

2020 Annual Report

Binalong Public School



1230

Introduction

The Annual Report for 2020 is provided to the community of Binalong 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

Binalong Public School

Dickinson Street

BINALONG, 2584

www.binalong-p.schools.nsw.edu.au

binalong-p.school@det.nsw.edu.au

6227 4381

School vision

Our vision is to provide personalised and dynamic educational experiences and opportunities to engage and motivate all students to learn, discover and critically analyse the world around them. We aim to do this in a safe, supportive and caring environment where students thrive in becoming informed, active, resilient, connected citizens of the future.

School context

Binalong Public School was established in 1861 with the school's most famous student being AB (Banjo) Paterson.

The school is a small TP2 school located an hour north-west of Canberra and is set on approximately 2.5 hectares, surrounded by native trees and shrubs in an attractive setting that is off the main road.

The school provides education for students predominantly from the Binalong town and surrounds, which is an agricultural community.

Students at Binalong Public School are provided with a rich and diverse educational experiences with an emphasis on literacy, numeracy and the creative and performing arts.

The school is well equipped both in human and physical resources. In 2019, the school is entering into its fifth year of Early Action for Success (EAfS), which is specifically designed to provide support to accelerate students in K-2 in literacy and numeracy. Staff and students collaborate with EAfS network schools to build on literacy and numeracy learning.

The school's motto "Towards a Higher Place", which is the meaning of the word Binalong in the Ngunawal language.

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>

Strategic Direction 1

Excellence in Learning

Purpose

To promote high educational aspirations for all students and ensure that the whole school community value and hold high expectations for student learning. Students are motivated to engage, connect, succeed and thrive in learning.

Improvement Measures

An increase in students consistently reaching or exceeding school-identified growth targets based on internal progress and external data in reading and comprehension.

An increase in students consistently reaching or exceeding school-identified growth targets based on internal progress and external data in numeracy and additive strategies.

Progress towards achieving improvement measures

Process 1: Embed up-to-date learning programs reflective of school scope and sequences, to ensure differentiated and personalised learning and ensure that adjustments for learning are tracked within.

Evaluation	Funds Expended (Resources)
Quality literacy and numeracy teaching drove all school planning and directions with teachers and SLSO's working collaboratively with each other and the Instructional Leader to develop and embed sustainable, evidence-informed literacy and numeracy practices. Teaching and learning programs focused on individual learning needs with adjustments for learning monitored within and 'school-agreed' quality literacy and numeracy lesson elements were defined within teaching and learning programs.	Instructional Leader support Additional release for collaborative planning for teachers

Process 2: Employ effective, flexible and responsive literacy and numeracy strategies based on student needs along with the use of relevant and purposeful 21st century technologies and utilise Learning Progressions.

Evaluation	Funds Expended (Resources)
The Instructional Leader and principal supported teaching and support staff in developing and delivering flexible and responsive literacy and numeracy strategies driven through the most up-to-date evidence-informed quality collaborative practices. The provision of access to new technology supported students and teachers in developing 21st Century technological skills and experiences empowering students to apply these skills within literacy and numeracy learning. Student progress in K-2 was regularly tracked within the Learning Progressions and there was a focus on extending the tracking of students in Years 3-6 in the Learning Progressions in the areas of reading and understanding texts and additive and multiplicative strategies.	Instructional Leader support QTSS \$3000 Professional Learning - \$2800

Process 3: All students set, review and reflect on SMART goals around literacy, numeracy and social/personal aspirations on a 5 weekly cycle.

Evaluation	Funds Expended (Resources)
Individual learning needs are personalised and developed through the analysis of PLAN data with the extension of this into Years 3 to 6. All students set literacy, numeracy and social/personal goals through explicit teaching of SMART Goal processes informed by their individualised learning needs and opportunities for individualised learning support are provisioned at point-of-need. Although three-way interviews for all students were unable to go ahead in their regular format, students with IEP and PLP's had review meetings to formulate personal learning and social goals.	Aboriginal background loading \$500 Socio-economic \$2000 SLSO support

Next Steps

As a result of staff-wide reflection, individualised learning driven by accurate student assessment and learning data will continue as a focus into the next school plan. There will be a focus on a 'case-management' approach to individualised learning in literacy and numeracy with point-of-need teaching as identified through the use of the Learning Progressions. The focus will be on ensuring that all students K-6 are tracked regularly within the progressions with school identified targets to support this. The ongoing and regular updating of student data will be used to generate individualised and class learning plans to provide point-of-need teaching and learning opportunities.

