

# 2021 Annual Report

## Tyalla Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Tyalla 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

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Tyalla Public School

Joyce St

Coffs Harbour, 2450

<https://tyalla-p.schools.nsw.gov.au>

[tyalla-p.school@det.nsw.edu.au](mailto:tyalla-p.school@det.nsw.edu.au)

6652 4488

## School vision

Tyalla Public School provides excellence in inclusive education, every student is known, valued and cared for. Students are provided with a rich environment which fosters and develops accomplishment, positive relationships, enjoyment, growth, health and safety. Students are self-directed, take initiative and contribute to the learning of others. They are confident and responsible citizens.

The school and community, through strong partnerships, work together to enhance and develop the social, learning and physical environment for students. Parents and carers are active participants in their children's education. The school works closely with the wider community and other schools to enrich learning and provide extra-curricula programs.

There is a culture of continuous improvement where staff work collaboratively to ensure that teaching and learning is responsive to student needs, is engaging, challenging and is aligned to curriculum so all students can succeed. There are consistent whole school protocols for teaching and learning.

## School context

Tyalla Public School is located in Coffs Harbour on the Mid North Coast of NSW. Tyalla means place of tall trees and the school is proud of its connection to the environment and community. We have a modern, well-planned learning environment where classrooms are vibrant and well resourced. Staff, parents and the wider community work together to promote school excellence. We are a member of the Lighthouse Community of Schools and have a strong culture of inclusion, connection and belonging.

Our spacious, well-kept sporting fields and play areas welcome students from a diverse range of backgrounds. Our enrolment of 288 students includes 33% Aboriginal and Torres Strait Island students and 15% students who have language backgrounds other than English. This diversity provides a rich cultural environment which is celebrated and valued. The school has a multi-categorical class catering for students with a range of mild and moderate disabilities.

The K-6 Gumbaynggirr Language and Aboriginal programs support the development of deeper understanding of culture for all students and an affirmation of Aboriginal identity and connection to Country for our Aboriginal students.

The whole school community, including students, staff, parents, members of local AECG and external agencies, were consulted in the development of a thorough situational analysis followed by the development of this Strategic Improvement Plan. Through our situational analysis, we have identified a need to focus on explicit teaching in reading and numeracy with a focus on using data consistently and regularly to support our students achieving at or above state system targets. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted.

We require a systematic approach to wellbeing and attendance to ensure that our students are attending every day and developing sustainable and resilient wellbeing strategies.

The school plan will focus on student growth and attainment, attendance, wellbeing, engagement and quality teaching. Work will take place on developing whole school systems and processes to support five weekly student data collection, analysis and reflection. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority.

We will establish a responsive intervention program where all students with need are provided with personalised and timely intervention to close the gap in the early years. Staff will work collaboratively to refine and develop their skills in quality teaching.

We will allocate human and financial resourcing to ensure that our activities are fully resourced and consistently monitor the impact of our plan and share the findings and our successes with our community. On-going monitoring of student performance data will determine areas of need and success at a class and school level.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success in all key learning areas we will further develop and refine data driven and effective classroom practice.

### Initiatives

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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 classroom practice
- Data driven practice and professional learning

### Resources allocated to this strategic direction

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**Early Action for Success (EAFs):** \$171,512.97

**Literacy and numeracy:** \$10,680.11

**Professional learning:** \$30,034.58

**School support allocation (principal support):** \$17,153.66

**Socio-economic background:** \$273,039.52

**Literacy and numeracy intervention:** \$70,634.34

**Low level adjustment for disability:** \$212,995.24

**Aboriginal background:** \$47,661.27

**QTSS release:** \$58,637.71

### Summary of progress

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Our school exceeded the lower band targets for the percentage of students achieving in the top two bands for reading; while an increase for numeracy was also achieved, this increase was not within the annual target band. There was an increase of more than 10% of Aboriginal students achieving in the top three skill bands for reading; a result that exceeds the 2022 targets. While an increase in numeracy was also achieved this increase was not yet within the annual target band.

The impact of the school's focus of closing the gap in the early years was evident. NAPLAN data reflects a significant increase in the percentage of year three students in the top two NAPLAN bands; in Year 3 there was a 71.4% increase in the percentage of students in the top 2 bands for reading and a 75.3% increase for numeracy from the 2019 NAPLAN data. Self-assessment against the School Excellence framework shows the school has moved from delivering to sustaining and growing in the elements of 'data skills and use' and 'learning and development'.

This was the result of a continued whole school focus on effective teaching of reading, the development of a responsive K-2 intervention program and data-driven practice.

### Enablers of Implementation-Effective classroom practice

- Building a culture of high expectations and continuous learning through strong leadership of the school's vision, the setting of 5 weekly targets, measuring impact and celebrating success.
- Access to an Instructional leader (K-2) under the Early Action for Success initiative enabled quality professional learning and shoulder-to-shoulder coaching to be provided to K-2 teachers.
- Releasing Stage 2 and 3 Assistant Principals for 80 minutes a week to provide instructional leadership for the teachers in their teams.
- High impact professional learning in explicit teaching of reading, reciprocal teaching of comprehension, classroom management, the progressions, Mathematics curriculum, the proficiency strands, and the wellbeing framework, built teacher knowledge and skill.
- The provision of uninterrupted teaching blocks of reading so that every student had targeted small group instruction every day; reciprocal teaching using Professor Pearson's Quality Talk model was used in grades 2-6 and explicit instruction was used in K-2 classrooms.
- Whole school screening and monitoring of auditory analysis, phonics knowledge and phonemic awareness and the provision of targeted intervention.

