

# Forbes High School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Forbes High 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

Forbes High School delivers 'education for a better quality of life', through innovation, enabling young people to lead extraordinary lives.

### School context

Forbes High School is a rural 7–12 coeducational comprehensive high school that caters for a diverse demographic of 340 students which is situated on the banks of the Lachlan River. 29% of our students identify as Aboriginal and Torres Strait Islander students. We have 4 Support classes accessed by 36 students.

We promote Positive Behaviour for Learning and have core values of Respect, Responsibility, Doing Our Best and Honesty which are reflected across all aspects of school life. We have a Wellness Hub on site that underpins and supports positive student wellbeing. We actively identify as a White Ribbon school and have both staff and students act as ambassadors.

We adopt a holistic approach to student achievement and students have the opportunity to succeed in sporting, cultural, creative and performing arts. We maintain a broad and rigorous academic curriculum and offer an extensive range of vocational courses. Our students are taught by dynamic, motivated and committed staff in a technology rich environment.

Strong community partnerships have been formed and these provide invaluable support to the school across many contexts including student well-being programs, vocational opportunities and shared resources.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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                             | Delivering                 |
| LEARNING: Wellbeing                                    | Sustaining and Growing     |
| LEARNING: Curriculum                                   | Delivering                 |
| LEARNING: Assessment                                   | Delivering                 |
| LEARNING: Reporting                                    | Delivering                 |
| LEARNING: Student performance measures                 | Working towards Delivering |
| TEACHING: Effective classroom practice                 | Delivering                 |
| 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 | Working towards Delivering |
| LEADING: School resources                              | Delivering                 |
| LEADING: Management practices and processes            | Delivering                 |

## Strategic Direction 1

### Quality Student Learning

#### Purpose

To provide a challenging learning environment in which students are enabled to set their own learning goals and take responsibility to seize opportunities offered by the school. Staff deliver quality instruction that is personalised and differentiated. A culture of High Expectation Relationships underpins an exchange of quality feedback between students, staff and parents that maximises student growth in learning and positive wellbeing.

#### Improvement Measures

Increased proportion of students showing a sense of belonging, expectations for success and advocacy at school.

#### Progress towards achieving improvement measures

**Process 1:** Investigate, develop and implement strategies to build students capacity to be motivated, aspirational learners and goal setters.

Develop staff potential in using and analysing data to inform differentiation. This ensures every student is challenged and that all adjustments lead to improved learning.

Strengthen, develop and implement wellbeing strategies in which students can connect, succeed and thrive at each stage of their schooling.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| The school participated in an external validation on 4 July 2019, as a result this influenced an amendment to the existing school plan and the strategic direction was refined to reflect the evaluation outcomes. Strategic Direction 1 was rewritten in consultation with the staff to reflect the needs of curious learners. | Every teacher given a 2-period allowance fortnightly to engage in professional learning.<br><br>Key Learning Areas provided time and workshops to create in consultation and collaboration innovative assessment, rich programs that are underpinned by explicit teaching using learning intentions, success criteria, pace, narrative and challenging tasks.<br><br>All staff have access to internal and external professional learning. |

#### Process 2:

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| SLG: Determining the success of student achievement and working out which goals have stalled and why.<br>L&N: Positive progress on the Learning Progressions, using that data to shape future teaching.<br>SS: New students are aware of support services and how to access them.<br>Need to build staff capacity and sustainability by increasing the number of staff that establish goals in partnership with families and students. | SLG: Pastoral Care time to review goals and determine achievements. Perhaps using a traffic light system on Sentral<br>L&N: Access to their Learning Progression results and possibly integrating them in to the reports |

#### Process 3:

| Evaluation  | Funds Expended (Resources)         |
|---|------------------------------------|
| After External Validation this process was not required on the school plan. We had indeed demonstrated that we were excelling in student wellbeing. | Additional HT Wellbeing appointed. |

## Strategic Direction 2

### Quality Teaching and Leading

#### Purpose

To challenge our staff to embrace continuous improvement to deliver quality instructional leadership in every classroom to every student. Staff are proactive, innovative and collaborative facilitators of learning amongst a collegial community of learners. Our teachers are at the forefront of their curriculum and advocate student voice that enables students to be active citizens equipped with future focused skills.

#### Improvement Measures

Improved student engagement.

Increased use of evidence based teaching.

Improved growth in internal and external assessment.

#### Progress towards achieving improvement measures

##### Process 1: Collaborative Assessment Practice

We develop and implement collaborative processes for consistency in teacher judgement and assessment.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| All staff completed Performance and Development Plans that reflected school plan and reported that they achieved at least one goal by the end of the year. Staff are not using data frequently enough and this is an area for future improvement. | Professional learning to all staff including time to access on-the-job training that included:<br>1. Teacher peer observations and feedback<br>2. Professional learning internal and external providers<br>3. Coaching |

##### Process 2: Professional Learning Culture

We monitor and review staff performance to drive improvement.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| All staff attained at least one of their professional learning goals within the year. | Time provided to staff     |

##### Process 3: Excellence in Teaching

We implement research informed practice and innovative teaching programs which focus on driving improvement in literacy and numeracy and skills for 21st Century learning.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| Despite purchasing a Swivell to record teachers delivering learning instructions in class, it is under utilised. Similarly, staff are not ready to nominate themselves for demonstration lessons. We need to develop the final two components of CPL that include access to demonstration lessons and a coach to build capacity of all staff and ensure the components of CPL are delivered with fidelity. | \$16 000 – CPL external training<br>\$2000 – recording equipment<br>\$160 000 – two period allowance per teacher per fortnight to access on the job training. |

### Strategic Direction 3

#### Quality Community Engagement

#### Purpose

To provide a collaborative K–12 thriving learning community and thus provide an environment of public educational excellence. The school connects with the community via various forums. Our communication, facilities and programs champion student success and transition.

