

# 2020 Annual Report

## Koonawarra Public School



4409

# Introduction

The Annual Report for 2020 is provided to the community of Koonawarra 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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Koonawarra Public School

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## School vision

Our vision is to build on the Koonawarra Public School's tradition of excellence while embracing opportunities that arise in a nurturing, supportive and creative learning community.

Our school will:

Provide regular opportunities for students and teachers to develop and demonstrate their talents and interests.

Promote social responsibility; and teach the essential skills for 21st Century learners.

## School context

Koonawarra Public School strives to be a supportive and highly productive primary school in the Dapto Learning Community. This is achieved by emphasising the importance of fundamental skills for all students; by providing regular opportunities for students to develop and demonstrate their talents and interests in all curricula and by promoting social responsibility.

Koonawarra Public School has classes from Preschool to Year 6. Koonawarra Public School hosts 3 special education classes. Koonawarra Public School is situated in the Dapto area, southwest of Wollongong.

Koonawarra Public School accommodates an Autism class, IM class, a Multi Categorical class and two IST Hearing Teachers. Enrolment for 2020 is 260 students. 220 K-6 students and 40 preschool students. 33% of students at Koonawarra Public School are indigenous..

Koonawarra Public School values and celebrates the success of our students, staff and parents to enhance our positive school culture

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

## Strategic Direction 1

### Enriching the Learning

#### Purpose

At our school, young people will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, and be resilient and responsible citizens. Working in partnership with parents and the school community, we will ensure the learning for our students is based on quality teaching and exceptional learning programs that inspire every student to excel and learn to their full potential. Quality educational opportunities are purposeful and engaging and are differentiated to meet the needs of every individual.

#### Improvement Measures

##### Student Wellbeing:

Increase the number of students at school and in class.

Increase the number of students engaged in their learning.

Increase student attendance rates.

##### Curriculum and learning:

Students will be able to articulate their learning progress through reflective practises.

Increased number of students who participate in extracurricular activities.

##### Aboriginal leadership & education:

Increased participation by the Aboriginal community in programs and events offered at the school.

Increased attendance of Aboriginal students.

Evaluation of opportunities provided for Aboriginal students through pre and post participation data & value of attitudes of specific programs 2018 through to 2020.

#### Overall summary of progress

57% of students attended school at 90% or higher in 2020.

43% of ATSI students attended school at 90% or higher in 2020

#### Progress towards achieving improvement measures

##### Process 1: Student wellbeing

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

Evaluation	Funds Expended (Resources)
Analysis: Student Wellbeing 100% of students can name 2 staff members who know they'll be a success in life. A good variety between executive, teaching, SLSO and AEO staff. Data demonstrates decrease in negative behaviour referrals and decrease in suspension rates K-6. Spirals of Inquiry	Executive attending Spirals of Inquiry leader training \$450 Casual staff to release teaching staff for Spirals of Inquiry professional learning \$10 700 Executive planning time built into executive release timetable. Student voice interviews - paper and

## Progress towards achieving improvement measures

93.5% of staff surveyed stated that spirals of inquiry was a valuable use of PL time that helped shape their teaching practice.

Teachers and leaders reported:

"As a leader I have observed my teachers take control of the inquiry process, identify an area of need of their students and plan their own course of action to their own problem of practice. After our reflection this week I was a proud mumma hen! "

"SOI has been greatly effective. It has helped to ensure we keep the needs of the students front and centre"

"Very effective. Changed programming and pedagogy"

Implications:

Spirals of Inquiry to continue as a professional learning tool for K-2 and 3-6 in 2021. Special education Spiral of Inquiry to also be put into action.

video

CARS- Choice Theory PL and activity cards to use in 1:1 and small group discussions.

