

2021 Annual Report

Dubbo Public School



1775

Introduction

The Annual Report for 2021 is provided to the community of Dubbo 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 Strategic Improvement 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

Dubbo Public School

181 Darling St

Dubbo, 2830

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

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

6882 2399

School vision

At Dubbo Public School we are committed to ensuring excellence in a dynamic, inclusive and innovative environment. Every student and every teacher will be challenged to continue to learn and improve every year. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Dubbo Public School is a K- 6 school with approximately 530 students centrally located in the city of Dubbo. It has a rich history and culture dating back to 1858. There are 21 mainstream classes and two special education classes. Approximately 20% of the students identify as Aboriginal and 7% of the students speak English as an Additional Language/Dialect (EAL/D).

At Dubbo Public School, we believe that every child should be known, valued, cared for and enriched. Our role is to help nurture each individual to become confident, passionate and flexible learners, in a safe and supportive environment. We focus on providing a differentiated curriculum to help each child to reach their potential. We place an emphasis on high expectations and teaching students at their point of need. Students are challenged at their level of achievement within the curriculum, with teachers adapting programs to extend and/or support the needs of their students.

At Dubbo Public School we recognise that student wellbeing is integral to learning. We actively strive to enhance the cognitive, emotional, social, physical and spiritual wellbeing of our students. We are Safe, Respectful Learners. Student success is celebrated, with students regularly recognised for achievement, effort and excellence. We actively develop a culture of growth mindset within our students to encourage independence, determination and confidence. We teach creative and critical thinking with a focus on developing learning habits and strategies which will assist our students to be successful, lifelong learners.

At Dubbo Public School we motivate students to deliver their best and continually improve. We recognise that a quality education is about extending learning through new opportunities and providing students with the resources to explore their interests and reach their full potential. We encourage our students to strive for excellence, offering high potential gifted education. Students in Years 1-6 participate in streamed Mathematics classes and stage enrichment classes are also offered. Our range of co-curricular and enrichment programs complement the school's holistic learning opportunities. We encourage excellence in sporting, music and performing arts, through commitment and determination.

A comprehensive situational analysis was conducted in consultation with the school community which led to the development of the 2021-2024 Strategic Improvement Plan. Through our situational analysis we identified a need to consolidate the use of data-driven practice to ensure all students have access to quality differentiated instruction including those identified as high potential and gifted. The school is committed to continually improving classroom practice through high impact professional learning and collective efficacy. There will also be a focus on student wellbeing including greater opportunities for student leadership and feedback, with student voice shaping learning and decision making.

Dubbo Public School is a welcoming and friendly school where positive relationships exist between families, students and staff. Parent and community support is strong with outstanding attendance at school events and a very active P&C. We build on the positive partnerships with the school community facilitating open communication and a shared responsibility where students can connect, succeed and thrive.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes for every student in literacy and numeracy and to build strong foundations for academic success in all key learning areas. We will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy
- Learning Pathways

Resources allocated to this strategic direction

Professional learning: \$21,432.00

Literacy and numeracy: \$9,000.00

Integration funding support: \$326,683.00

Aboriginal background: \$112,814.00

Low level adjustment for disability: \$97,853.35

Literacy and numeracy intervention: \$93,694.00

Per capita: \$101,000.00

QTSS release: \$100,233.49

Socio-economic background: \$1,000.00

Summary of progress

A variety of student assessment data, including NAPLAN, Check-in assessments, the Dalwood Spelling Test (DST) and Personal Aptitude Tests (PAT) in reading comprehension and mathematics, was analysed to provide opportunities for differentiation.

Literacy/numeracy intervention groups were implemented K-6. Groups were flexible and as students reached their negotiated targets they returned to their mainstream class. In K-2 literacy, 50 students accessed the intervention with 34% of students discontinuing in the program due to significant progress. In K-2 numeracy, 9 students accessed the intervention with 33% of students reaching their targets. In 3-6 literacy, 50 students accessed the intervention with 34% of students reaching their targets. In 3-6 numeracy, 9 students accessed the intervention with 33% of students returning to their mainstream class for mathematics.

