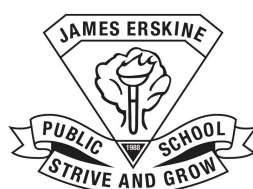# James Erskine Public School

2019 Annual Report

4579

Introduction

The Annual Report for 2019 is provided to the community of James Erskine 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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School background

School vision statement

At James Erskine Public School we believe in a school where everyone is accepted, a school free from bullying where respect, kindness, giving, sharing and working together is encouraged and developed.

Our vision is for a future focussed education to prepare us for lifelong learning, with the skills that will support us and help us contribute to the global world in which we live.

Our school vision is based on the input of students from Kindergarten to Year 6, 2019

School context

I am safe. I am respectful. I am a learner.

These three statements underpin the philosophy of James Erskine Public School, a Positive Behaviour for Learning (PBL) school. The values of NSW Public education are entwined into all programs offered throughout the school. An enthusiastic staff of experienced and early career teachers work, in unison with the highly committed community, to promote high expectations across the school in terms of academic and social achievement.

The student population of 576 is quite diverse in its composition with 24% of the students from a non–English speaking background and approximately 4% from an Aboriginal or Torres Strait Islander background. Excellence in Literacy and Numeracy is the main focus in all classrooms which is complimented with a high focus on the use of technology to support the teaching and learning programs. The school has a computer lab with a smaller lab in the library. All classrooms have interactive white boards including library and computer lab. This is complimented by a wide range of extra curricula activities with a strong emphasis on developing the whole child. The school is an integral member of the STEPS learning community. Joint programs have involved professional learning activities in Literacy and Numeracy, the implementation of Talented and Gifted–Top Steps and transition programs with Erskine Park High.

Student interaction has been promoted through joint SRC, buddy classes and secondary students supporting primary based activities.

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

Strategic Direction 1

LEADING

Purpose

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a strong commitment to fostering a school–wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

Value added for K–2, 3–5 and 5–7 is at a minimum, sustaining and growing.

% of students in top two bands across Year 3 and year 5 in Numeracy and Reading (linked to Premier's Priority) is 40% or above – an improvement of 4.96%

Progress towards achieving improvement measures

Process 1: **Middle Years**

Development of a clear plan of action and implementation for the four areas of focus – Curriculum, Relationships, Pedagogy and Management.

Evaluation	Funds Expended (Resources)
The focus for Middle Years has been developing curriculum, pedagogy, management and relationships between our school and the local high school. The curriculum focus has been English with the continuation of science lessons and extension mathematics lessons. Professional practice focused on developing subject specific common knowledge in science. Combined professional learning with Stage 3 and high school staff centred on visible learning. Relationships between students continued to develop particularly with students in Years 6 and 7 with the physical education lessons that focussed on student leadership.	$4000 English Grant

Process 2: **NESA**

JEPS meets NESA registration across all Key Learning Areas

Evaluation	Funds Expended (Resources)
To ensure NESA compliance, a consistent whole–school program template and checklist was created. It has been noted by Stage supervisors that program evaluations and lesson adjustments have been more accurate and meaningful since the implementation of the template. Stage collaborative planning sessions have ensured that quality program requirements are being met and are shared between teachers. Some grades have also been trialling the use of learning progressions as a tool for differentiation.	Teacher Professional Learning

Process 3: **Equity and Excellence**

To promote equity and excellence for all students by developing professional knowledge, resources and processes.

Focus:

2018/19 Aboriginal Education

Sensory Processing

Progress towards achieving improvement measures

Process 3:

2019/20 Aboriginal Education

Support Processes

Evaluation	Funds Expended (Resources)
Aboriginal Education Closer links with STEPS community made especially in terms of Junior AECG. PLP process refined and ready for full implementation in 2020. Aboriginal Education now has a higher school priority for both staff and students. Procedures in place to ensure Aboriginal Education is becoming embedded into school culture.	$10000

Next Steps

Middle Years

For 2020, as part of our Middle Years project, we would like to build on the relationships we have established with more of a reciprocal relationship where the high school teachers are also learning from our staff and students. Developing relationships between our students and the high school teachers to foster resilience remains a high priority.

NESA

NESA is no longer a milestone as compliant programs and support documents are embedded into all teacher practices. The leadership team monitor consistency through collaborative planning sessions.