Strategic Direction 2

Excellence in Practice

Purpose

To ensure that all staff engage in having a shared sense of responsibility to a positive school culture and a strong commitment to high levels of professional practice.

Improvement Measures

All staff actively engage in professional observations which improve practice.

All staff take responsibility for purposeful leadership in an area which develops their expertise.

Progress towards achieving improvement measures

Process 1: Staff participate in professional networks, professional observations and feedback processes to improve practice and engage in reflective practices to improve student learning and school management.

Evaluation	Funds Expended (Resources)
Staff developed a network of collaboration within the school with the support of the IL observing each other's practice and reflecting on their own teaching/practice. Teachers collaborated with planning the T&L cycle and data analysis. Due to COVID, teachers were unable to observe outside of the school, but sought opportunities within the school and through participation in writing workshops were able to observe pre-recorded lesson demonstrations.	QTSS \$3563 Professional Learning Funds focus on writing (Noella Mackenzie), L3 and EALD

Process 2: Systems and processes are established to develop a whole school understanding and implementation of all policies, frameworks and practices.

Evaluation	Funds Expended (Resources)
School programs and practices align with department priorities and staff are guided by departmental procedures for implementing school procedures. There is a planned approach to the delivery of departmental mandatory training requirements with all staff regularly updating mandated learning. There are support frameworks in place for staff coordinating events, excursions and activities along with guiding documents around roles and responsibilities ensuring a distributive leadership approach for all staff. Staff are guided by 'best practice' frameworks when planning teaching, learning and assessment and have developed 'agreed-upon' toolkits in literacy and numeracy for our school. Further access and opportunities to 'un-pack' these toolkits will be a focus in 2021.	Professional Learning Staff Development Days \$1306

Process 3: Professional learning for all staff aligns with department and school priorities.

Evaluation	Funds Expended (Resources)
Staff PDP's reflected responsive professional goals that aligned with school and departmental priorities. Staff re-evaluated their professional goals in response to the COVID situation and developed goals that better aligned to supporting current professional and student needs and embraced the need for PDP goals to be re-evaluated in response to the COVID situation. With emerging approaches in delivering curriculum, teachers accessed online learning modules and online curriculum resources to support student learning and developed ways of delivering curriculum that was equitable and age and developmentally appropriate for all students. Primary teacher PDP's reflected the revised need for the establishment of online learning platforms and in response Google Classrooms and Zoom sessions were used to deliver	Professional learning funding \$6000

Progress towards achieving improvement measures

student learning and as communication platforms for families. The need to have more diverse methods of assessment data collection emerged and the introduction of Seesaw as a platform for sharing learning and as an assessment of learning was established and this will be an area of focus in 2021 with PDP's reflecting ongoing PL around these areas.

Process 4: N/A

Evaluation	Funds Expended (Resources)
N/A	N/A

Next Steps

All staff will continue to have a shared focus on collective efficacy in driving the next school plan. The opportunity for ongoing professional networks outside of our own school will continue with the development of a Professional Learning Community (PLC). This PLC will support staff collegial relationships and broaden student learning opportunities and provide the chance to observe the professional practice of colleagues.

Strategic Direction 3

Excellence through Collaborative Partnerships

Purpose

To inspire a collaborative approach to student learning and wellbeing within the whole school community.

Improvement Measures

All stakeholders value and promote high educational aspirations for students, with student learning and wellbeing at the forefront of all decision making.

There is an increase in parents/carers and community members attendance and participation at all school events.

100% of parents/carers participate in three-way interviews each year.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to student wellbeing in which students can connect, thrive and succeed at each stage of their schooling.

Evaluation	Funds Expended (Resources)
The extension of temporary contracts of SLSO and teaching staff into Term 2 and beyond to ensure continuity and consistency for students during the return to school post-covid lockdown enhanced positive student wellbeing and emotional support. Parents reported that they felt the continuation of class structures was important in helping their children have a successful return to school during periods of uncertainty and change. Parents identified that they felt supported by the school throughout remote learning and upon the return to face-to-face learning. Parents were provided with opportunities to view student learning videos in a variety of formats, as well as teachers making regular phone calls to check in. Students indicated that they were happy, connected and supported at school with an increase of positive feelings about school from Term 3 and into Term 4.	Aggregated rollover funds from 2019 \$12 000 Socio-economic \$6000

Process 2: Surveys are conducted to seek information about parental and community involvement in the school, students' wellbeing and staff support.

