

# 2020 Annual Report

## Hume Public School



4407

# Introduction

The Annual Report for 2020 is provided to the community of Hume 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 vision

At Hume Public School we strive to provide opportunities in an inspiring and progressive learning community that engages all to achieve personal growth and be respectful and responsible citizens.

Every Child, Every Chance, Every Day

## School context

Hume Public School is a vibrant and dynamic primary school. It has a current enrolment of 195 students. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all. Hume Public School has K-6 mainstream classes, a Preschool and a Special Education Unit incorporating Early Intervention and students from K - 6 with moderate and severe intellectual delay. Our school has beautiful gardens, spacious sporting grounds and plentiful outdoor learning areas.

Our school celebrates and values our diverse community, with 34% of students being from Aboriginal and Torres Strait Islander background. The emphasis on inclusivity, and celebrating the differences existing throughout our student population, continues to strengthen our school.

Our school has a strong relationship with the community, encompassing our Parents & Citizens Association, parent body and local community members, including Aboriginal Elders. Hume Public School is an active and committed member of the Northern Spirit Learning Community, made up of neighbouring public schools, our local high school, James Fallon, and Charles Sturt University.

Quality teaching is embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school. Our school provides a well-rounded education with the development of the 'whole child' seen as important. Our student welfare programs ensure the promotion of respect, responsibility and achievement.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Personalised Learning

#### Purpose

By presenting learning tasks that are purposeful, clearly defined, differentiated and challenging then all students experience powerful, progressive and precise learning through working appropriate to their understanding and level of need.

#### Improvement Measures

All students demonstrate expected growth in reading.

All students demonstrate expected growth in numeracy.

Increase value add scores for Years 3-5 to at or above average state scores.

Increased School-wide Evaluation Tool (SET) scores for the Positive Behaviour for Learning (PBL) Program.

#### Progress towards achieving improvement measures

##### Process 1: Core Learning:

Provide a suitably differentiated curriculum to meet the needs of students from Preschool to Year 6, including mainstream, special education and early intervention classes.

Evaluation	Funds Expended (Resources)
<p>A majority of scope and sequences were developed for KLA's with identified adjustments and differentiation options. Some staff are identifying differentiation in daily planners and this will be continued into the future as an expectation. Class teachers record daily progress and next step learning on record books, as part of daily literacy rotations.</p> <p>Staff professional learning was identified and addressed throughout staff meetings. Records of content was recorded through staff meeting minutes.</p>	<p>Additional teaching staff allocation</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$219384.00)</li><li>• Low level adjustment for disability (\$109384.00)</li><li>• Integration funding support (\$50000.00)</li></ul>

##### Process 2: Supporting Student Learning:

Develop, implement and evaluate explicit feedback systems based on summative and formative assessments to support the development of next step thinking;

Evaluation	Funds Expended (Resources)
<p><b>This outcome was significantly impacted by COVID-19 restrictions throughout 2020.</b></p> <p>Professional learning was restricted to online or in-school options only. External providers of professional learning (face-to-face) were not available or accessible throughout this year.</p> <p>Most staff were able to apply next step targets in their teaching, particularly those using Essential Assessment programs.</p> <p>Additional staff were allocated to provide in-class support to a number of students in each class. Aboriginal students were supported by the AEO and the SLSO-A.</p>	<p>Aboriginal Education Officer &amp; SLSO Aboriginal</p> <p>Additional SLSO Staffing to support student learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$102854.00)</li><li>• Low level adjustment for disability (\$13000.00)</li><li>• Socio-economic background (\$152500.00)</li></ul>

##### Process 3: Student Awareness of Learning:

To develop, implement and evaluate systems for individual goal setting that enables each student to

## Progress towards achieving improvement measures

**Process 3:** understand their learning pathway and develop further as learners.

Evaluation	Funds Expended (Resources)
<p><b>This outcome has been significantly impacted by COVID-19 restrictions.</b></p> <p>Students had significantly limited opportunities to participate in feedback conversations with teachers to understand their learning pathways.</p> <p>Reduction of staff meeting time and face-to-face opportunities have meant this outcome has not been addressed.</p>	<p>Staff employed to support EAL/D students</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• English language proficiency (\$3864.00)</li><li>• Integration funding support (\$100000.00)</li><li>• Socio-economic background (\$36000.00)</li></ul>

## Strategic Direction 2

### Consistent Teaching Protocols

#### Purpose

By adopting consistent teaching protocols, student engagement and learning will be strengthened. When teachers effectively collaborate, converse, use data to inform and evaluate teaching practice, the impact on student capacity to learn will be enhanced.

#### Improvement Measures

100% of teachers implement the explicit instructional model.

100% of teachers show increased scores in the use of evidence based practices.

Increased scores for collaboration as evidenced by the Tell Them From Me teacher survey.