#### Improvement Measures

Increased community engagement across the school community.

#### Progress towards achieving improvement measures

**Process 1:** Increase opportunities for students to engage and challenge students to grow their learning. Expand transition programs and encourage stronger relationships between the community of schools and parent bodies.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| After External Validation, this strategic direction was not required as it demonstrated a strength in the school. We need to sustain the program and expand equity but this can be done off the plan. | Staff relief provided for HS staff to teach primary students.<br><br>Additional HT Wellbeing employed. |

**Process 2:** Enhance strategies for communication and consultation between staff, parents/carers, students and stakeholders that set clear expectations and facilitate transparency of information.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| This activity is not required on the school plan. It is working well. | Assembly – \$250           |

#### Process 3:

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| Activities listed in this strategic direction were not strategic and did not belong on the school plan. |                            |

| Key Initiatives                            | Resources (annual)   | Impact achieved this year  |
|--|--|--|
| <b>Aboriginal background loading</b>       | Employed Aboriginal Education Officer (AEO).   | All mandatory plans in place. He is an active member in the Learning and Wellbeing team. Increased and sustained representation of Aboriginal students in formal student leadership teams. Increased student voice as measured in Tell Them From Me. |
| <b>English language proficiency</b>        | Employed additional Learning and Support Teacher.  | All students attain minimum standards by Year 12 and are eligible for a Higher School Certificate.<br><br>Increased student engagement in regular classes.<br><br>Improved literacy and numeracy results.  |
| <b>Low level adjustment for disability</b> | \$226 634 – student Learning Support Officers<br><br>\$139 825 – additional HT Wellbeing<br><br>\$42 686 – additional Learning and Support Teacher | Students received additional support as required. Nevertheless, more professional learning is required to build staff capacity to address student needs locally.   |
| <b>Socio-economic background</b>           | \$107 592  | All students have access to resources that enhance learning acquisition.   |
| <b>Support for beginning teachers</b>      | DP Instructional leader employed.<br><br>Mentors identified in school.<br><br>Release time provided to mentors and mentees.                        | Three staff attain accreditation at proficient level.  |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 183        | 206  | 193  | 170  |
| Girls    | 166        | 172  | 180  | 170  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| 7         | 86.2 | 91.8 | 89.5 | 91   |
| 8         | 88.2 | 80.1 | 88   | 86   |
| 9         | 86.7 | 83.3 | 78.4 | 85.1 |
| 10        | 82.6 | 83.2 | 83.5 | 75.1 |
| 11        | 85.1 | 83   | 83.4 | 78.5 |
| 12        | 88.1 | 84.7 | 84.5 | 88.9 |
| All Years | 86.2 | 84.7 | 84.9 | 84.1 |
| State DoE |      |      |      |      |
| Year      | 2016 | 2017 | 2018 | 2019 |
| 7         | 92.8 | 92.7 | 91.8 | 91.2 |
| 8         | 90.5 | 90.5 | 89.3 | 88.6 |
| 9         | 89.1 | 89.1 | 87.7 | 87.2 |
| 10        | 87.6 | 87.3 | 86.1 | 85.5 |
| 11        | 88.2 | 88.2 | 86.6 | 86.6 |
| 12        | 90.1 | 90.1 | 89   | 88.6 |
| All Years | 89.7 | 89.6 | 88.4 | 88   |

### 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.

### Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment   | 0         | 0         | 2         |
| Employment   | 0         | 0         | 33        |
| TAFE entry   | 0         | 0         | 10        |
| University Entry   | 0         | 0         | 33        |
| Other  | 0         | 0         | 2         |
| Unknown  | 0         | 0         | 19        |

### Year 12 students undertaking vocational or trade training

41.30% of Year 12 students at Forbes High School undertook vocational education and training in 2019.

### Year 12 students attaining HSC or equivalent vocational education qualification

94.9% of all Year 12 students at Forbes High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 1     |
| Head Teacher(s)                         | 6     |
| Classroom Teacher(s)                    | 27.6  |
| Learning and Support Teacher(s)         | 1.6   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 11.98 |
| Other Positions                         | 1     |

\*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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 725,174                 |
| <b>Revenue</b>                        | 7,351,383               |
| Appropriation                         | 7,086,595               |
| Sale of Goods and Services            | 39,223                  |
| Grants and contributions              | 221,530                 |
| Investment income                     | 3,935                   |
| Other revenue                         | 100                     |
| <b>Expenses</b>                       | -7,173,086              |
| Employee related                      | -6,394,852              |
| Operating expenses                    | -778,234                |
| <b>Surplus / deficit for the year</b> | 178,297                 |

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>   | 1,037,969                     |
| <b>Equity Total</b>     | 848,921                       |
| Equity - Aboriginal     | 175,535                       |
| Equity - Socio-economic | 426,566                       |
| Equity - Language       | 2,164                         |
| Equity - Disability     | 244,656                       |
| <b>Base Total</b>       | 4,497,592                     |
| Base - Per Capita       | 94,536                        |
| Base - Location         | 59,168                        |
| Base - Other            | 4,343,888                     |
| <b>Other Total</b>      | 333,075                       |
| <b>Grand Total</b>      | 6,717,557                     |