Equity and Excellence

For 2020 we would like to expand on Aboriginal language having Aboriginal Student Leaders lead this. We aim to continue to expose our students to Aboriginal culture and build tighter relationships with our Aboriginal community. Further professional learning is also required. Teacher knowledge of Autism Spectrum Disorder and sensory processsing needs further development, with key teachers being targeted for additional professional learning. Further resources and the use of these resources is also needed. The aim is to focus on 2020 developing and refining processes for Learning and Support to promote equity and excellence for all.

Strategic Direction 2

TEACHING

Purpose

In our school, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality, evidence informed, teaching.

Improvement Measures

Value added for K–2, 3–5 and 5–7 is at a minimum, sustaining and growing.

% of students in top two bands across Year 3 and year 5 in Numeracy and Reading (linked to Premier's Priority) is 40% or above – an improvement of 4.96%

Year 3 – Writing

Band 6 increase of 7.3%

Year 5 – Writing

Band 7 increase of 5% to 16.5%

Band 5 decrease of 5% to 32.2%

Band 8 increase of 5% to 7.6%

Progress towards achieving improvement measures

Process 1:   Writing

To maintain a focus on improved writing outcomes through teacher collaborative practice supporting differentiation across all classrooms K–6.

Evaluation	Funds Expended (Resources)
The writing team worked successfully on a number of the activities that we planned. We were ambitious in our goals and some of these were unattainable in the yearly time frame. Some activities will no longer be applicable in 2020 however a number of them will continue to be a focus in our 2020 plan.	Purchased of teacher resources Teacher Professional Learning Writing "Super Heroes Day" resources

Process 2:   Assessment

Review of assessment practices across all KLA's K–6 in line with NESA requirements.

To develop teachers confidence in implementing and embedding the literacy progressions in their teaching and learning programs.

Evaluation	Funds Expended (Resources)
Staff are still reviewing current assessment practices across all key learning areas. Teachers are continuing to gain confidence in utilising the literacy progressions in the planning and implementation of teaching and learning programs. This was particularly evident in the area of writing during grade collaborative practice.	Teacher Professional Learning

Process 3:   Middle Leadership

Develop and review a middle leadership structure that supports collaborative use of data to inform

Progress towards achieving improvement measures

Process 3:   planning, identify interventions and modify teacher practice to improve student learning outcomes..

Evaluation	Funds Expended (Resources)
The leadership team developed an action plan/model that changed the middle leadership structure. The action plan was presented and supported to staff, with all aspects (terms) explicitly explained and discussed. The leadership team continued their professional learning on building the capacity of middle leaders. This learning were evidenced in the way the executive led and supported their teams – shoulder to shoulder. Executive and staff evaluated the new model and it effectiveness. With some refinements the model is to continue into 2020.	Professional Learning costs Professional Library additions

Next Steps

Writing

For writing our next areas of focus include the development of a range of work samples, A to E across K–6 to be used as a reference point. We aim to continue work collaboratively to refine writing units. Rubrics developed will be refined K–6. We will continue to engage students in writing through special writing days and events such as author visits and writing competitions.

Assessment

The focus for 2020 is to refine assessment schedules across all curriculum areas K–6 to develop a consistent – whole school approach. Formative assessment strategies to be developed to be embedded into teacher practice. Stage teams will continue to become familiar with Learning Progressions in an area of stage need. PLAN 2 to be introduced to all staff.

Middle Leadership

The middle leadership model will continued to be refined. This will involve leaders aligning them inclusively to a stage to provide, RFF, mentoring/coaching and instructional support. The leadership team have also timetable a fixed time to meet as a group to continue to engage in PL and build the cohesiveness of the team, which is based on trust, professionalism and shared ownership of informed and strategic decisions. All with a clear vision of where we are headed.

Strategic Direction 3

LEARNING

Purpose

To develop in young people the foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers engage students in rich learning experiences, developing the vital skills for flourishing now and in the future.

Improvement Measures

Kindergarten

13 % reading at level 1–5

16% reading at levels 6–8

71% reading at levels 9 and above

Whole School

100% teachers are developing learners who generate ideas and can think critically and creatively.

Progress towards achieving improvement measures

Process 1:   Wholeness

To develop, promote and refine kindness and self worth through alternative learning and engagement opportunities.