**Process 2:** Curriculum and Learning:  

- Implement and develop growth mindset and reflective thinking

Evaluation	Funds Expended (Resources)
<p>Students could briefly name what they are learning. It was a small snapshot of the most recent task they had completed. Some quality answers of why they are learning.</p> <p>Students gave brief responses to 'How is it going with your learning?'</p> <p>Learning Intentions are visible in 70% of classes in literacy and numeracy. Not as structured as it needs to be for a successful 100% implementation.</p> <p>This will become a focus for our 2021-2024 SIP.</p>	<p>Student surveys - paper and video</p>

**Process 3:** Curriculum and Learning:  

- Provide various opportunities for students to engage in extracurricular activities to broaden and enhance learning.
- Engage in 21st Century learning such as Project Based Learning and STEM.

Evaluation	Funds Expended (Resources)
<p>The STEM kits were a valuable resource in shaping students thinking for the 21st Century. K-6 experimented with a design and make process using the 3D printer and also supplemented their learning in Mathematics using the Bee Bots and Dash to discuss and represent position.</p> <p>Due to COVID restrictions students were unable to access the digital technologies learning from Scope IT.</p>	<p>Stem. T4L kits - 3D printer, tablet robotics</p> <p>School laptops borrowed out to community to assist in home learning for students</p> <p>SCOPE IT coding Term 2</p>

## Next Steps

Commitment to Spirals of Inquiry professional learning model to increase teacher capacity with the goal of growth and attainment of all students.

All teaching staff will need further support and professional learning in visible learning, learning intentions, goal setting and quality feedback to ensure the consistency of this process is evident in programming and classroom activities. Students having an understanding of their personal learning journey needs focus. When students are confident in the learning process it will give them a sense of satisfaction. Positive learning experiences will improve student engagement

and participation, thus improving student outcomes and self-worth. Students need to be aware of where to next in their learning.

Maintain wellbeing approach using Behaveability and PBL policy and support documents.

Adopting a Glasser's Choice Theory CARS approach to teaching students to observe and be in control of their choices.

SCOPE IT to return in 2021 to provide digital technologies (S&T) curriculum support.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

Highly effective teaching is the key to improving student learning. Teachers take shared responsibility for student improvement and contribute to a student centred, evidence-based, learning culture. By providing high quality teaching, we will ensure the most effective evidence-based pedagogies optimise and underpin the learning of all students.

“If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve” -Dylan Wiliam

#### Improvement Measures

Student reflective practices are evident and demonstrate greater knowledge and understanding of their individual learning needs.

All classrooms will have evidence of a variety of reflective practices.

Greater consistency and effective use of PLAN 2 data to inform programs in literacy and numeracy.

Staff utilise professional learning to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Evident by teacher programming and classroom practice.

#### Progress towards achieving improvement measures

**Process 1:** Research Informed Pedagogy to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>Analysis- teachers worked collaboratively to analyse and assess writing samples and recorded annotations using an assessment grid.</p> <p>Implications- This ensured that teachers were checking in with the writing progress every 5 weeks. Teachers were able to collaborate with each other and discuss aspects of the observable behaviours (using the progressions). Students made growth in the area of writing as a result.</p> <p>This process will become an embedded 5 weekly assessment as a part of our assessment schedule.</p>	<p>(WLL) Wollongong Literacy Leaders- Masterclasses and coaching sessions with Jann Farmer Hailey.</p> <p>Spirals of Inquiry</p> <p>Professional learning, collaborative planning and data collection scheduled in afternoon sessions across the term (SMARTS timetable).</p>

**Process 2:** Integrate Formative Assessment strategies within the teaching and learning cycle for teachers to provide quality feedback that supports student improvement.

Evaluation	Funds Expended (Resources)
<p>Executive report 100% of formative data collection required by teaching staff as completed.</p> <p>All staff presented data as required in collaborative sharing and planning sessions.</p> <p>Data collated was used to drive planning and programming to support individual student growth and attainment.</p> <p>Data collected ascertained students requiring intervention and learning support with specialist teaching staff.</p>	<p>Assessment schedule - Staff Meetings, Assessment, Reporting and Teacher Professional Learning Schedule (SMARTS)</p> <p>Scope and Sequences including formative assessment points</p> <p>Data collection proformas</p> <p>PLAN 2</p>