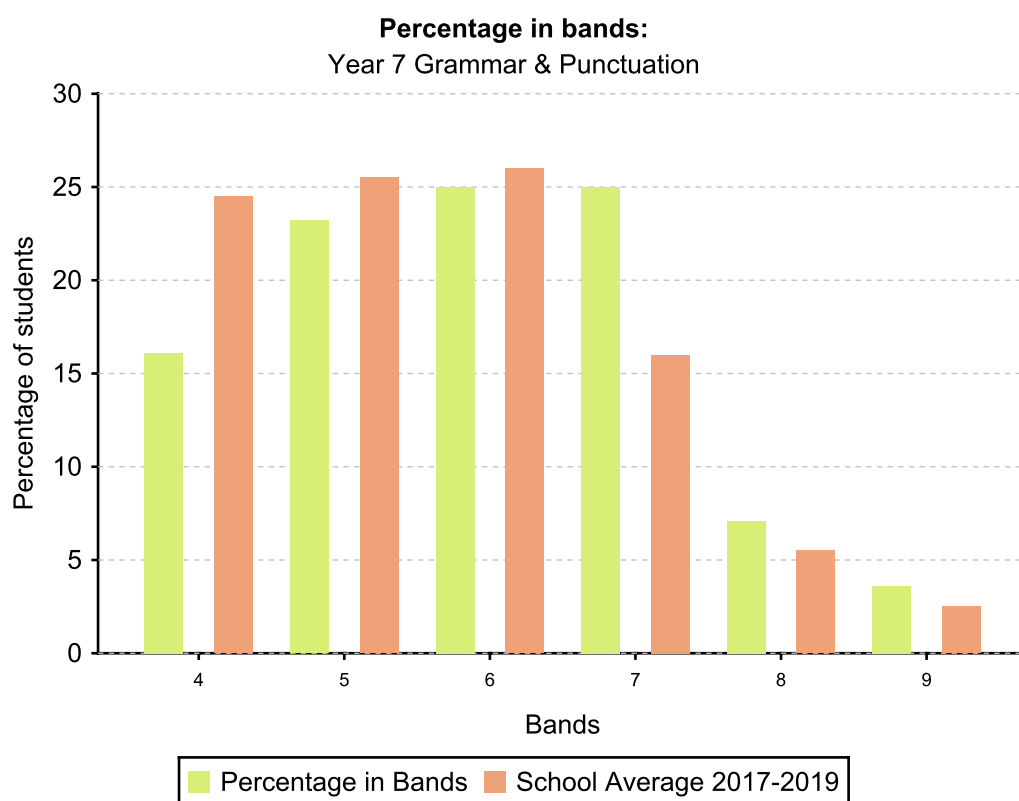
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

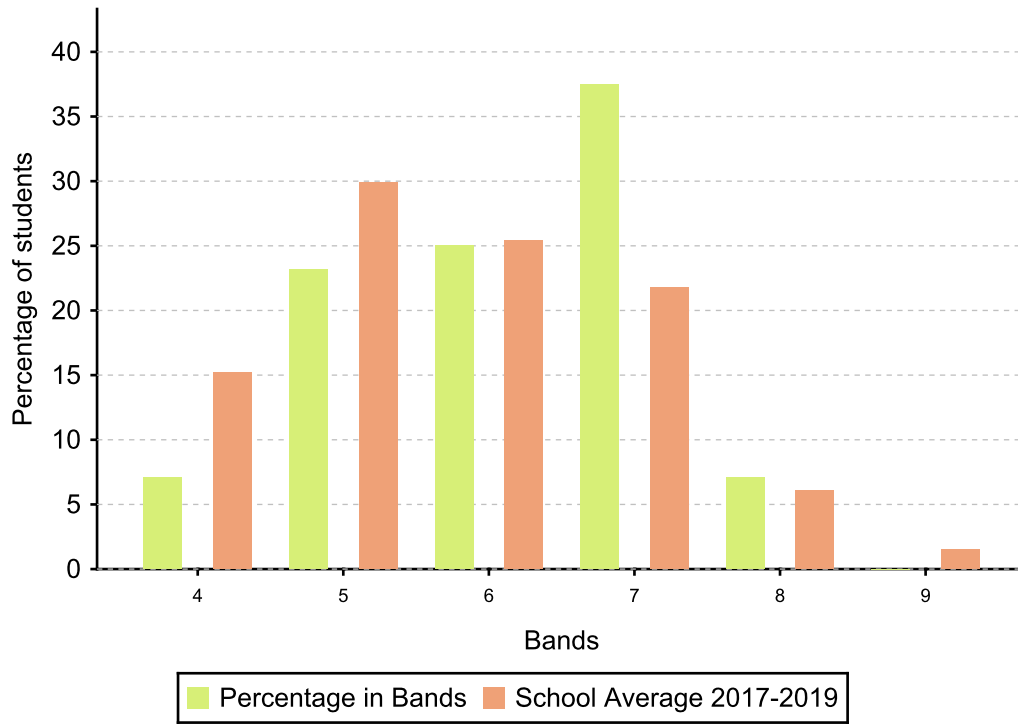
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



