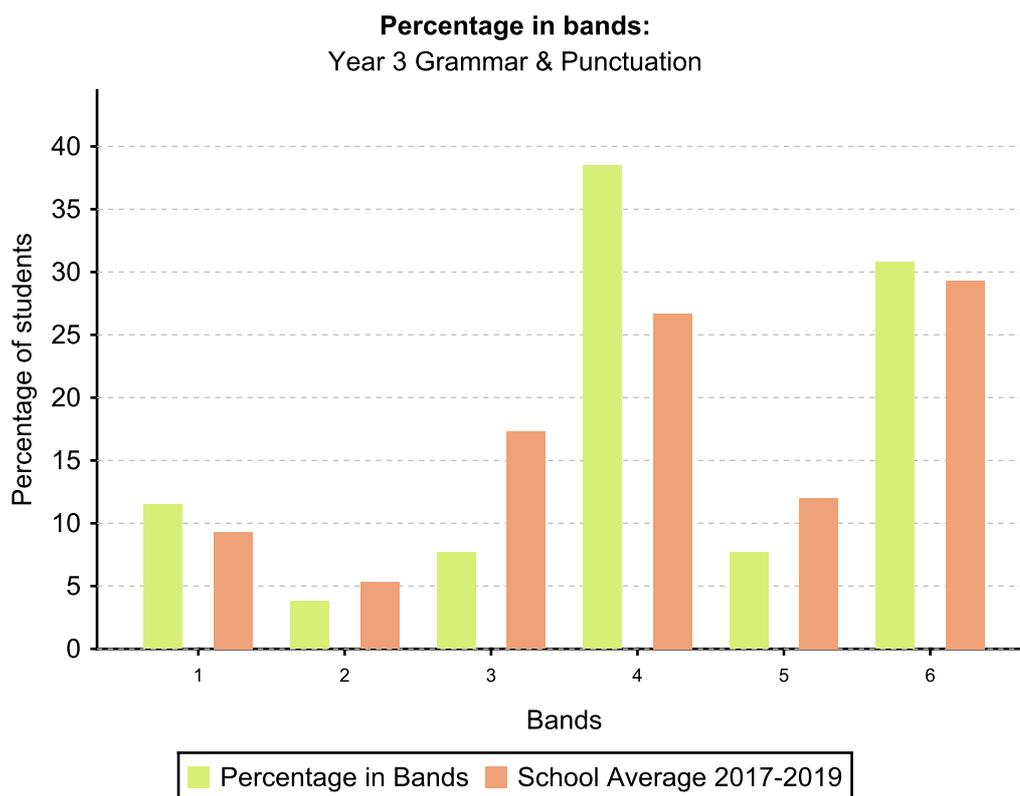


## School performance - NAPLAN

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.

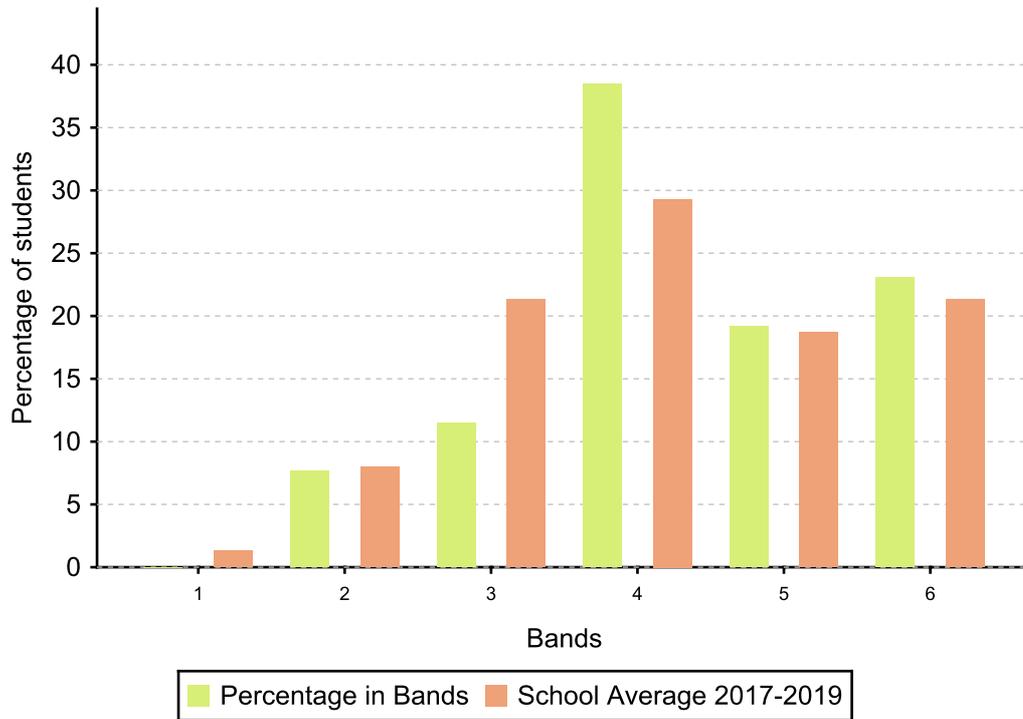
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