Streamed mathematics classes were developed for Stages 1, 2 & 3. Although Year 1 were initially included, the need to consolidate foundational skills became obvious and this cohort stayed in their home class for Mathematics.. Streamed classes will continue with the possibility of including identified students from the enrichment classes.

Stage 1, 2, 3 enrichment classes were created after a need was identified to support students who displayed giftedness and high potential capabilities. Robust data was collected through the Progressive Achievement Test (PAT) in reading and numeracy along with formative and summative assessment data. Further testing included the ACER General Ability Test(AGAT), the Cognitive Abilities Test (CogAT) and the Saylor Checklist (parent & teacher recommendation). This data was triangulated to identify eligibility for these classes. Data has indicated that classes for students with identified potential are highly successful and hence will continue. In the Stage 3 enrichment class, 41% of students have shown growth in spelling with 78% of students achieving at or above Year 7 level. In the Stage 2 enrichment class, 67% of students have shown growth in spelling with 63% of students achieving at or above Year 6 level. In the Stage 1 enrichment class, 77% of students have shown growth in spelling with 68% of students achieving above stage level.

Next Steps:

These intervention models are now embedded school wide. The newly appointed Assistant Principal, Curriculum and Instruction, will provide further advice and, in collaboration with teachers, design appropriate literacy and numeracy interventions to ensure student progress and achievement.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> Increase the percentage of students achieving in the top two bands of NAPLAN numeracy to be above the system-negotiated target baseline of 30.6%. 	<p>In Year 3 numeracy 28.3% of students achieved in the top two bands.</p> <p>In Year 5 numeracy 29.3% of students achieved in the top two bands.</p>
<ul style="list-style-type: none"> Increase the percentage of students achieving in the top two bands of NAPLAN reading to be above the system-negotiated target baseline of 41.2%. 	<p>In Year 3 reading there has been a growth of 5.1% with 46.3% of students achieving in the top two bands.</p> <p>In Year 5 reading 33.3% of students achieved in the top two bands.</p>
<ul style="list-style-type: none"> Increase the percentage of Aboriginal students achieving in the top three bands of NAPLAN numeracy to be above the system-negotiated target baseline of 31.0%. 	<p>In Year 3 numeracy 26.3% of Aboriginal students achieved in the top two bands.</p> <p>In Year 5 numeracy 18.5% of Aboriginal students achieved in the top two bands.</p>
<ul style="list-style-type: none"> Increase the percentage of Aboriginal students achieving in the top three bands of NAPLAN reading to be above the system-negotiated target baseline of 28.6%. 	<p>In Year 3 reading there has been a 13.5% growth with 42.1% of Aboriginal students achieving in the top two bands.</p> <p>In Year 5 reading 26.7% of Aboriginal students achieved in the top two bands.</p>
<ul style="list-style-type: none"> Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 54.7%. 	<p>82% of Year 5 students achieved at or expected growth in numeracy.</p>
<ul style="list-style-type: none"> Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 57.3%. 	<p>66% of Year 5 students achieved at or expected growth in reading.</p>
<ul style="list-style-type: none"> At least 75% of students completing Year 1 will have met the 11 learning indicators from the Phonics Screening Check. 	<p>80% of Year 1 students met 6 indicators in phonic knowledge and word recognition - levels 3, 4 and 5.</p>
<ul style="list-style-type: none"> At least 82% of students completing Year 1 will have achieved expected EA4S levels in reading. 	<p>75% of Year 1 students achieved expected Early Action for Success (EAfS) levels in reading at end of 2021.</p>
<ul style="list-style-type: none"> At least 80% of students completing Kindergarten will have achieved the 15 indicators of the Phonological Awareness Diagnostic Assessment. 	<p>44% of kindergarten students achieved 15 indicators of the Phonological Awareness Diagnostic Assessment.</p>
<p>At least 70% of students in Years 3-6 will demonstrate a 0.5 growth when comparing year to year raw scores in the Progressive Achievement Test (PAT) in reading.</p>	<p>For students in Years 3 and 5, whose raw scores were comparable in 2021, the following has been identified in their PAT scores:</p> <p>37.5% of students in Year 3 achieved up to 0.5 growth.</p> <p>53% of students in Year 5 achieved up to 0.5 growth.</p>
<p>At least 75% of students completing Year 2 will have achieved the 13 learning indicators within the Quantifying Numbers sub-element of the progressions.</p>	<p>45% students who were assessed in QuN8 achieved all 5 indicators.</p> <p>31% students who were assessed in QuN9 achieved 5 of the 7 indicators.</p>
<ul style="list-style-type: none"> At least 65% of students in Years 3-6 will demonstrate a 0.5 growth when 	<p>For students in Years 3 and 5, whose raw scores were comparable in 2021, the following has been identified in their PAT scores:</p>