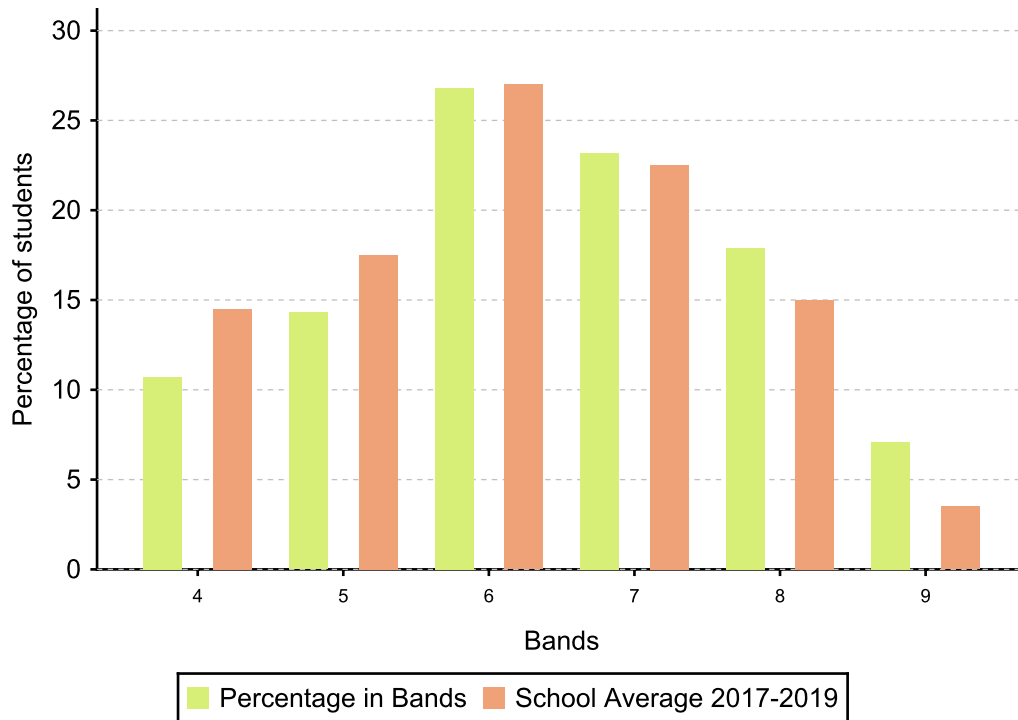
| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 16.1 | 23.2 | 25.0 | 25.0 | 7.1 | 3.6 |
| School avg 2017-2019   | 24.5 | 25.5 | 26   | 16   | 5.5 | 2.5 |

**Percentage in bands:**  
Year 7 Reading



| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 7.1  | 23.2 | 25.0 | 37.5 | 7.1 | 0.0 |
| School avg 2017-2019   | 15.2 | 29.9 | 25.4 | 21.8 | 6.1 | 1.5 |

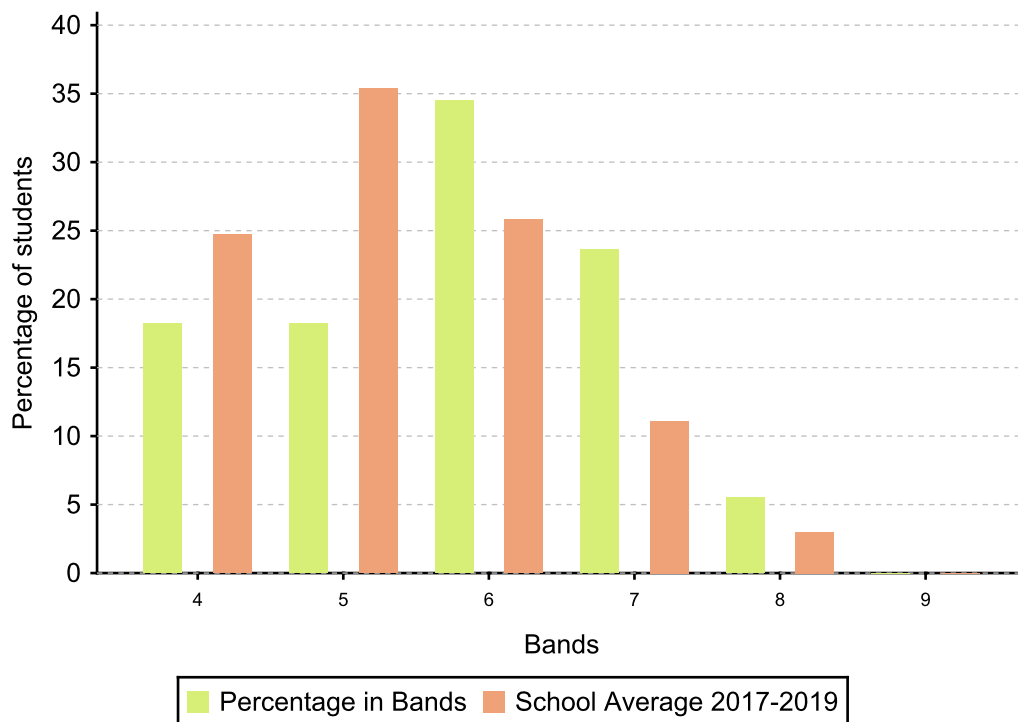
**Percentage in bands:**  
Year 7 Spelling



| Band                   | 4    | 5    | 6    | 7    | 8    | 9   |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 10.7 | 14.3 | 26.8 | 23.2 | 17.9 | 7.1 |
| School avg 2017-2019   | 14.5 | 17.5 | 27   | 22.5 | 15   | 3.5 |