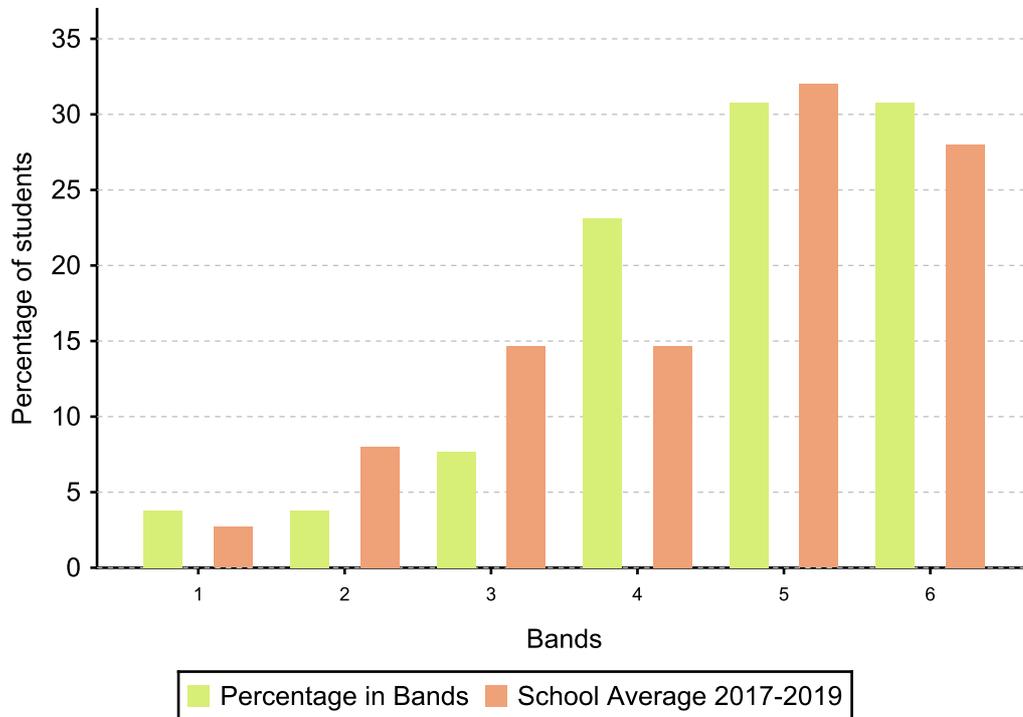
Band	1	2	3	4	5	6
Percentage of students	11.5	3.8	7.7	38.5	7.7	30.8
School avg 2017-2019	9.3	5.3	17.3	26.7	12	29.3