<p>comparing year to year raw scores in the Progressive Achievement Test (PAT) in numeracy.</p>	<p>52% of students in Year 3 achieved up to 0.5 growth.</p> <p>53% of students in Year 5 achieved up to 0.5 growth.</p>
<ul style="list-style-type: none"> • School Assessment in the School Excellence Framework(SEF) shows Sustaining and Growing in the following themes: Formative assessment; Student engagement; Value add; Student growth. 	<p>In the Learning Domain of the School Excellence Framework we have self assessed our practice as Excelling in the following themes: Formative Assessment. We have self assessed our practice as Sustaining and Growing for the following themes: Student Engagement, Value Add and Student Growth.</p>

Strategic Direction 2: Reflective, responsive pedagogy

Purpose

Our purpose is to create a culture of reflective, responsive and collaborative practice that develops high performing teachers who are committed to identifying, understanding and implementing the most effective explicit teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective, Explicit Teaching
- Technology

Resources allocated to this strategic direction

Professional learning: \$41,239.00

Literacy and numeracy: \$4,500.00

Socio-economic background: \$49,770.00

School support allocation (principal support): \$27,888.97

Low level adjustment for disability: \$89,694.00

Aboriginal background: \$23,000.00

Per capita: \$21,000.00

Summary of progress

Reflective, responsive pedagogy

A self-assessment of the School Excellence Framework identified the following priorities - High expectations, Effective feedback, Use of data to inform practice, and Wellbeing. Teachers more extensively used visible Learning Intentions (LI) and Success Criteria (SC) to drive teaching and learning and effective feedback. A wide variety of assessment data was collected and comprehensively analysed in fortnightly Reflective, Responsive Pedagogy (RRP) sessions to inform future quality practice. Teachers recognise the importance of student wellbeing and how a student's sense of wellbeing can impact academic achievements. Weekly Bounce Back lessons were implemented K-6, Explicit Advancement Via Individual Determination (AVID) lessons and the use of the wellbeing journal help build and promote resilience and a growth mindset.

The High Impact Professional Learning (HIPL) School Self-Assessment Tool was used to ascertain professional learning pathways. The following priorities were identified:

- professional learning is driven by identified student needs
- school leadership teams enable professional learning
- collaborative and applied professional learning strengthens teaching practice
- professional learning is continuous and coherent: Effective professional learning is aligned to system, school and individual performance and development goals
- teachers and school leaders are responsible for the impact of professional learning on student progress and achievement

As a result we have:

- analysed NAPLAN, PAT and Check-in assessment data to inform staff identified professional learning.
- engaged in research-based professional learning
- identified expert teachers to facilitate a collaborative culture through lesson modelling mentoring and knowledge sharing have been identified e.g. AVID and Building Numeracy Leadership (BNL) rounds.

Next Steps:

Devise a mapping tool to monitor and ensure professional learning is aligned with the school's Strategic Improvement Plan, Performance Development Plans and school improvement measures.

Develop Dubbo Public School Professional Learning Operating Procedures aligned with Department of Education High Impact Professional Learning Policy.

Technology

Teaching and learning was further enhanced by digital transformation. The Rural Access Gap initiative provided the following:

- network upgrade
- installation of Main Learning Displays
- provision of student and staff laptops
- setting up staff and student home pages
- cloud migration for staff including a new file structure for implementation.
- implementation of a management system for IPADs (JAMF)
- Digital Classroom Officer (DCO) to up-skill teachers in the effective use of technology.