### Percentage in bands:

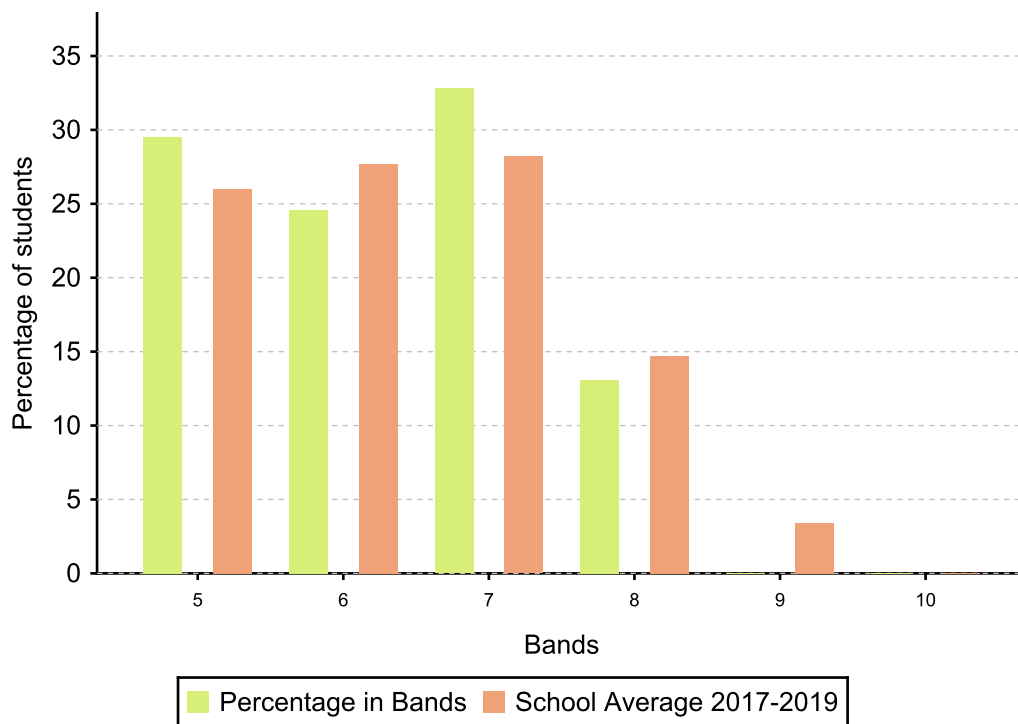
#### Year 7 Writing



| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 18.2 | 18.2 | 34.5 | 23.6 | 5.5 | 0.0 |
| School avg 2017-2019   | 24.7 | 35.4 | 25.8 | 11.1 | 3   | 0   |

### Percentage in bands:

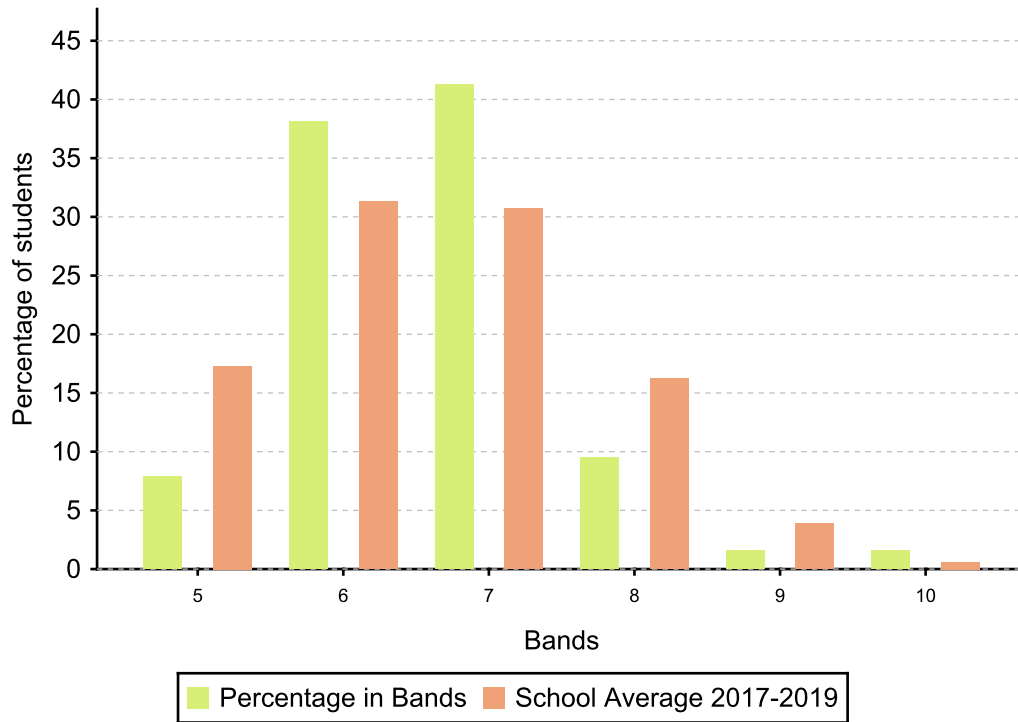
#### Year 9 Grammar & Punctuation



| Band                   | 5    | 6    | 7    | 8    | 9   | 10  |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 29.5 | 24.6 | 32.8 | 13.1 | 0.0 | 0.0 |
| School avg 2017-2019   | 26   | 27.7 | 28.2 | 14.7 | 3.4 | 0   |

