

2021 Annual Report

Hannam Vale Public School

3MAPS



Four Schools, One Destination,
Quality Education

Introduction

The Annual Report for 2021 is provided to the community of Hannam Vale 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

Hannam Vale Public School

Hannam Vale Rd

Hannam Vale, 2443

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

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

6556 7636

School vision

In partnership with our communities, 3MAPS staff and students are empowered by high expectations, a focus on personalised learning and a strong sense of belonging. Our schools remain committed to continuous improvement and delivering opportunities for every student to become a successful, self-directed learner and a confident, collaborative and compassionate citizen.

Three Mountains Alliance Public Schools (3MAPS) - Four schools, one destination; Quality education.

School context

The Three Mountains Alliance Public Schools (3MAPS) is a strategic collaboration between the small rural schools of Hannam Vale, Johns River and Herons Creek and Moorland, each located on the Mid North Coast of NSW between Taree and Port Macquarie. The alliance, initially established in 2016, has developed into a strong, practical and productive partnership that provides opportunities for staff, students and community to collaborate and expand their schooling experiences. There is a culture of trust and mutual respect within and across 3MAPS schools; a foundation that supports our motivation and capacity to work together.

In 2021, 77 students are known, valued and cared for across the four schools, with 20% identifying as Aboriginal. 3MAPS students come from a range of socio-economic backgrounds and contexts, but each of our schools has a common family orientated culture that values a personalised student-focused approach to learning. Our learning environments, comprised of multi-stage classes in each school are warm, inclusive and valued by our communities. 3MAPS has a practical focus on supporting health and wellbeing. Staff and students are committed to Positive Behaviour for Learning (PBL) and sustaining a nurturing, productive culture by modelling, teaching and reinforcing behaviours that align with our core values: Be Respectful, Be Responsible, Be a Learner and Work as a Team. Extra-curricular opportunities are provided in each school, including Kitchen Garden programs. Student access to sporting, cultural, STEM and social experiences are expanded via 3MAPS gatherings, excursions and camps. In this way, 3MAPS students and staff experience the dual benefits of a small, familiar setting and programs that are only possible with larger student numbers.

The 2021-2024 3MAPS School Improvement Plan (SIP) was collaboratively developed after each school completed a comprehensive data-driven situational analysis. Through rigorous analysis and in consultation with staff, our school communities and departmental expertise, we identified Strategic Directions that seek improvements in teaching, learning and leading. NAPLAN gap analysis, triangulated with internal school data informed the development of system-negotiated targets in reading and numeracy. There is a strong commitment to improving our use of data-driven practices to maximise literacy and numeracy outcomes for every student, understanding that this will support their success in all areas of schooling and beyond. Our strategic directions are informed by research and evidence-based best practice. 3MAPS maintains a strong focus on quality teaching and supporting our learners via personalised learning, explicit teaching and quality feedback.

3MAPS maintains high expectations and a commitment to continuous improvement. We pool physical, financial and human resources strategically and provide expanded opportunities for professional development that would be otherwise unattainable in an isolated small school setting. Collaborative professional learning and reflective practice remain our core mechanisms for achieving measurable and sustainable improvements in teaching and learning.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise reading and numeracy outcomes for every student, all staff will expertly use data to understand the learning needs of individual students, set aspirational learning goals and inform responsive teaching practice..

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.

- Data driven practice
- Responsive teaching

Resources allocated to this strategic direction

Professional learning: \$4,000.00

Literacy and numeracy: \$1,622.00

School support allocation (principal support): \$6,000.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve fluency when reading, vocabulary and additive strategies. Focusing on High Impact Professional Learning, teachers were guided through the process of developing consistent evidence-informed practices across K-6 and used short formative assessments to identify the point of need with student learning based on the Progressions.

Professional dialogue on teaching strategies drawn from the evidence-base was a focus in staff feedback meetings to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this.

Differentiated support across 3MAPS, in the form of coaching and mentoring, has been provided for staff at their point of need.

As a result student learning outcomes have been tracked through the collection and analysis of assessment data through PLAN2, Check in assessments and Essential Assessments and have shown improvement across the board. This has been shared with all stakeholders.