Next Steps:

Develop and implement a Digital Improvement Plan to ensure digital equity and capability. The school will also self-fund the employment of a DCO to support staff to further embed technology into teaching and learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Development of Dubbo Public School Professional Learning Operating Procedures aligned with Department of Education High Impact Professional Learning policy. 	<p>The Dubbo Public School Professional Learning Operating Procedures has been initially developed with further plans to devise a mapping tool to align professional learning to school priorities and develop an implementation strategy.</p>
<ul style="list-style-type: none"> • Targeted teachers (25%) engage in professional learning in Quality Teaching Rounds. • Teachers who participated in Quality Teaching Rounds form a leadership team to conduct a set of rounds to practise their recently acquired knowledge and skills. 	<p>The implementation of Quality Teaching Rounds (QTR) was delayed and will be further investigated in the future.</p>
<ul style="list-style-type: none"> • Tell Them From Me (TTFM) teacher survey data shows improvement in the following drivers of student learning: Collaboration (8.2 to 8.4.); Learning Culture (8.1 to 8.3); Technology (7.0 to 7.5). 	<p>Due to the impact of COVID there were limited opportunities for face to face collaboration between teacher and student. This resulted in a decline in collaboration of .4 in the the Tell From Me survey.</p> <p>Due to the impact of COVID, learning culture has declined .1.</p> <p>Due to the impact of COVID, technology in the context of the classroom has declined .5.</p>
<ul style="list-style-type: none"> • The Rural Access Gap project facilitates digital equity and a capability upgrade for the school. This includes Main Learning Displays (MLD) for all learning spaces, mini PCs for students and the provision of a Digital Classroom Officer (DCO) to support teaching and learning. 	<p>Prior to upgrade Dubbo Public School had a 50Mbps WAN and 100Mbps internet service. This was increased as part of the upgrade to 100Mbps WAN and 3,000Mbps internet service - a 1967% increase.</p> <p>All 27 teaching spaces, including the library and computer lab were upgraded and enlarged Main Learning Displays (MLD) installed.</p> <p>28 teacher devices (laptops) have also been rolled out to staff as part of the initiative.</p> <p>The RAG program has also provided 54 laptops for student classroom use further improving our device to student ratio. These devices are in addition to the annual T4L computer equipment rollout during Term 4. DPS purchased 60 additional laptops for classroom use during Term 3. A further 60 student devices and associated charging infrastructure was purchased during Term 4 2021.</p>

<ul style="list-style-type: none"> • The Rural Access Gap project facilitates digital equity and a capability upgrade for the school. This includes Main Learning Displays (MLD) for all learning spaces, mini PCs for students and the provision of a Digital Classroom Officer (DCO) to support teaching and learning. 	<p>The Digital Classroom Officer (DCO) provided ongoing contextual support to both teachers and School Learning Support Officers (SLSO).</p>
<ul style="list-style-type: none"> • Tell Them From Me (TTFM) student survey data improves in the following drivers of student outcomes: Explicit teaching practices (7.5 to 8.0); Positive teacher-student relations (8.1 to 8.4). 	<p>Due to the impact of COVID, explicit teaching practices and feedback declined by .3.</p> <p>Due to the impact of COVID, positive teacher-student relations(advocacy at school) declined by .3.</p>
<ul style="list-style-type: none"> • School Assessment in the School Excellence Framework (SEF) shows maintenance in Sustaining and Growing in the following themes: Lesson planning; Feedback; Data use in teaching. 	<p>The self assessment of the School Excellence Framework indicated that teachers are Sustaining and Growing in Lesson planning, Feedback, and Data use in teaching.</p>

Purpose

Our purpose is to create a planned approach to student wellbeing processes that supports the wellbeing of all students so they can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Sense of Belonging

Resources allocated to this strategic direction

Socio-economic background: \$19,524.00

Per capita: \$9,918.00

Location: \$2,112.00

Aboriginal background: \$9,500.00

English language proficiency: \$28,698.00

Summary of progress

A check in system was developed to provide personal, social and/or academic support for up to 24 identified students by a nominated staff member on a daily basis.

Students continue to have their voices heard through the democratic election of student captains, SRC representatives, along with class captains elected each term.