Introduction of whole school program – Kindness on Purpose

Evaluation	Funds Expended (Resources)
Wholeness This year we had three focus areas; Kindness on Purpose, Kids Kitchen and an additional Music program that we implemented to support higher levels of wellbeing. Kindness on Purpose was introduced to the staff, students and community. Staff attended professional learning and we provided with 10 core lessons to teach around kindness, empathy and identifying feelings. Kindness was celebrated on many fronts and signage around the school and in communication was established. Our Open day for Education Week celebrated Kindness with window displays, classroom activities and a parent session. Resources including Kindness stories and objects to assist with emotional regulation were purchased and have begun to be utilised in classrooms. A portable kitchen and resources were purchased and a room devoted to the Kids Kitchen Program. An experienced teacher worked throughout the year on establishing the Kids Kitchen, working with a core of identified students from Years 4 and 5 weekly. Students in this program made strong connections with the teacher and saw increased engagement and positivity towards school. A teacher on staff with expertise in music taught music across the school with specific grades being of focus each term. Specifically recorder was taught to Year 2 and they performed at the end of Year concert. Violin was taught to	$20 252 – Resources $9 950 – Kindness on Purpose $8090 – Instruments $26 345 Kitchen Kart Teacher Allocation

Progress towards achieving improvement measures	
Years 3 and 4. Over the year specific students in Years 4, 5 and 6 were targeted for drumming groups. Teachers reported increased engagement amongst students	

Process 2:   Future Focussed Learning

To support the development of 21st century learning from a class perspective and support professional learning for staff that focuses on understanding the implementation of 21st century learning in the classroom.

Evaluation	Funds Expended (Resources)
All teachers who participated in the professional learning delivered this year for Future Focussed Learning expressed appreciation for knowledge they gained. We planned to extend on this learning however there were time constraints in trying to do this amongst other school priorities. Extending on this professional learning will become a 2020 goal.	Professional Learning Costs

Process 3:   Early Learning

Language – To develop staff awareness of language screening process and source professional learning and strategies to support students with language concerns.

L3 Implementation – To successfully implement the L3 program throughout early stage one.

Evaluation	Funds Expended (Resources)
Teachers continue to develop an awareness of the language screening process especially in the early years of school. Teachers with direction of the LAST teacher and school counsellor, identified students with language concerns and recognised strategies to support them. Parents of students which had severe language concerns were encouraged to seek speech pathologist's support. The L3 program was successfully implemented across all early stage one classes which was evident in student's results surpassing the goals set before L3 commenced. 84% of ES1 students were reading at level 9 and beyond which is an increase of 13%.	Additional resources purchased Colyton PS– shared instructional leader costs

Next Steps

Wellbeing

For 2020 we will need to look at measures to embed Kindness on Purpose into our culture. Within rooms there needs to be more reference and signage and when students experience emotional regulation difficulties all teachers need to be able to use Kindness on Purpose language. This then also needs to be transferred to students in and out of the playground. There will also need to be additional professional learning for new staff.

For the Kids kitchen we need to look at ways to expand the program beyond a core group. There could also be some focus on sustainability of the program.

For the Music Programs we need to build the professional knowledge of teachers to continue on with the programs beyond 2020. Students should also be provided with more opportunities to showcase their talents and learning.

Student Representative Council to be reviewed and refined to give students a greater voice. PBL to be revised along with school bronze, silver and gold to promote consistency and increased student engagement.

Future focussed Learning

As part of the 2020 plans for the Future Focussed milestone, the team aims to establish a model classroom based on capability building. This classroom will be used as a professional learning exemplar and stimulus for the rest of staff.