**Process 3:** Strengthen Evaluative Practices through the continued development of a culture of data-informed



## Progress towards achieving improvement measures

**Process 3:** teaching and learning including student self-reflective practices.

Evaluation	Funds Expended (Resources)
<p>Executive report 100% of summative data collection required by teaching staff as completed.</p> <p>All staff presented data as required in collaborative sharing and planning sessions.</p> <p>Data collated was used to drive planning and programming to support individual student growth and attainment.</p> <p>Learning goals are visible in 50% of classes in literacy and numeracy. Not as structured as it needs to be for a successful 100% implementation. High staff movement affected consistency.</p>	<p>Professional learning and data analysis conversations through the SMARTS timetable</p> <p>Executive support</p> <p>Summative assessment points scheduled in scope and sequences</p>

## Next Steps

Focus on continued collaboration time between stage-based staff to compare student data and to drive planning and programming that accommodates individual student need. Executive staff maintain responsibility for ensuring student assessment records are kept in appropriate formats and are evident in staff programs and supporting documents. Programs and classrooms contain evidence of learning intentions and success criteria. Learning goal walls/systems are evident in all classrooms for all students.

## Strategic Direction 3

### Leading the Learning

#### Purpose

Quality leadership, strong collaborative partnerships and effective evaluation and management practices are fundamental to continuous school self-improvement for improved student outcomes.

We will develop and sustain the strategic and effective leadership of all staff, ensuring opportunities for staff to take on leadership roles that will promote and improve learning outcomes and ensure successful operational processes provide for our school learning community.

#### Improvement Measures

All staff will consistently use data in literacy and numeracy to guide student learning and drive personalised teaching and learning programs.

All staff collaboratively develop 2018-2020 School Plan and actively work towards achieving set milestones in their strategic direction teams.

All staff participate in teacher professional learning both at a school level and externally to support their relevant professional learning goals as reflected in the School Plan and their PDPs.

All staff have completed PDPs aligning with the school plan, Australian Professional Teaching Standards, and personal goals.

Community (Parent/Student/Staff) satisfaction is measured, its analysis shared and responses to findings are actioned.

#### Progress towards achieving improvement measures

##### Process 1:

Performance Management and Development and Collaborative Decision Making

Develop and implement collaborative processes for consistency across all school systems, including the Teacher Accreditation and Performance Management processes, ensuring anticipated benefits to the school community are effective.

Evaluation	Funds Expended (Resources)
Streamlined systems for ensuring 100% staff completed mandatory training as required	
100% of teaching and SLSO staff completed PDPs	
Majority of teaching staff completed programming documentation as required	
Some beginning teacher money used to support planning, programming and professional learning goals	
Teacher accreditation and maintenance is on track	

##### Process 2: Culture of Learning

Develop a culture of learning within the school and community.

Evaluation	Funds Expended (Resources)
Clearly communicated IEPs, IBPs and PLPs improved communication	Individual Education Plans (IEP) for

## Progress towards achieving improvement measures

channels between home and school. Students communicated that they had a clearer understanding of their learning goals and processes for behavioural expectations.

AEO worked across the whole school setting in a structured way supporting ATSI perspectives in classrooms P-6.

Many community projects and activities were placed on hold in 2020 due to COVID-19 restrictions

required students

Personalised Learning Plans (PLP)

Individual Behavioural Plans (IBP)

New staff supported by Executive

Professional Learning Second Step-K-2

'Got It' team delivering a session on social and emotional learning for all staff

Aboriginal Education Officer (AEO)

Youth Worker

Interrelate - \$2500

Rock and Water

Gymnastics - \$9300

Creating Chances - \$3900

### Process 3: A Culture of High Expectations and High Performance

The school promotes a high performance culture with a clear focus on student progress and achievement and high quality service delivery.