Four students were elected as Aboriginal Education Consultative Group (AECG) Representatives to attend monthly local AECG meetings to report on Aboriginal school initiatives.

The DPS Attendance Operating Procedures were reviewed and updated in line with the Department of Education (DoE) Attendance Policy and resources.

Students in Early Stage 1 and Stage 2 accessed Lessons in Wiradjuri language delivered by a tutor from the Language and Culture Nest.

Bro Speak was successfully delivered by the Aboriginal Education Officer to Stage 3 Aboriginal boys in Term 4, with a mural being completed and displayed at the Cultural Centre. This mural will be returned to the school for display in our school grounds.

Classroom teachers have undertaken professional learning around the English as an Additional Dialect (EAL/D) framework and learning progressions. This has ensured that students with an EAL/D background can more readily access the curriculum and have consequently shown improved self-worth and strong academic gains.

Diversity Day was held in Term 4, with classes participating in different cultural activities facilitating greater understanding and appreciation of all cultures.

Due to COVID restrictions, Leap into Learning (kindergarten transition) was restricted to three school visits. Teachers utilised these sessions to make observations of the students, building a profile to be accessed when allocating classes. Year 5 buddies were paired with the new kinder students, to show them around the school. Parents information sessions were held in the local park with 75% of parents attending these sessions.

Teachers completed a handover of student information to the 2022 teachers. This information supports classroom teachers with program differentiation, literacy, mathematics and social groupings.

Next Steps

The Wellbeing Self-Assessment Tool for Schools will be used to audit wellbeing practices in 2022.

In 2022, DPS will also embed the Positive Living Skills Program targeting preventative mental health education.

A newly appointed Aboriginal attendance officer will support Aboriginal student attendance. An additional focus will be on any students whose attendance rate is below 85%, as well as those students who have records of partial attendance.

Wiradjuri lessons will continue in 2022. A connection with Dubbo Opportunity Hub (DHUB) will be explored to further enhance Aboriginal students exposure to culturally significant events. Sista Speak and Bro Speak will also continue.

Teachers will be encouraged to identify language and cultural demands of EAL/D students. EAL/D students will continue to access program differentiation, in-class support and small group withdrawal.