Early Learning

We will continue to build capacity and train additional staff in the planning, teaching, evaluating and assessing of reading and writing K–2. We will formally schedule collaboration time, modelling and tracking of student data.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Teacher Leadership Model– QTTS Funded	Executive release to support enhancing capacity of teachers through one on one support, classroom visits, professional coaching conversations. Access to time to work alongside a peer colleague to plan, observe teaching practice and engage in professional dialogue for all teaching staff.
Support for beginning teachers	Beginning Teacher Funds	Mentoring Program for beginning teachers with each teacher fully supported individually at their point of need by a more experienced peer. Additional release for beginning teachers. Access to external professional learning opportunities supporting PDP goals.
Technology Strategic Resourcing	$60 129	Five year plan is continuing. Technology across the school was upgraded including Interactive Panel Televisions, monitors and hard drives and Sentral upgrade.
Quality Literature Instruction		We combined with Colyton PS to provide ongoing Professional learning to teachers in the teaching of reading and writing in stage 1. Teachers are now more competent planning, teaching and evaluating their teaching.
Multi –Purpose Room	$ 9471	A multi– purpose room was established to make maximum use of the room– promoting 21stCentury learning and the use of technology.
Bee Project	$300 Bee garden	A selected class worked in partnership with Western Sydney University to promote awareness about bees and societal impact. They challenge was to design a solution that would assist in supporting the future of Agriculture by protecting our bees. Our students built an onsite bee garden to attract native bees and created a bee identifying iPad app. Weekly Bee Club sessions were also held for any interested students K–6 to raise awareness in the school community.
School Murals	$27 525	A variety of Australian themed murals were painted around the school , as part of our school beautification / rebranding program.
School Facilities	$ 12 400	The toilet doors were painted along with graphics for toilet entries and doors reflecting kindness and resilience messages in the aim of creating pride and ownership whilst inspiring the students with the messages conveyed.
Kreative Koala	$500 – Casual Teacher	Kreative Koala delivered the sustainability message and the United Nations Sustainable Development Goals to students. It provided the students with a unique and positive outlet to develop ways to address local and wider community issues in relation to sustainability.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	303	299	310	313
Girls	290	271	276	274

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.1	94.4	93.2
1	94.3	93.5	92.8	92.5
2	94	94.4	93.6	92.4
3	94.4	94.7	94.5	92.9
4	92.8	94.5	92	93.1
5	93.1	93.5	93.2	93.5
6	93.3	94.3	93.2	92.6
All Years	93.8	94.2	93.3	92.9
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.02
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	4.06

*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.

In 2019, all teaching staff engaged in self directed professional learning for a minimum of 20 hours. Aligned to their

Performance and Development Plan (PDP) teachers were able to target specific and individual professional learning needs through:

- L3 Training
- Quality Literature Instruction (QLI)
- External courses
- University Courses

In addition, whole school professional learning was conducted across the year in line with the School Plan as well as mandatory training in line with DOE requirements.

Executive staff and aspiring leaders also participated in a range of professional learning around middle leadership with a focus on building High Performance Teams.

Teacher accreditation–

Teachers are supported through a peer mentoring program and an accreditation support group to gain their accreditation.

In 2019 we had 3 teachers gain accreditation at proficiency.

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	654,339
Revenue	5,209,395
Appropriation	5,016,248
Sale of Goods and Services	21,291
Grants and contributions	166,241
Investment income	5,415
Other revenue	200
Expenses	-5,046,633
Employee related	-4,496,664
Operating expenses	-549,970
Surplus / deficit for the year	162,762

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	14,128
Equity Total	459,425
Equity - Aboriginal	26,698
Equity - Socio-economic	182,065
Equity - Language	79,113
Equity - Disability	171,549
Base Total	3,965,193
Base - Per Capita	137,498
Base - Location	0
Base - Other	3,827,695
Other Total	423,963
Grand Total	4,862,709

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

School performance - NAPLAN

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

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

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

In 2019, students, teachers, parents and carers were provided the opportunity to participate in the Learning's Bar Tell Them From Me survey. Data from the survey and through relational discussions the following satisfaction levels were noted.

Most parents valued the commitment and approachability of the teaching staff at the school. 78% of parents and carers have talked with their child's teacher about learning and behaviour at least two times during the year* 80% of respondents have attended meetings at the school more than two times per year. A high percentage of parents felt the physical environment was welcoming and well maintained. They stated that the school kept parents well informed through various means of communication but favoured the website. Our small but highly effective P&C felt well supported and had a good working relationship with the school.

The students surveyed all expressed a positive attitude towards the school. 96% of students value their schooling outcomes. 84% of students tried hard to succeed in their learning. Many appreciated how well resourced the school was and commented on how nice the physical landscape of the school was, especially the sensory garden.

From the survey and during open discussions with the teaching staff, a strong sense of commitment to the academic and emotional wellbeing of the students at the school was evident. 100% of teachers believe school leaders effectively lead improvement and change and feel the strategic vision is well communicated. The teaching staff acknowledge a strong collegial working environment in which they felt supported and provided with opportunities to continually improve their teaching practices.

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.