**Percentage in bands:  
Year 3 Reading**



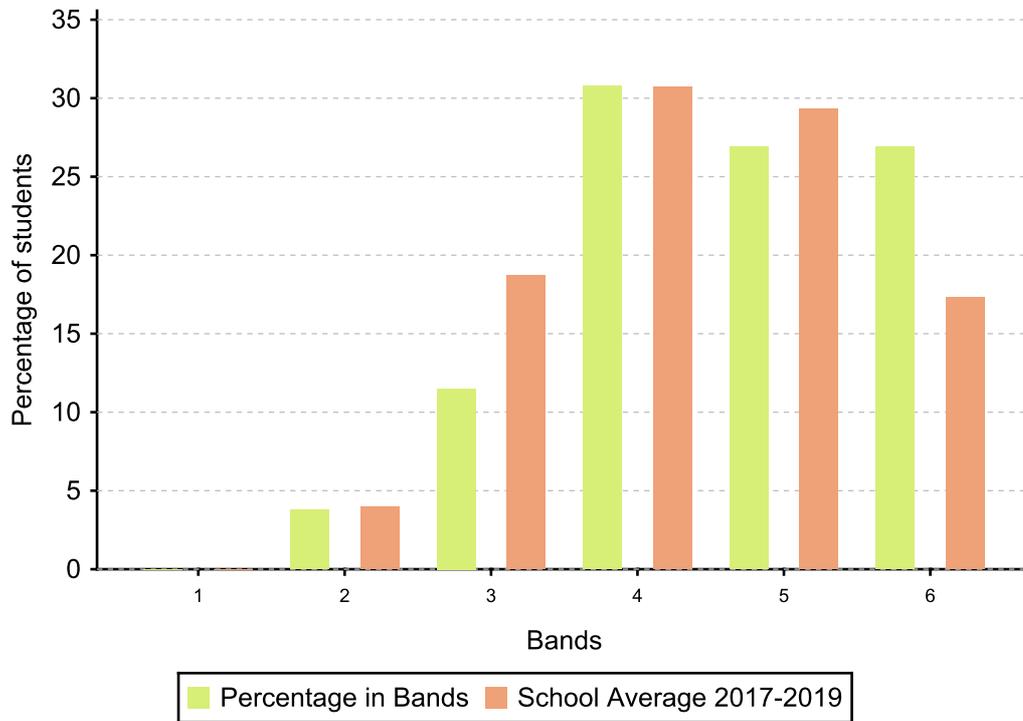
Band	1	2	3	4	5	6
Percentage of students	0.0	7.7	11.5	38.5	19.2	23.1
School avg 2017-2019	1.3	8	21.3	29.3	18.7	21.3

**Percentage in bands:  
Year 3 Spelling**



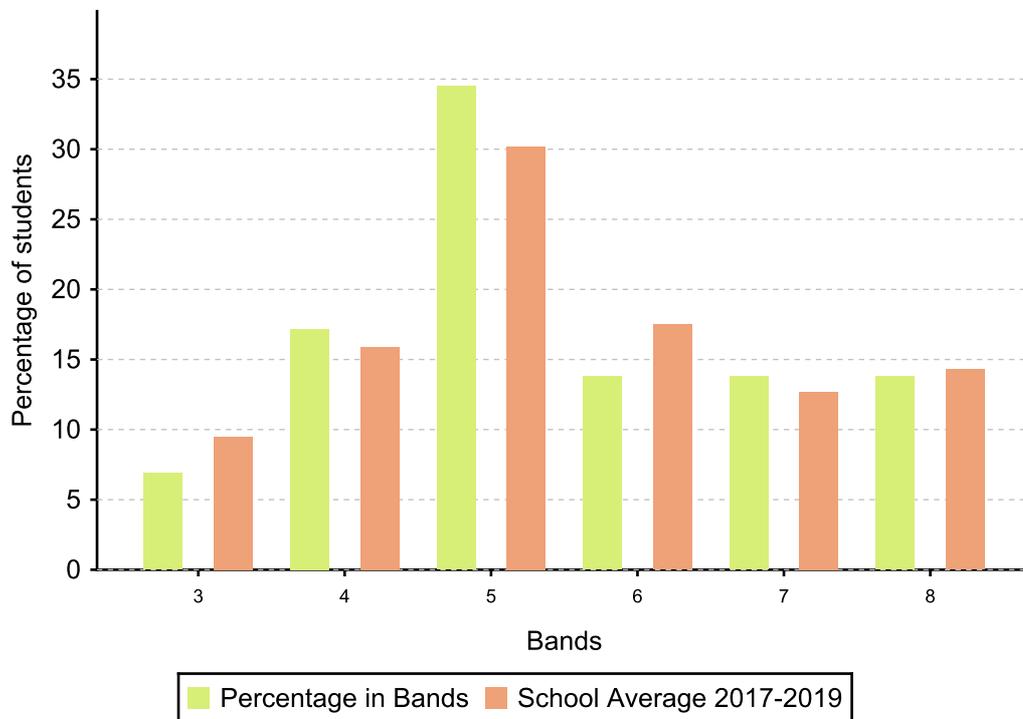
Band	1	2	3	4	5	6
Percentage of students	3.8	3.8	7.7	23.1	30.8	30.8
School avg 2017-2019	2.7	8	14.7	14.7	32	28