Buddies will support the new students when they arrive in 2022. The support will be ongoing, as needed, throughout the year. Students will begin school in 2022 in their Leap into Learning groups. Students will be allocated to classes after further social and academic observations are made.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> The proportion of all students attending > 90% of the time will increase by at least 2.0% from 83.9% to 85.9% The proportion of Aboriginal students attending > 90% of the time will increase by 5% from 55.7% to 60.7%. 	<p>The proportion of all students attending >90% of the time was 83.1% compared to 66.4% (DoE State), 51.9%(Network), 74.4% (SSSG).</p> <p>The proportion of Aboriginal students attending >90% of the time was 61.2% - an increase of 5.5%.</p>
<ul style="list-style-type: none"> The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School will increase by at least 1.7% from 88.9% to 90.6%. 	<p>Due to the impact of COVID there has been a decline in each of these areas.</p> <p>Expectations for Success - decline of .4, Advocacy at school - decline of .3 and Sense of Belonging - decline of 14%.</p>
<ul style="list-style-type: none"> Partial attendance will decrease by at least 20% from 605 partials per term to 484. 	<p>Partial attendance (late arrivals and early departures) decreased by 46% from 605 in Term 1 to 322 in Term 4.</p>
<ul style="list-style-type: none"> School Assessment in the School Excellence Framework (SEF) shows maintenance in Excelling in the following themes: Caring for students; Planned approach to wellbeing; Transitions and continuity of learning. 	<p>The self assessment of the School Excellence Framework indicated that staff are Excelling in Caring for students; a planned approach to wellbeing; and Sustaining and Growing in Transitions and continuity of learning.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$326,683.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dubbo Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Physical, cognitive, social/emotional and/or sensory support was provided for over 74 students across the school with 13 of these receiving integrated funding support. The school has used the Nationally Consistent Collection of Data (NCCD) to engage teachers in professional dialogue on how to make the necessary adjustments to support student learning. School Learning Support Officers also engaged in targeted professional learning opportunities to build capacity and further support students, specifically in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Dubbo Public School will continue to provide additional staffing to assist targeted students with identified learning needs.</p>
<p>Socio-economic background</p> <p>\$70,294.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dubbo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Pathways • Wellbeing • Sense of Belonging • Technology • Effective, Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement <p>The allocation of this funding has resulted in: Additional release time allocated to the Instructional Leader to implement mentoring and coaching for parents/carers to develop literacy/numeracy skills. Six participants completed the 8 week program which included weekly sessions and in class experience.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Assistant Principal Curriculum and Instruction will implement coaching for parents/community members to develop literacy/numeracy skills to support their children including Reading in the Early Years workshops and the establishment of a reading nest before school.</p>
<p>Aboriginal background</p> <p>\$145,314.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dubbo Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$145,314.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Pathways • Sense of Belonging • Wellbeing • Literacy and Numeracy • Technology <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to develop personalised learning pathways for Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>An equity teacher was employed one day per week and an SLSO for 7.5 hours per week to deliver literacy and numeracy programs. This included a Finger Gym program for kindergarten students.</p> <p>An Aboriginal attendance officer was employed on a trial basis to improve Aboriginal student attendance. Targeted students' attendance improved between 6% and 20%.</p> <p>A revised Personalised Learning Pathways Plan was trialed by the Equity Team and classroom teachers with extremely positive feedback.</p> <p>Excursion attendance for Aboriginal students was subsidised by 10%. The school also offered the BroSpeak program to Year 5 and 6 Aboriginal boys. Consumables needed were funded by Aboriginal background funding.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The Finger Gym program will be extended to include Stage 1 identified students.</p> <p>Plans for Personalised Learning Pathways will implemented for all Aboriginal students following interviews with the Equity Team and parents.</p> <p>BroSpeak program will continue and the Sista Speak program reestablished with community support.</p> <p>AECG student representatives will be included in the SRC decision making.</p>
<p>English language proficiency</p> <p>\$28,698.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dubbo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of Belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • provision of EAL/D Progression levelling professional learning to staff <p>The allocation of this funding has resulted in:</p> <p>Interventions provided for EAL/D students at Dubbo Public School included:</p> <ul style="list-style-type: none"> -program differentiation -one to one withdrawal -small group withdrawal -in class support -transition to school support (Leap into Learning) -professional learning for teachers in the EAL/D progressions and implications for teaching and learning in the classroom.