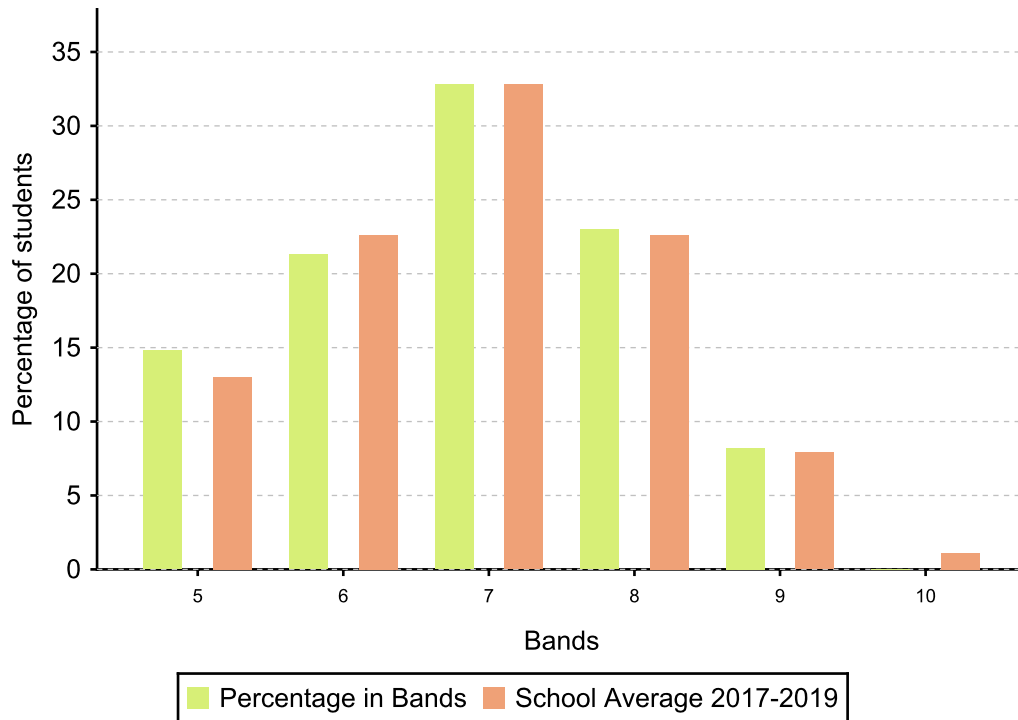


**Percentage in bands:**  
Year 9 Reading



| Band                   | 5    | 6    | 7    | 8    | 9   | 10  |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 7.9  | 38.1 | 41.3 | 9.5  | 1.6 | 1.6 |
| School avg 2017-2019   | 17.3 | 31.3 | 30.7 | 16.2 | 3.9 | 0.6 |

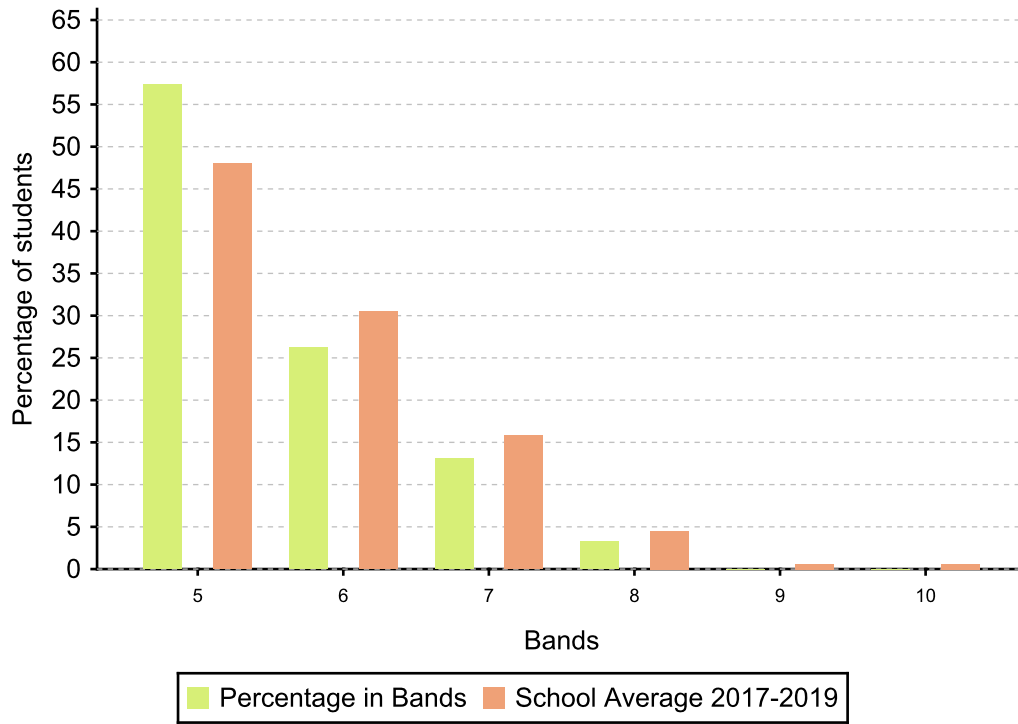
**Percentage in bands:**  
Year 9 Spelling



| Band                   | 5    | 6    | 7    | 8    | 9   | 10  |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 14.8 | 21.3 | 32.8 | 23.0 | 8.2 | 0.0 |
| School avg 2017-2019   | 13   | 22.6 | 32.8 | 22.6 | 7.9 | 1.1 |