**Percentage in bands:**  
Year 3 Writing



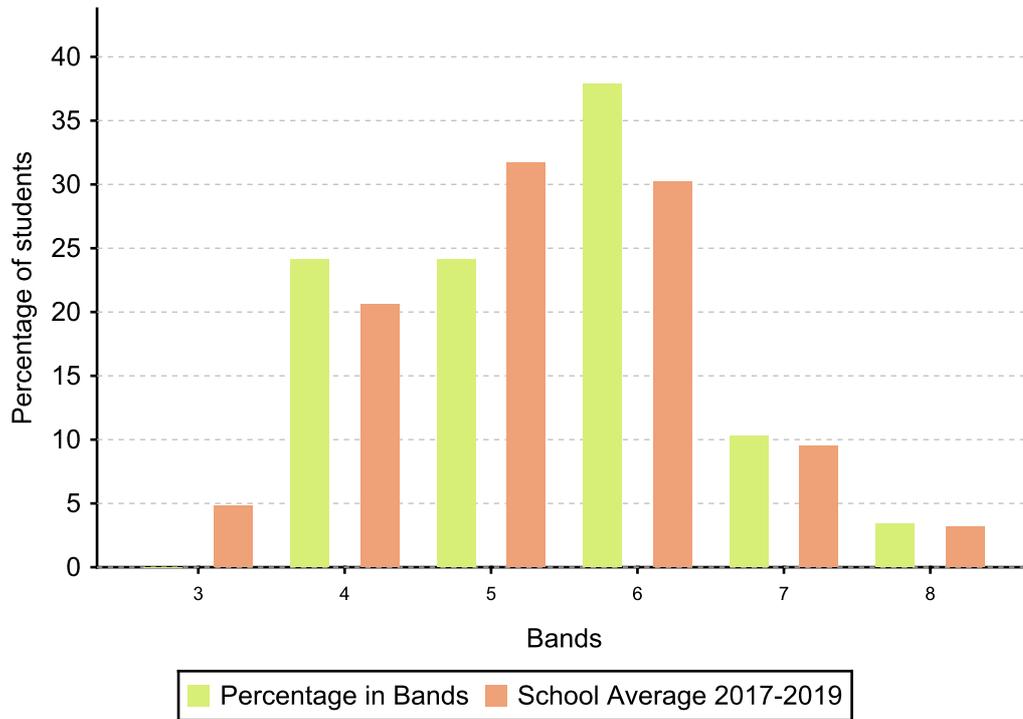
Band	1	2	3	4	5	6
Percentage of students	0.0	3.8	11.5	30.8	26.9	26.9
School avg 2017-2019	0	4	18.7	30.7	29.3	17.3