<p>English language proficiency</p> <p>\$28,698.00</p>	<p>Success has been noted through students' progression of English Language Proficiency, class participation (oral, reading and writing), classroom teacher and parent feedback.</p> <p>The EAL/D teacher has also facilitated the inclusion of personalised comments in student reports and on the SENTRAL recording system.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued student support and building of teacher capacity through professional learning.</p> <p>Further engage EAL/D community in school activities to celebrate diversity including parent workshops and Parents and Citizen (P&C) group representation.</p>
<p>Low level adjustment for disability</p> <p>\$187,547.35</p>	<p>Low level adjustment for disability equity loading provides support for students at Dubbo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective, Explicit Teaching • Learning Pathways • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention program - QuickSmart, to increase learning in Mathematics. • providing support for targeted students within the classroom through the employment of School Learning Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>Physical, cognitive, social/emotional and or sensory support being provided for over 80 students across the school. 100% of LLAD funding was used to recruit School Learning Support Officers (SLSOs) to work with identified students.</p> <p>Twelve identified students participated in the Quicksmart Numeracy program. Weekly assessments indicated a growth in skill level, confidence and engagement in class activities.</p> <p>Reading interventions for 3 students were supported by the Centre for Effective Reading. Progress in reading levels were tracked by CER staff and reported back at review meetings. Classroom teachers reported significant growth in skills applied in classroom tasks.</p> <p>Four students participated in the MacLit literacy program. Pre and post testing data indicated significant growth.</p> <p>Eighteen students were screened for the Kindergarten Articulation Program. Identified students were referred to external Speech Pathology support. Remaining students accessed 3 weekly sessions provided by SLSOs guided by speech pathologists.</p> <p>Careful consideration is given to match the needs of targeted students with the skills and personality traits of the SLSO.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued physical, cognitive, social/emotional support for students K-6. Additional School Learning Support Officers (SLSO) will be recruited to implement evidence-based programs with these students.</p>
<p>Location</p> <p>\$2,112.00</p>	<p>The location funding allocation is provided to Dubbo Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Location</p> <p>\$2,112.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in: A plan to subsidise excursion attendance for students by 10% was in place. Due to the impact of COVID, excursions did not take place. Additional support, however, was provided for families in need ensuring equity for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: A subsidy of 10% will apply for all major excursions.</p>
<p>Professional learning</p> <p>\$62,671.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Dubbo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Effective, Explicit Teaching • Learning Pathways <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging an academic mentor to unpack evidence-based approaches to teaching and learning through the Learning/ Thinking Scope and the activation metacognitive thinking in students and teachers.. <p>The allocation of this funding has resulted in: The impact of COVID restricted face to face professional learning opportunities. Professional Learning was limited to online courses.</p> <p>After evaluation, the next steps to support our students with this funding will be: The academic mentor will be re engaged to continue professional learning with teachers around the Learning/Thinking Scope to further explore explicit teaching strategies.</p>
<p>School support allocation (principal support)</p> <p>\$27,888.97</p>	<p>School support allocation funding is provided to support the principal at Dubbo Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective, Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of an additional School Administrative Officer to support financial and administrative matters. • Employment of additional teacher to support Principal in the completion of administrative tasks. <p>The allocation of this funding has resulted in: This support enabled the Principal to focus on leading, teaching and supporting student learning. Being more visible in and around the classrooms and playground enhanced student-principal relationships and cultivated a partnership with teachers in shaping a vision of academic success for students.</p>

<p>School support allocation (principal support)</p> <p>\$27,888.97</p>	<p>Additional support in the school office creates a more evenly spread workload and hence a more efficiently run office.</p> <p>After evaluation, the next steps to support our students with this funding will be: This flexible funding will again be used to reduce the administrative workload of the Principal to enable additional time to focus on leading teaching and learning. It will also be used to provide additional hours for administrative staff.</p>
<p>Literacy and numeracy</p> <p>\$13,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dubbo Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Effective, Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: Resources purchased to support the quality teaching in literacy and numeracy. These included Top Ten maths resources and decodable texts for K-2 and predictable texts for Stage 2. Due to learning from home during the pandemic, licences for online programs were purchased to support literacy and numeracy at school and in homes. These included Mathletics K-6 and Reading Eggs for K-2 classes.</p> <p>After evaluation, the next steps to support our students with this funding will be: With the appointment of the Assistant Principal Curriculum and Instruction, an audit of available resources will be carried out to support the implementation of the new literacy and numeracy syllabus.</p>
<p>QTSS release</p> <p>\$100,233.49</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dubbo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: A deputy principal was released to drive evidence based practice across K-6 to ensure quality teaching and student growth. In literacy, 65 students accessed support in K-2 and 80 students in Stage 2 and Stage 3. Student progress has been reflected in 100% of students increasing in text reading levels, phonological awareness and phonics knowledge. In numeracy each student began intervention using limited or few strategies. Upon finishing all students were applying taught strategies with increasing speed and accuracy. Additional release time allocated to Assistant Principals to implement</p>