Next year in this initiative we will work with staff and newly appointed 3MAPS Assistant Principal Curriculum and Instruction to continue focusing on effective teaching practices to improve additive strategies, multiplicative strategies and fluency, vocabulary and spelling.

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
Reading - achieve a minimum of 50% of students in Years 3 and 5 in the <i>top two bands</i> in NAPLAN	In 2021, 75% of students are now in the top two skills bands for NAPLAN Reading, indicating achievement of the annual progress measure.
Numeracy - achieve a minimum of 50% of students in Years 3 and 5 in the <i>top two bands</i> in NAPLAN.	In 2021, 75% of students in Year 3 and 50% in Year 5 are now in the top two skills bands for NAPLAN Numeracy, indicating progress towards the annual progress measure.
70% of Year 5 students achieve or exceed <i>expected growth</i> in NAPLAN in Reading and Numeracy.	In 2021, 67% of Year 5 students were achieving at or above expected growth for Reading and Numeracy combined. This is an improvement from ascertained baseline of 60% in 2020.
School self-assessment (SEFSaS) in	School self-assessment (SEFSaS) indicates that the school is currently

the elements of ' Data skills and use ' and ' Assessment ' moves towards <i>Sustaining and Growing</i> .	performing at Delivering in the element of Data skills and use and Assessment.
School self-assessment (SEFSaS) in the element of ' Curriculum ' moves towards <i>Sustaining and Growing</i> .	School self-assessment (SEFSaS) indicates that the school is currently performing at Delivering in the element of Curriculum.

Strategic Direction 2: High Expectations Learning Culture

Purpose

To optimise learning progress for all students, we will promote a whole school community culture of high expectations and ensure that all students have access to the most effective evidence-based *explicit teaching* methods and feedback.

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.

- Visible Learning & Feedback
- Effective Learning Partnerships

Resources allocated to this strategic direction

Professional learning: \$700.00

Summary of progress

Our focus for 2021 was on promoting school attendance. This involved embedding systems for the regular collection and monitoring of accurate attendance data. Designing, monitoring and evaluating whole school programs, including Positive Behaviour for Learning (PBL) initiatives to promote and reinforce positive attendance patterns that support individual students and their families to deliver measurable improvements in their attendance.

As a result all staff are aware of and implemented DoE and school based policy and procedure to promote, support and monitor student attendance. Despite the impact of covid disruption on attendance internal data and observations indicates consistent improved attitudes towards attendance. Parent partnerships are supporting positive attendance patterns as well as the whole school incentives and celebrations. Some of our attendance data has been inconsistent but this is due to covid disruptions.

Next year our focus will be consolidating established processes and continuing our five weekly data check in with subsequent intervention programs to support any identified attendance concerns. We will also focus more broadly on whole school well being strategy.

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
Increase the percentage of students attending more than 90% by 0.5-1%.	The percentage of students attending more than 90% has increased and is now sitting comfortably within the system negotiated target range (70-100%)
Self-evaluation (SEF-SaS) indicates that the school remains ' <i>Sustaining & Growing</i> ' in the elements of ' Learning Culture and Effective Classroom Practice .'	Self-evaluation (SEF-SaS) indicates that the school currently sits at Delivering in the elements of <i>Learning Culture</i> and <i>Effective Classroom Practice</i> .
Self-evaluation (SEF-SaS) indicates that the school remains ' <i>Sustaining & Growing</i> ' in the element of ' Educational Leadership ' with a focus on the theme of <i>Performance Management</i> (as identified in the 2020 EV).	Self-evaluation (SEF-SaS) indicates that the school currently sits at Delivering 'in the element of <i>Educational Leadership</i> '.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$836.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hannam Vale 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement MiniLit & MacquLit to support identified students with additional needs. <p>The allocation of this funding has resulted in: MiniLit & MacquLit literacy support groups & small group in class literacy support for targeted students in K-2 and 3-6 classes.</p> <p>After evaluation, the next steps to support our students with this funding will be: To design, monitor and evaluate personalised interventions that support individual students utilising MiniLit and MacquLit literacy support groups and in class support.</p>
<p>Low level adjustment for disability</p> <p>\$13,618.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Hannam Vale 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Students at Hannam Vale Public School in mainstream classes who have additional learning and support needs requiring an adjustment to their learning receiving additional in class literacy support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing focus on observing and monitoring the consistency, quality and impact of student engagement. In-depth review of data to ascertain future teaching directions/learning needs.</p>
<p>Location</p> <p>\$3,826.00</p>	<p>The location funding allocation is provided to Hannam Vale 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 including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in:</p>