**Percentage in bands:**  
Year 5 Grammar & Punctuation



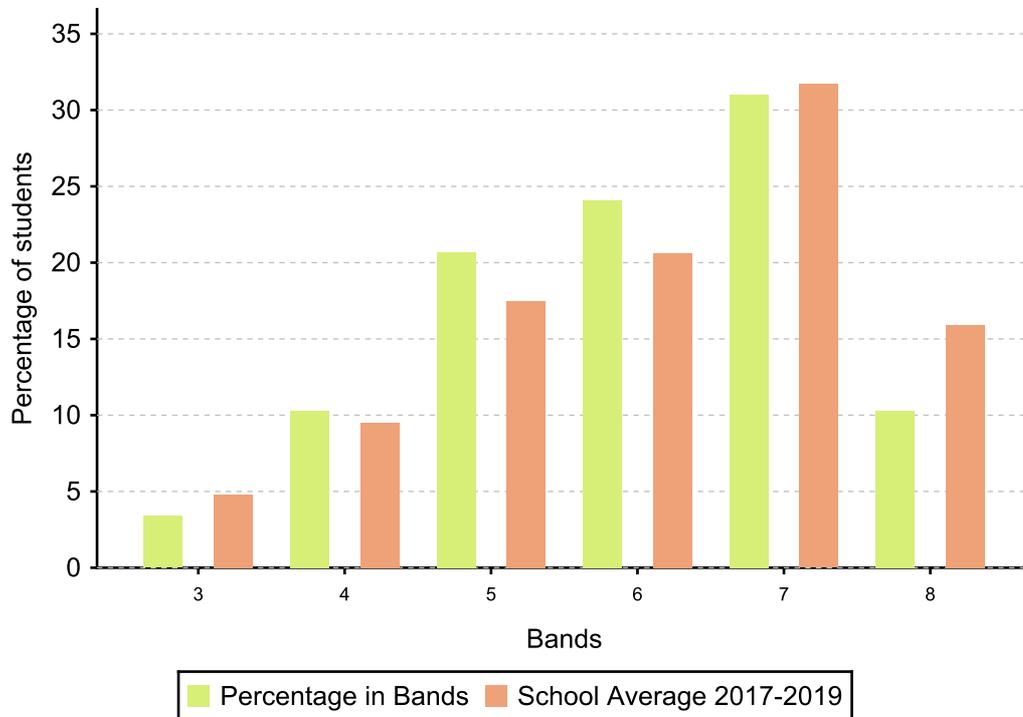
Band	3	4	5	6	7	8
Percentage of students	6.9	17.2	34.5	13.8	13.8	13.8
School avg 2017-2019	9.5	15.9	30.2	17.5	12.7	14.3

**Percentage in bands:**  
Year 5 Reading



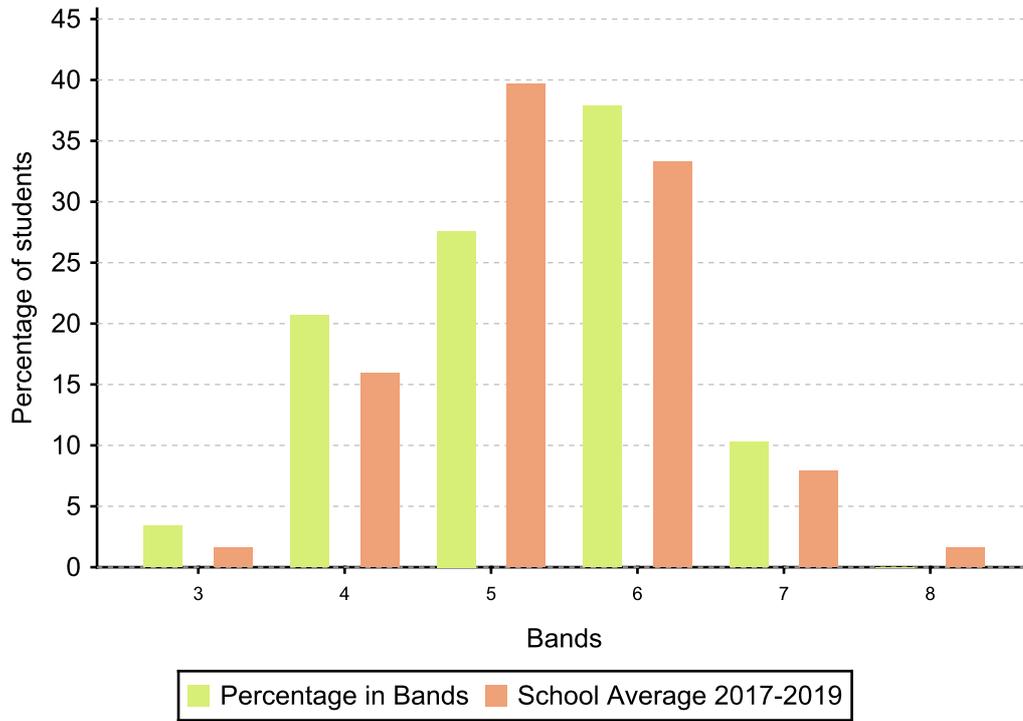
Band	3	4	5	6	7	8
Percentage of students	0.0	24.1	24.1	37.9	10.3	3.4
School avg 2017-2019	4.8	20.6	31.7	30.2	9.5	3.2