<p>QTSS release</p> <p>\$100,233.49</p>	<p>mentoring and coaching practices for their staff on programming, lesson delivery, assessment and classroom management.</p> <p>After evaluation, the next steps to support our students with this funding will be: An executive will again be released to develop and monitor intervention programs for identified students. Support will be provided for the AP C&I with a focus on data administration and organisation, along with an oversight of student attendance and student leadership.</p>
<p>Literacy and numeracy intervention</p> <p>\$93,694.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Dubbo Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: The delivery of evidence-based literacy and numeracy programs and data driven practices ensuring differentiated and personalised intervention for students K-2. All 65 students demonstrated growth in phonics, spelling and reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, the interventionist will focus on literacy and numeracy skills for students 3-6. These students will be identified through school-wide diagnostic tests.</p>
<p>COVID ILSP</p> <p>\$154,383.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: Two teachers recruited to deliver small group tuition to 55 students in Years 3-6 for literacy and numeracy. Focus groups were created on PLAN 2 to track student progress. Academic progress was noted, however, the growth in confidence of participating students was also significant.</p> <p>After evaluation, the next steps to support our students with this funding will be: The two teachers will be retained to continue with small group tuition focusing on K-2 students.</p>
<p>Per capita</p> <p>\$131,918.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Dubbo Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Per capita</p> <p>\$131,918.00</p>	<ul style="list-style-type: none"> • Literacy and Numeracy • Wellbeing • Technology <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Funding curriculum resources for classroom teachers. <p>The allocation of this funding has resulted in:</p> <p>Resources were purchased in Key Learning Areas of English, Maths, PD/H/PE, Science and for other initiatives including AVID (Advancement Via Individual Learning), HPGE (High Potential Gifted Education) and for new library resources. Innovatively designed classroom furniture was also purchased to enhance the classroom environment and support students' different learning styles.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Additional resources will be purchased to support the implementation of the new English and Mathematics syllabuses. We will also continue to update resources in all other key learning areas.</p>
---------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	289	279	263	253
Girls	252	260	258	261

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.9	93.4	95.9	94.3
1	94.5	94.5	94.3	92.9
2	95.1	94	95.3	92.2
3	93.7	94.4	95.7	91.5
4	95.6	95.3	95.8	93.5
5	94.3	94	93	93.2
6	93.7	94.3	95.5	90
All Years	94.7	94.3	95.1	92.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	7
Classroom Teacher(s)	34.05
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.96
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,221,312
Revenue	7,934,318
Appropriation	7,822,888
Sale of Goods and Services	11,315
Grants and contributions	97,316
Investment income	925
Other revenue	1,874
Expenses	-7,735,413
Employee related	-7,169,298
Operating expenses	-566,115
Surplus / deficit for the year	198,905
Closing Balance	1,420,217

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.

	2021 SBAR Adjustments (\$)
Targeted Total	326,683
Equity Total	431,862
Equity - Aboriginal	145,152
Equity - Socio-economic	70,465
Equity - Language	28,698
Equity - Disability	187,547
Base Total	4,419,780
Base - Per Capita	132,039
Base - Location	2,425
Base - Other	4,285,316
Other Total	2,335,832
Grand Total	7,514,157

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.

Parent/caregiver, student, teacher satisfaction

Students, staff and parents completed the Tell Them from Me surveys in 2021.

Students:

The Student Outcomes and School Climate survey is designed to guide school planning and identify school improvement initiatives. Of these responses:

79% of students feel accepted and valued by their peers and by others at their school

80% of students feel proud of their school

81% of students feel that their classrooms are clean and well looked after

79% of students set challenging goals for themselves in their schoolwork and aim to do their best

83% of students know where to seek help if they are bullied

91% of students do not get in trouble at school for disruptive or inappropriate behaviour

77% of Aboriginal students feel good about their culture when they are at school

77% of Aboriginal students feel that their teachers have a good understanding of their culture

Staff:

The Focus on Learning Survey is a self-evaluation tool for teachers. Of these responses:

88% of staff feel that school leaders are leading improvement and change

88% of staff feel that school leaders communicate their strategic vision and values for our school

76% of staff feel that the school facilities promote a sense of belonging for students

74% of staff felt supported during the learning from home period

73% of staff felt prepared during the learning from home period

92% of staff feel that teachers in their school have the knowledge required to engage with students in Aboriginal culture and histories

100% of staff feel that the school is a welcoming and culturally safe place for all students

92% of staff feel that teachers share and implement ideas about ways to help students retain what they are learning

Parents:

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. 47 respondents (approx 15% of families) in this school completed the Parent Survey. Of these responses:

89% of parents feel that the school is well maintained

83% of parents feel that the school's physical environment is welcoming

85% of parents feel that it is easy to access and move around the school

81% of parents would recommend the school to other parents

71% of parents felt that learning from home was well resourced

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.