<p>Location</p> <p>\$3,826.00</p>	<p>Students at Hannam Vale Public School in mainstream classes who have additional learning and support needs requiring an adjustment to their learning receiving additional in class literacy support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing focus on observing and monitoring the consistency, quality and impact of student engagement. In-depth review of data to ascertain future teaching directions/learning needs.</p>
<p>Literacy and numeracy</p> <p>\$4,167.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hannam Vale 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"> • Data driven practice • Responsive teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: shifts in teacher practice & routines to include the strategies explored in targeted PL</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing focus on observing and monitoring the consistency, quality and impact of shifts in teacher practice, using student data.</p>
<p>QTSS release</p> <p>\$2,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hannam Vale 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: classroom teacher and teaching principal to work on collaborative/reflective practice, curriculum and assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide allocated time for teacher quality and enhance professional practice at Hannam Vale Public School.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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>

<p>COVID ILSP</p> <p>\$11,212.00</p>	<ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the provision of small stage based group instruction during core Literacy and Numeracy teaching blocks for all students K-6 * all students achieved observable progress in Reading and Numeracy against their personal learning goals. * all students achieved growth in additive strategies and multiplicative strategies as evidenced in Term 4 Check-in assessment * all students achieved growth in Reading (sub elements of fluency and understanding text) as captured in PLAN2/Check-in Assessments and PM Benchmarking * the school achieved above SSSG & State results in NAPLAN (Reading & Numeracy) and Term 4 Check-ins (3-6 cohort) for 2021 <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the implementation of stage based small group literacy and numeracy explicit instruction via a two class model and strengthen the use of data sources to identify and respond to individual student learning needs. The school learning and support processes to embed regular monitoring of student progress and provide additional support for students to continue to meet their personal learning goals will be a priority.</p>
--------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	9	5	8	9
Girls	14	11	10	13

Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.4	88.2	91.7	94.1
1	96.4	86.7		91.9
2	97	98.3	94.3	
3	97.5	94.1	97.9	87.8
4	95	93.8	90.7	94.2
5	98.9	91.3	97	82.3
6	96.7	99.7	95.4	93.3
All Years	96.8	93.7	94.7	90
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7		92.7
2	93.5	93	92	
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
Classroom Teacher(s)	0.4
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	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	49,431
Revenue	408,606
Appropriation	387,685
Sale of Goods and Services	147
Grants and contributions	20,754
Investment income	20
Expenses	-443,911
Employee related	-375,887
Operating expenses	-68,024
Surplus / deficit for the year	-35,306
Closing Balance	14,125

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	0
Equity Total	14,481
Equity - Aboriginal	0
Equity - Socio-economic	863
Equity - Language	0
Equity - Disability	13,618
Base Total	345,015
Base - Per Capita	4,437
Base - Location	3,826
Base - Other	336,752
Other Total	37,182
Grand Total	396,678

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

Informal discussions with parents during families suggest that families feel a positive connection with the school and report high levels of satisfaction with the schools programs and operations. They value learning opportunities offered at the school including 'The Stephanie Alexander Kitchen Garden Program' and Smiling Minds. Families cite the schools focus on each student's individual needs and interests as a significant asset. Families, staff, students and the wider community identify the school to be inclusive, safe, proud and creative. They feel the school enjoys a positive reputation within it's community.

Families have suggested an exploration of wellbeing as a school focus and a desire to promote the school across the wider community to attract additional students, resources and sustain the schools positive reputation.

The school enjoys a positive relationship with a cohesive, highly engaged and productive P&C, comprised of past and present families and community members. The P&C's capacity to fundraise and actively engage with school staff and volunteering at 3MAPS and school events was reduced as a result of Covid-19. Our P&C look forward to recommencing their close relationship with the school as restrictions ease.

A need to include 'student voice' mechanisms and gain student perspectives on a range of issues including their learning, their environment, their wellbeing and expectations has been identified.

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.