**Percentage in bands:**  
Year 5 Spelling



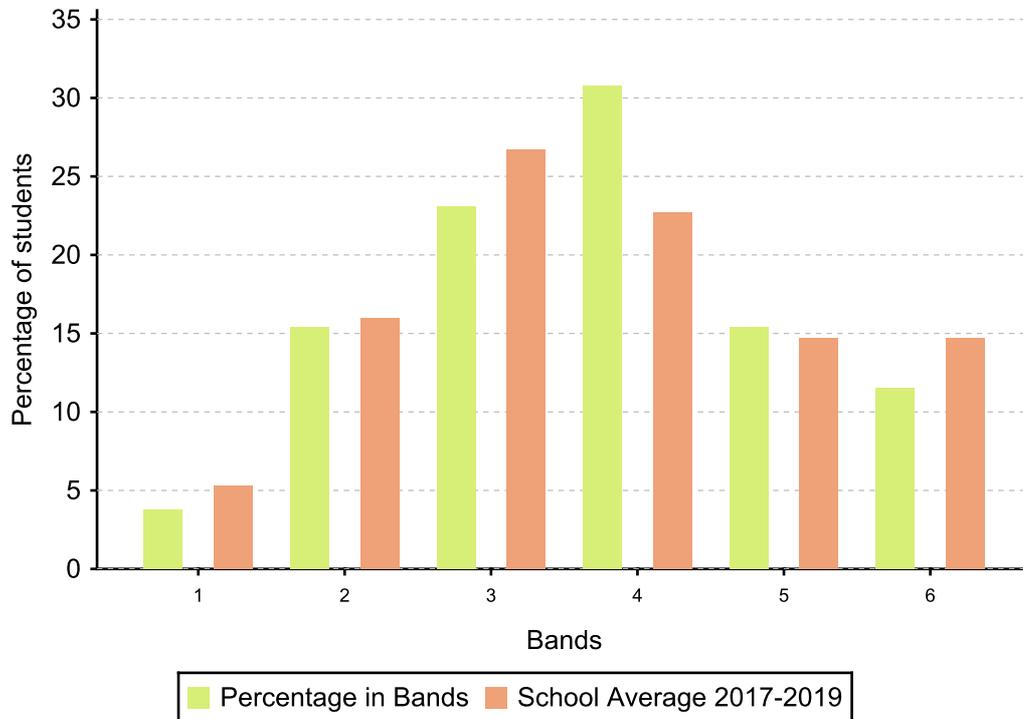
Band	3	4	5	6	7	8
Percentage of students	3.4	10.3	20.7	24.1	31.0	10.3
School avg 2017-2019	4.8	9.5	17.5	20.6	31.7	15.9