Evaluation	Funds Expended (Resources)
<p>Executive professional support and school systems in place and being utilised to support high expectations in curriculum and wellbeing.</p>	<p>Casual relief</p> <p>Executive Support in planning, programming, data collection, data analysis, lesson delivery, behaviour, student wellbeing, staff wellbeing.</p> <p>Funds for Learning and Engagement Leader</p> <p>Funds for Wellbeing Officer</p> <p>Funds for IL (0.2)</p>

## Next Steps

Utilising departmental documents such as 'What Works Best' and support documents to deliver targeted professional development to improve practice and the culture of high expectations and high performance in all teaching and support staff.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal staff funding \$45 766 AEO  Flexible \$104 211	Aboriginal staff are targeted to support Aboriginal students with additional learning and welfare needs.  Aboriginal staff support Aboriginal students across stage 1, 2 and 3 with literacy and numeracy skills.
<b>Low level adjustment for disability</b>	Low level adjustment for disability: Staffing 1.2 \$131 261  Flexible: \$53 623	Individual support successfully provided to students as a result of need established through the development of individual education plans, academic and social/emotional.
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS funding \$48 020  RAM equity - low socio-economic funding.	Provided funding to support the professional development of executive staff to drive the whole school professional development of Spirals of Inquiry, Art of Leadership, Wollongong Literacy Leaders.
<b>Socio-economic background</b>	\$573 199  3-6 Learning and Engagement AP - in class support K-2 Interventionist support TCH, Year 3 Interventionist support and SLSO's	Employment of the 3-6 Learning and Engagement Leader provided consistent professional support to classroom teachers to improve the teaching and learning across mainstream and special education settings.  K-2 Interventionist Support teacher implemented small group withdrawal focus groups in the areas of literacy and numeracy.  Ebs4 data reflects students in class and engaged in learning.  Decrease in classroom referrals to executive teacher.  Decreased students on detention (Reflection)  Increased rates of students consistently in class and on task as a result of targeted SLSO and Youth Worker assistance and support.
<b>Support for beginning teachers</b>	Beginning Teacher funds \$12 115  Executive in class support	Beginning teachers valued extra release to assist in planning, programming and data collection.  Beginning teacher Kye Foster nominated by supervisor and successful in receiving a National Excellence in Teacher Award for beginning teachers  Many traditional beginning teacher conferences were amended to online courses and zoom meetings due to COVID.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	110	108	99	98
Girls	118	122	121	138

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.9	92.2	90.8	93.7
1	92.1	88.9	92.3	93.5
2	90.7	91.2	88.5	91.9
3	88.2	91.2	92.6	91.5
4	90.7	89	88.8	92.2
5	93.3	87.8	85.1	88.5
6	90.3	87.8	85.5	87.7
All Years	90.6	89.7	88.8	91.4
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)	4
Classroom Teacher(s)	12.7
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	7.47

\*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>	327,806
<b>Revenue</b>	4,319,375
Appropriation	4,286,215
Sale of Goods and Services	-11,228
Grants and contributions	28,969
Investment income	219
Other revenue	15,200
<b>Expenses</b>	-4,070,955
Employee related	-3,677,068
Operating expenses	-393,887
<b>Surplus / deficit for the year</b>	248,420
<b>Closing Balance</b>	576,226

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>	60,173
<b>Equity Total</b>	910,843
Equity - Aboriginal	149,978
Equity - Socio-economic	573,199
Equity - Language	2,783
Equity - Disability	184,884
<b>Base Total</b>	2,454,765
Base - Per Capita	60,160
Base - Location	0
Base - Other	2,394,605
<b>Other Total</b>	739,547
<b>Grand Total</b>	4,165,328

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

Each year parent/caregivers are given opportunities to provide feedback about Koonawarra Public School. This feedback is provided through Tell Them From Me surveys, P&C forums and focus groups, and a school based survey. This year the survey was sent home to all families with an incentive of a voucher to be drawn from a raffle. If you returned your survey you received a ticket in the draw. The results of the school survey demonstrate that:

-100% of families feel welcome at the school

-97% are satisfied with how the school rewards positive behaviour

-88% of parents/carers agree that their child is happy to come to school

-94% of parents agree that they feel the school communicates through a variety of sources such as newsletter, Facebook, school website, Dojo

Students in years 4-6 have the opportunity each year to complete the Tell Them From Me survey. Results of this survey demonstrated that:

-85% of students have positive advocacy for Koonawarra Public School

-64% of students have a sense of belonging at Koonawarra Public School

-89% of students feel Koonawarra Public School has high expectations for their learning

# 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.