Evaluation	Funds Expended (Resources)
Families were invited to participate in survey and feedback opportunities throughout the year giving feedback around: school directions, school transport and student wellbeing. The school continued to analyse and apply feedback where possible to make school improvements with a particular emphasis on shaping the 2021-2024 Strategic Improvement Plan.	

Process 3: Community expertise is utilised in delivering engaging teaching and learning programs.

Evaluation	Funds Expended (Resources)
Students were able to participate in creative arts programs in Terms 1, 3 and 4 utilising community expertise. In Term 1, a partial offering of a specialised visual arts program was delivered and in Terms 3 & 4, the re-introduction of music lessons was established but limited within the restrictions at that time. Due to COVID though, there were limited opportunities for personalised and accessible community support in curriculum offerings and there were some opportunities for virtual incursions sought during these times. Student and family feedback was sought around the type of community involvement they would like to see within the school along with reflection and review of the community expert led creative arts program with the decision to continue to	Socio-economic funds \$2500 P&C funding 6300 \$7500

Progress towards achieving improvement measures

support the creative arts program into 2021.

Process 4: Effective communication strategies are embedded between school and home, and school and community.

Evaluation	Funds Expended (Resources)
There are a range of effective communication methods utilised by the school including: SkoolBag, email, Google Classroom, Zoom meetings, Sentral messaging and school newsletters. These various communication methods are open to families and community members. Families were regularly surveyed to ensure that they were receiving updates and that they were accessing the various communication methods delivered by the school. Regular family engagement with school communication remains an area of priority with creative ways to engage families with school communication trialed in 2020. Ongoing development of online/digital learning portfolios to share and celebrate student learning will continue into the future.	\$3500 communication licences and platforms

Next Steps

Whole school approaches to school life and student wellbeing will remain at the forefront of the next school planning cycle with a focus on embedding a deep and authentic community voice within the school. Analysis of this school plan shows that there is effective communication between the school and the community and that there is more opportunity for educational involvement of families and the broader community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$1 717.00) 	<p>In 2020 the school received \$1717.00 in Aboriginal equity loading. School Learning Support Officers (SLSO's) were employed to provide additional student learning support within the classroom and playground. Personalised Learning Plans (PLP's) were developed in consultation with families, teachers and students informed by literacy and numeracy, and social/relationship goals which were driven through a SMART Goal setting process. Aboriginal students were given opportunities for leadership roles within the school and are establishing connections with the local Aboriginal community. Aboriginal and Torres Strait Islander resources for the school library were purchased with a particular emphasis on high quality rich literature texts by Aboriginal and Torres Strait Islander authors.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$21 877.00) Low level adjustment for disability (\$6 749.00) 	<p>The school received an allocation of 0.2 FTE teacher entitlement (1 day per week) for a Learning Support Teacher. There was a focus on individualised learning with a focus on literacy and numeracy development and the review of learning support practices. In addition to this, \$6749.00 in low level adjustment for disability funding. This allocation was used to support student learning in the classroom with the employment of an additional teacher and two School Learning Support Officers (combining funding sources) with targeted student support in the areas of literacy, numeracy and social/emotional regulation and support. Students were supported with targeted and point-of-need learning in literacy and numeracy, and additional emotional and wellbeing support as required. All students could identify members of staff who they could go to for support or help when required.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$6 563.00) 	<p>The school received \$6563.00 in QTSS funding which was used by the teaching principal to successfully lead and manage the school. This allocation, combined with teaching principal relief funds, ensured that the teaching principal was able to provide additional time for teachers for collaborative planning sessions and data analysis, observations of practice, as well as opportunities to work with the Instructional Leader in a coaching and mentoring capacity. Together they developed practices in literacy and numeracy teaching programs, the quality teaching and learning cycle and assessment practices and frameworks.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$12 266.00) 	<p>The employment of an additional teacher continued in Terms 2, 3 and 4 utilising combined funding sources and aggregated roll over funds, providing consistent quality teaching for all students in particular after periods of remote learning. There was also a focus on developmental learning and outdoor</p>