#### Progress towards achieving improvement measures

##### Process 1: Data-driven System:

Develop and implement explicit systems to collect, analyse and respond to data and a range of assessments to ensure high expectations and pace of learning for all students are established at planned intervals throughout the year.

Evaluation	Funds Expended (Resources)
<p>Professional learning has enabled teachers to employ data analysis skills using the assessment tools that have been purchased. They have been able to identify gaps in student learning and address these gaps with explicit teaching. These skills will need to be developed further to efficiently obtain the required data and address learning needs.</p> <p>The school, under the guidance of executive staff, has been participating in the LEED (Leading Evaluation, Evidence and Data) project. This project will continue in 2021, due to COVID-19 restrictions that limited professional learning opportunities. Participation in this project has enhanced executive skill levels in data analysis and knowledge, which will support staff development in the future.</p> <p>Executive staff have led class teachers in analysing data from assessment programs including PAT, PLAN 2, reading records, and Essential Assessment and will continue to develop staff expertise in the future.</p>	<p>Instructional Leader to support K to 2 staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Early action for success (\$100401.00)</li></ul>

##### Process 2: Collaborative Practice and Feedback:

Develop and implement systems that support teacher collaboration and feedback in planning programming and assessment through out the school.

Evaluation	Funds Expended (Resources)
<p>All staff provided daily planning documents to the principal for evaluation and feedback. A proforma was developed and implemented to ensure consistency across the school.</p> <p>Scope and sequences were developed and assessed, 2021 units of work were developed also.</p> <p>Allocation of time for teacher release was provided for data analysis and teaching with the Curriculum Advisor; this ensured specific and explicit teaching was delivered to successfully met the learning needs of students.</p>	<p>Staffing allocation for program delivery and development</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$37628.00)</li></ul>

**Process 3: Explicit Teaching:**

Design and implement consistent teaching strategies to develop learner autonomy and demonstrate student thinking that influences teaching and learning.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Most students have been able to progress at their individual rates and meet syllabus outcomes.</p> <p>Students are able to discuss their learning achievements, using identified success criteria and display an understanding that their learning is part of a progression. They can verbalise 'where to next' using progression markers in literacy and numeracy.</p> <p>Individual students were identified and supported through targeted intervention plans. Individual progress was monitored and assessed throughout these support programs.</p> <p>Teacher programs and teacher observations reflect explicit teaching practices aimed at meeting individual student needs.</p>	<p>Staffing allocation to support professional learning and staff collaboration (stage groups) in analysing data to identifying areas of student need, and 'next step' teaching and learning plans.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$20000.00)</li><li>• Targeted support for refugees and new arrivals (\$3459.00)</li></ul>



## Strategic Direction 3

### Leadership for Learning

#### Purpose

To develop each staff member as a leader for learning through professional development relevant to student needs and whole school priorities. Staff are expected to implement new knowledge into their classrooms, share their knowledge and lead professional learning for colleagues to embed relevant practice to whole school pedagogy

#### Improvement Measures

100% of teachers PDP's are aligned with the School Plan.

Increased scores in leadership capacity as measured by the AITSL 360 Reflection Tool for school leaders.

#### Progress towards achieving improvement measures

##### Process 1: Instructional Leadership:

Provide professional learning for leaders and aspiring leaders in order to build their capacity as school leaders through a culture of high expectations. and accountability.

Evaluation	Funds Expended (Resources)
<p><b>This outcome has been significantly impacted by COVID 19 restrictions through out 2020.</b></p> <p>High-quality professional learning was limited throughout 2021; online options provided the majority of professional learning solutions for staff. Opportunities for professional development occurred within school, with some staff leading the professional learning sessions for their teaching peers, leading data analysis based on the assessment tools that were purchased.</p>	<p>Allocation for staff release so staff can participate in professional learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$20000.00)</li></ul>

##### Process 2: Performance Development & Management:

Provide opportunities for all staff to participate and share professional learning, implement this learning in the classroom and demonstrate impact on learning and teaching outcomes.

Evaluation	Funds Expended (Resources)
<p><b>This outcome has been significantly impacted by COVID-19 restrictions throughout 2020.</b></p> <p>Face-to-face professional learning in the Berry Street Education Model was not permitted throughout 2021. Staff participated in a Zoom session to maintain the momentum of previous training, however, the remainder of the training is to be completed in 2021.</p> <p>The AITSL 360 Reflection Tool was not completed.</p>	<p>Engage BSEM to support staff development</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$15000.00)</li></ul>

##### Process 3: Literacy and Numeracy Pathways:

Design and implement structures to ensure literacy and numeracy interventions are targeted to the right students at the right time.