**Percentage in bands:**  
Year 5 Writing



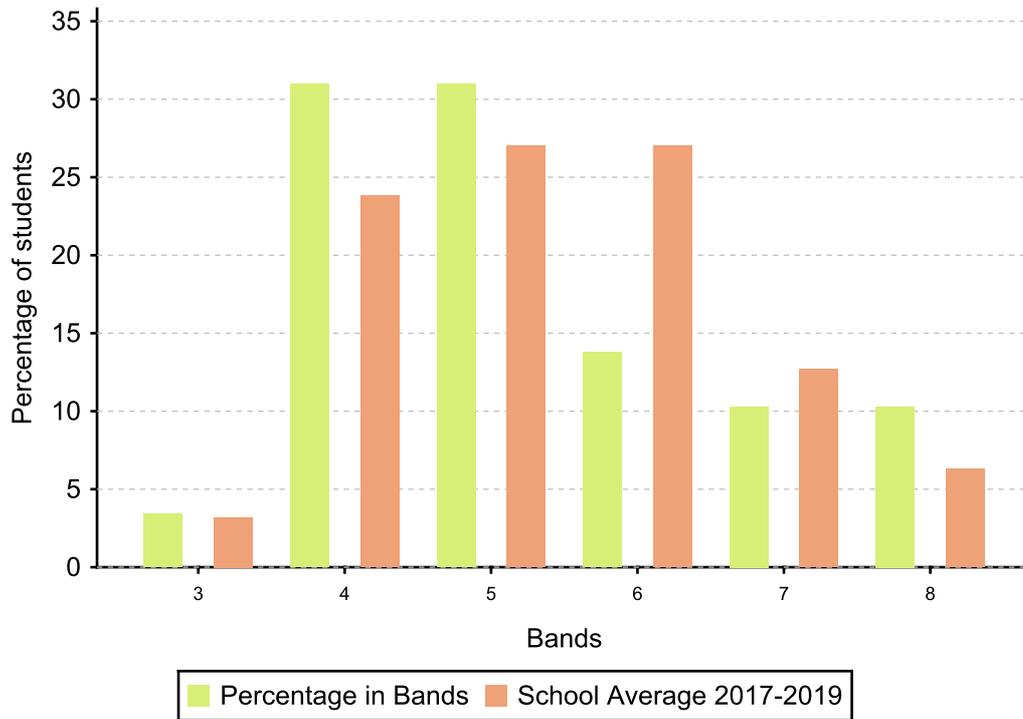
Band	3	4	5	6	7	8
Percentage of students	3.4	20.7	27.6	37.9	10.3	0.0
School avg 2017-2019	1.6	15.9	39.7	33.3	7.9	1.6

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.8	15.4	23.1	30.8	15.4	11.5
School avg 2017-2019	5.3	16	26.7	22.7	14.7	14.7

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.4	31.0	31.0	13.8	10.3	10.3
School avg 2017-2019	3.2	23.8	27	27	12.7	6.3

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Parents, carers, students and teachers were invited to participate in the Tell Them From Me Survey during the year.

**Students in Years 4 ,5 and 6 completed the Tell Them From Me survey in semesters 1 and 2. Key findings show that:**

- 94% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future;
- 86% students have positive behaviour at school;
- 84% students try hard to succeed in their learning.

**Other key findings from the student survey on a 10 point scale show that:**

- 8.0 students feel teachers are responsive to their needs and encourage independence with a democratic approach;
- 7.8 students feel classroom instruction is well organised, with a clear purpose, and with immediate feedback that helps them learn;
- 8.4 students feel that school staff emphasize academic skills and hold high expectations for all students to succeed.

**All teaching staff participated in the Tell Them from Me survey. Key findings on a 10 point scale show that:**

- 9.3 teachers work with the leadership team to create a safe and orderly school environment;
- 8.6 teachers work with other teachers in developing cross-curricular or common learning opportunities;
- 8.9 teachers discuss the learning goals for the lesson;
- 9.1 teachers set high expectations for student learning;
- 9.6 teachers establish clear expectations for classroom behaviour.

**Parents were invited to participate in the Tell Them From Me survey. Key findings on a 10 point scale show that:**

- 8.2 parents feel that their child is encouraged to do his or her best
- 8.6 parents feel that their child is clear about the rules for school behaviour
- 8.2 parents feel that their child feels safe at school
- 8.2 parents feel that school staff take an active role in making sure all students are included in school activities







## 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.