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$12 266.00) 	<p>and sustainable learning environments. Outdoor learning had a renewed focus with the establishment of a 'Bush School' and kitchen garden. Students linked literacy and numeracy learning through the use of outdoor spaces and identified that these learning environments helped them to focus on their classroom learning.</p> <p>Two School Learning Support Officers were also engaged to support classroom and playground learning with a focus on literacy, numeracy and social/emotional learning and regulation.</p> <p>Two School Learning Support Officers were trained in the Seasons for Growth program and delivered this program with identified students providing them with opportunities for resilience building, capacity for coping with transition and change and the opportunity to build stronger relationships with staff across the school.</p> <p>In Term 1, the provision of a specialist visual arts teacher K-6 0.2 FTE 1 day per week, was provided with a combination of funding from the P&C and Socio-economic funding.</p> <p>Families were also supported financially with the purchase of school uniforms and any other school related costs with access to this funding easing the financial burden for some families.</p>
<p>Support for beginning teachers</p>		<p>Nil funding in 2020.</p>
<p>Professional learning</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$7 308.00) 	<p>Staff participated in a range of professional learning with a focus on effective literacy teaching, spelling, the use of technological tools to drive learning (particularly during COVID remote learning) and supporting EALD students. The focus remained on literacy and numeracy practices with a focus on writing and spelling.</p>
<p>Targeted support for refugees and new arrivals</p>	<p>New Arrivals Program funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$15 176.00) 	<p>New arrival students were provided with additional specialist teacher support targeting English language proficiency development . Teachers participated in EALD training to support the planning of teaching, learning and assessment for students with language backgrounds other than English.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	12	16	17	17
Girls	15	16	19	17

Student attendance profile

School				
Year	2017	2018	2019	2020
K	86	87.6	93.1	90.5
1	95	90.3	81.7	95.4
2	93.2	91.5	94.9	95.1
3	93	93.6	94	94.4
4	93.9	96.6	96.4	93
5	93.5	94.4	96.6	95.2
6	83.9	89.9	95.8	95.7
All Years	92.3	91.4	92.7	93.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	142,024
Revenue	671,641
Appropriation	636,326
Sale of Goods and Services	395
Grants and contributions	34,571
Investment income	249
Other revenue	100
Expenses	-667,971
Employee related	-588,160
Operating expenses	-79,812
Surplus / deficit for the year	3,670
Closing Balance	145,693

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.

	2020 Approved SBA (\$)
Targeted Total	42,325
Equity Total	42,609
Equity - Aboriginal	1,717
Equity - Socio-economic	12,266
Equity - Language	0
Equity - Disability	28,626
Base Total	497,129
Base - Per Capita	8,658
Base - Location	5,048
Base - Other	483,423
Other Total	20,651
Grand Total	602,713

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Students across K-6 indicate a positive attitude to school and school life as observed through regular student surveys. In June 2020, 82% of students indicated that they enjoy going to school either always or most of the time. In September 2020, this had increased to 93% of students. Students indicated that they have friends to play with and that they are proud of their school. In September 2020, 100% of students indicated that they felt cared for by all school staff all or most of the time and were able to identify school staff that they could go to for help or support.

In June 2020, 91% of students enjoyed learning at school all or most of the time 64% of students feel challenged in their learning. In September 2020, there was a positive increase to 96% and 82% respectively. In September 2020 we saw an increase to 100% (from 96%) of students agreed that their teacher expects them to do their best when learning all or most of the time .

Parents and families were invited several times throughout the year to provide feedback about the school. From the respondents, 100% believed that their child's learning had improved in 2020 and that the class structures were supportive of their child's learning needs. 100% of respondents said that they felt supported to help their with their learning. 100% of respondents said that their child participated in Home Learning sometimes but felt that teachers have high expectations for their child's learning. 100% of respondents said that they believed that staff support their child to experience positive relationships with peers and others and that the school communicates priorities for student learning, safety and wellbeing. Areas for further investigation include collaboration between the school and parents as partners to support student learning, safety and wellbeing, student reports and relationships between school staff and parents as there were some disparities between feedback in these areas.

Throughout the year, staff were given opportunities to provide feedback around all areas of school management, teaching and learning and student and wellbeing. Staff reported that they felt included and involved in school decision making and that the professional learning they participated in was targeted to their individual learning needs along with being aligned with school strategic directions. Staff reported experiencing positive and harmonious relationships with students, families, staff and the broader school community and were looking forward to broadening their professional networks into the future.

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.

In 2020, a permanent member of staff re-trained as the Anti-Racism Contact Officer.

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.