### Percentage in bands:

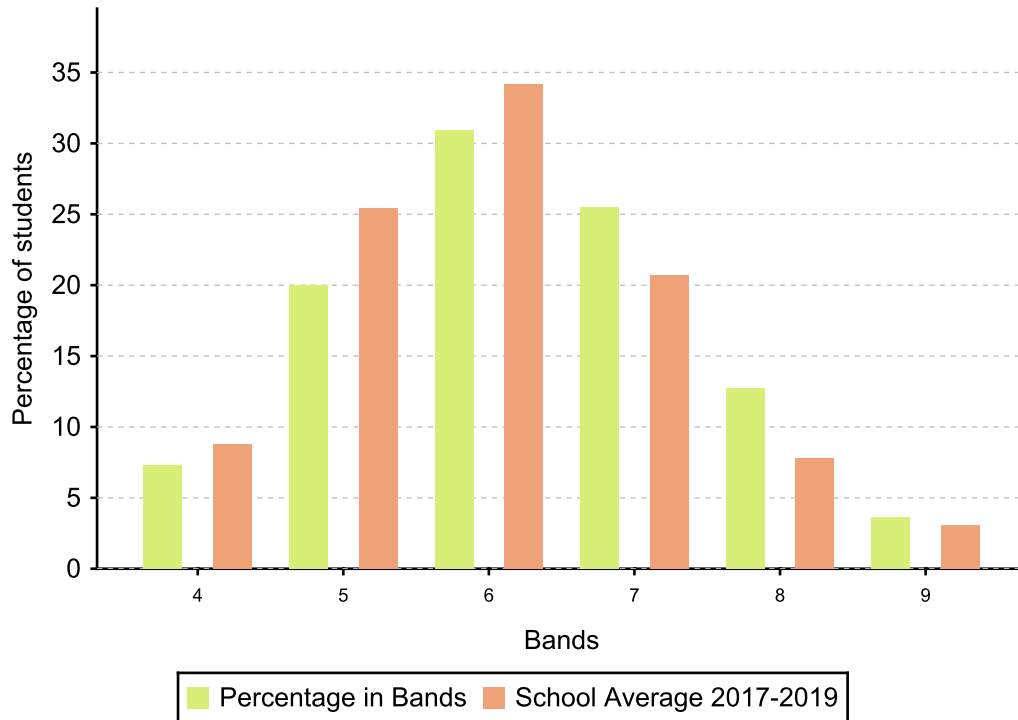
#### Year 9 Writing



| Band                   | 5    | 6    | 7    | 8   | 9   | 10  |
|------------------------|------|------|------|-----|-----|-----|
| Percentage of students | 57.4 | 26.2 | 13.1 | 3.3 | 0.0 | 0.0 |
| School avg 2017-2019   | 48   | 30.5 | 15.8 | 4.5 | 0.6 | 0.6 |

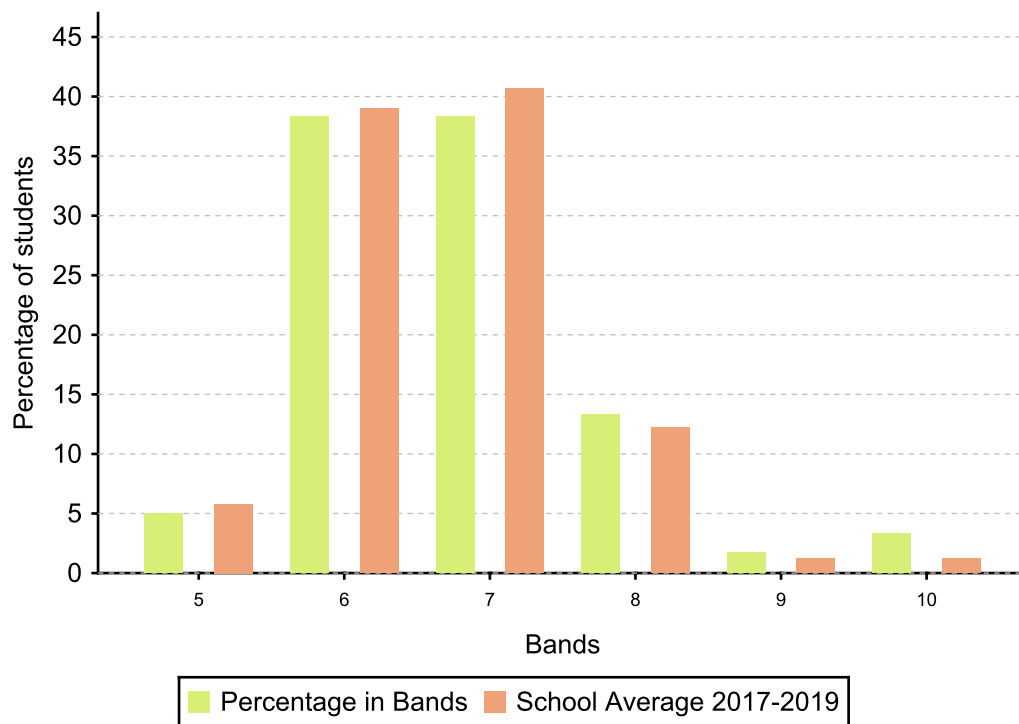
### Percentage in bands:

#### Year 7 Numeracy



| Band                   | 4   | 5    | 6    | 7    | 8    | 9   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 7.3 | 20.0 | 30.9 | 25.5 | 12.7 | 3.6 |
| School avg 2017-2019   | 8.8 | 25.4 | 34.2 | 20.7 | 7.8  | 3.1 |

**Percentage in bands:**  
Year 9 Numeracy

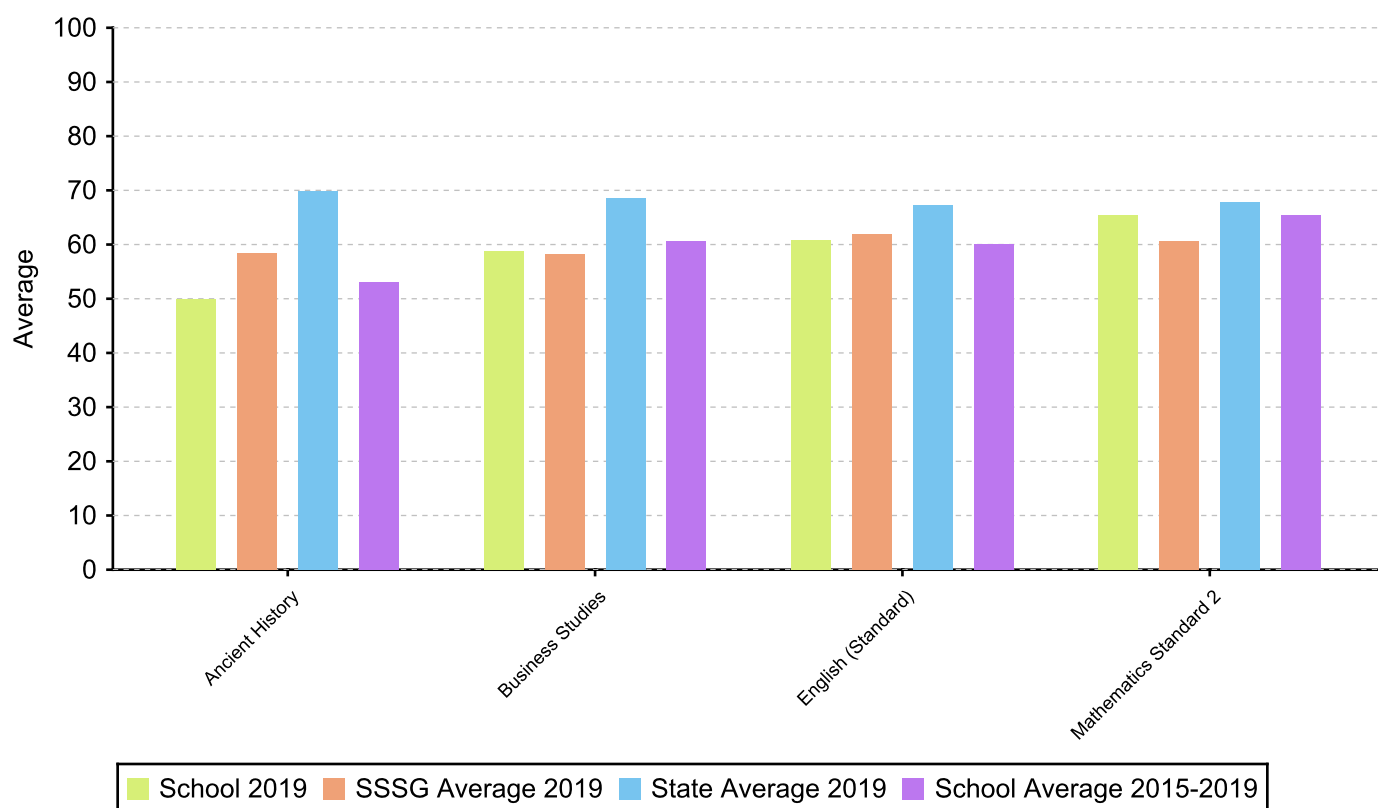


| Band                   | 5   | 6    | 7    | 8    | 9   | 10  |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 5.0 | 38.3 | 38.3 | 13.3 | 1.7 | 3.3 |
| School avg 2017-2019   | 5.8 | 39   | 40.7 | 12.2 | 1.2 | 1.2 |

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject                | School 2019 | SSSG | State | School Average 2015-2019 |
|------------------------|-------------|------|-------|--------------------------|
| Ancient History        | 49.9        | 58.3 | 69.9  | 53.0                     |
| Business Studies       | 58.8        | 58.1 | 68.6  | 60.6                     |
| English (Standard)     | 60.8        | 61.9 | 67.3  | 60.0                     |
| Mathematics Standard 2 | 65.4        | 60.6 | 67.7  | 65.4                     |

## Parent/caregiver, student, teacher satisfaction

From the Tell Them from Me 2019 surveys, the following data was acknowledged and is used to determine future planning for our school.

An increase in positive teacher–student relations was identified. Similarly, an increase in positive behaviour at school was expressed by students. A 5% increase from the previous year was acknowledged for values school outcomes. Students also expressed an increase in intellectual engagement and effort by 6% and 8% respectively compared to the previous year.

A small proportion of parents engaged with the Tell Them from Me survey but anecdotal evidence from Parent Teacher evenings and P&C meetings are frequently positive. Parents feel they can approach the school and staff with confidence.

Parents of students who have transitioned from other schools in Year 8–12 report positive and improved outcomes for their child.

# 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.