Evaluation	Funds Expended (Resources)
<p>Whole-school assessment tools were purchased to identify student learning gaps and areas of need. This ensured consistency across the school. Learning needs were addressed and results from these assessments indicated improvements in student learning over the year.</p>	<p>Purchase of assessment tools and programs</p> <p>Allocation of staffing to support</p>

## Progress towards achieving improvement measures

Network support was provided to further develop teacher capacity. Year 3-6 staff accessed professional learning with the Curriculum Advisor-Literacy, focussing on teaching vocabulary, using data analysis and explicit teaching strategies. Significant improvements were measured in identified students across each stage cohort.

Staff were allocated to implement literacy intervention, with individual students progressing under the direct supervision of staff. However, this will require further monitoring and evaluation to measure the long-term impacts.

Aboriginal students

**Funding Sources:**

- Aboriginal background loading (\$12000.00)
- Literacy and numeracy (\$5053.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Staff - AEO &amp; SLSO Aboriginal</li> <li>• Aboriginal Language Program Development</li> <li>• Resources to support events (consumables)</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$120 221.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Communication between AEO &amp; Aboriginal families encouraged improved attendance at school.</li> <li>• Personalised Learning Pathways completed for aboriginal students.</li> <li>• Aboriginal Language Program progressed and continues to be developed; AEO has worked in classes teaching the Wiradjuri language.</li> <li>• NAIDOC incursion (due to COVID-19) - well received, full student participation - successful</li> <li>• All staff participated in professional learning - Aboriginal Histories and Culture</li> </ul>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Allocation of funding for EAL/D teacher time</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$3 864.00)</li> </ul>	<ul style="list-style-type: none"> <li>• EAL/D students supported throughout learning activities.</li> <li>• Families informed and assisted with the completion of school documentation.</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Staff employed to support students (SLSO/LaST)</li> <li>• Purchase of intervention resources</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$149 799.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Identified students supported in the classroom and on the playground.</li> <li>• Reduced number of incidents by identified students.</li> <li>• Social skill development through explicit teaching.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Relief staffing to cover collaboration and professional learning for teachers.</li> <li>• Curriculum Advisor led professional learning</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$37 628.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Scope and Sequences developed through collaborative planning</li> <li>• Staff able to analyse data, identify student learning gaps and develop explicit teaching plans to address gaps</li> </ul>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Additional class established</li> <li>• SLSO supporting classes and interventions</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$430 915.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Class groupings recognised the individual learning strategies of students</li> <li>• Individual student learning needs met</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	Provision of extra teacher time and resources.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$3 459.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Refugee students supported by staff to participate and engage in learning activities.</li> <li>• ARCO training completed by staff.</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	90	89	76	80
Girls	84	79	73	75

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	91	82.5	84.1	85.8
1	87.5	86	87.3	82.5
2	93.9	83.3	85.5	85
3	89.9	84.9	83.5	85.1
4	91.5	89.1	88	84.7
5	91	83.2	85.3	80.9
6	90.3	82.9	88.6	83.9
All Years	90.5	84.3	85.8	84.2
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
Assistant Principal(s)	3
Classroom Teacher(s)	8.49
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration and Support Staff	7.31

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	149,050
<b>Revenue</b>	3,373,272
Appropriation	3,335,217
Sale of Goods and Services	86
Grants and contributions	22,348
Investment income	421
Other revenue	15,200
<b>Expenses</b>	-3,151,152
Employee related	-2,907,712
Operating expenses	-243,439
<b>Surplus / deficit for the year</b>	222,121
<b>Closing Balance</b>	371,171

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	156,952
<b>Equity Total</b>	704,799
Equity - Aboriginal	120,221
Equity - Socio-economic	430,915
Equity - Language	3,864
Equity - Disability	149,799
<b>Base Total</b>	1,954,175
Base - Per Capita	39,827
Base - Location	1,865
Base - Other	1,912,482
<b>Other Total</b>	461,637
<b>Grand Total</b>	3,277,563

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

In 2020 the school sought the opinions of parents and students through the Tell Them From Me Survey. The 2020 school year was heavily impacted by COVID-19 and the change of learning modes, including learning from home. The parent responses indicated that Hume Public School was performing better than State norms across all areas. These responses are summarised below:

- Parents agree they feel informed regarding their child's progress, behaviour and development at school.
- Parents also indicated that they agree that Hume Public School is an inclusive school. They felt that teachers support students in learning and create opportunities for students to learn at a slower pace.
- Parents indicated they felt welcomed at school.
- Parents felt that behaviour issues are dealt with in a timely manner and that their children feel safe at school.
- Parents believe that teachers help students develop positive friendships.
- Year 4 to 6 students indicated that they are highly interested and motivated in school, and an increase in positive behaviour at school.
- 84% of students have indicated that they have pride in their school.
- Aboriginal students strongly agreed they feel good about their culture whilst at school with 77% agreeing or strongly agreeing their teachers have a good understanding of their culture.
- Students indicated that they have someone at school who consistently provides encouragement and can be turned to for advice. They also strongly agreed that teachers are responsive to their needs and encourage independence with a democratic approach.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.