### Barriers of Implementation -Effective classroom practice

- COVID-19 interrupted multiple professional learning opportunities on site, and at times restricted staff from collaboratively completing professional learning offered by the Department.
- The inability to employ experienced temporary teachers and assistant principals to cover staff who were either

filling roles out of the school or were on leave.

### Enablers-Data Driven Practice and professional learning

- Building the capacity of the leadership team in Conversations using data and evidence (Timperley) through twelve months of on-going quality professional learning delivered by the principal.
- Working within professional learning teams using Timperley's spirals of Inquiry to collaboratively review student data, read current research, plan action, and enact learning sprints. Each stage met for eighty minutes every three weeks.
- Embedding structures and process to support 5 weekly monitoring of student progress against set targets in reading and leading high expectations of student outcomes.
- Establishment of a responsive intervention program where all students with need are provided with personalised and timely reading intervention to close the gap in the early years.

### Barriers of Implementation-Data Driven Practice and professional learning

- The inability to consistently employ experienced temporary staff to release teachers for their professional learning meetings. We also had difficulty attracting staff with high levels of skills to deliver planned interventions.
- The significant workload of leading and managing data driven practice and providing instructional leadership while teaching a class was a barrier for the 3-6 Assistant Principals. Having a non-teaching instructional leader in K-2 who was dedicated to the leading and managing of these got significantly more impact. It is recommended that next year 3-6 also have an instructional leader.

### Next Steps

Next year, to address **Effective classroom practice** we will focus on effective feedback, trauma informed practice and broaden our focus on effective teaching to include numeracy and writing.

This will be done through the provision of an additional Assistant Principal Curriculum and Instruction to ensure there is shoulder-to-shoulder instructional leadership in both K-2 and 3-6. All staff will complete the four-day Berry Street trauma informed practice training and this practice will be embedded into whole school processes and procedures. The school will build teacher capacity in using effective feedback through the Explicit Teaching and Effective Feedback LEED Project. In this project the department's LEED Capability Building team will support the leadership team as they lead staff in high impact professional learning, reflective practice, and peer-coaching.

Next year, to address **Data driven practice and professional learning** we will focus on data systems and practices, consistent teacher judgement and ensuring our assessment tools are reliable and valid. We will broaden the use of spirals of inquiry to include learning sprints in numeracy and writing in addition to reading. Including writing will allow us to leverage the reciprocity of reading and writing in the teaching of literacy.

We will review the school's assessment schedule and data collection systems and widen the use of progressions and PLAN 2 to include the areas of creating texts, additive strategies, quantifying number, and phonics knowledge. We will embed three-weekly data analysis of internal and external data into the school's weekly professional learning schedule.

### 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"> <li>• Increase the % of students achieving in the top 2 NAPLAN reading bands by 4% or greater from baseline data.</li> <li>• Increase the % of students achieving in the top 2 NAPLAN numeracy bands by 2% or greater from baseline data.</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading (an uplift of 6.54% on 2019 data) and within the annual target band.</li> <li>• NAPLAN scores indicate an increase in the percentage of students in the top two bands for numeracy (uplift of 1.67% on 2019 data) but not yet within the annual target band.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase the % of Aboriginal students achieving in the top 3 NAPLAN reading bands by 5.5% or greater from baseline data.</li> <li>• Increase the % of Aboriginal students achieving in the top 3 NAPLAN numeracy bands by 2% or greater from baseline data.</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN scores for Aboriginal students indicate an increase in the percentage of students in the top three skill bands for reading (an uplift of 10.37% on 2019 data) indicating achievement of exceeding the 2022 target.</li> <li>• NAPLAN numeracy scores for Aboriginal students indicate an increase in the percentage of students in the top three skill bands (an uplift of 3.64% on 2019 data) but not yet within the trajectory annual target band.</li> </ul>
increase in SEF-SAS Element of Teaching- <b>Data Skills &amp; Use</b>	Self-assessment against the School Excellence framework shows the school has moved from delivering to sustaining and growing in the element

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future directions. (Baseline = delivering)

Increase in SEF-SAS in **Teaching - Learning & Development** (Baseline =delivering)

of data skills and use.

Self-assessment against the School Excellence framework shows the school has moved from delivering to sustaining and growing in the element of learning and development.

### Purpose

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To ensure the wellbeing and engagement of all students so they can connect, succeed, thrive and learn, we will develop whole school wellbeing processes and an environment which fosters and develops accomplishment, positive relationships, enjoyment, growth, health and safety.

### Initiatives

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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.

- Whole School Attendance
- Wellbeing and Student Engagement

### Resources allocated to this strategic direction

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**Aboriginal background:** \$97,962.06

**Socio-economic background:** \$171,513.00

**Location:** \$1,910.24

**Per capita:** \$76,425.13

### Summary of progress

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Throughout 2021, attendance has continued to be a high priority for our school, evident in the many initiatives that have been implemented to improve student attendance rates. This included 5 weekly data analysis by all staff, the creation of an attendance data wall, celebration of excellence in attendance, and communication of the importance of attendance to the school community. However, COVID-19 and road closures due to flooding had a significant impact on attendance and we did not achieve attendance target. An initiative that was trialled during the last 15 weeks of 2021 saw a 5.3% lift on 2020 attendance scores in its last cycle. It involved setting a target, 5 weekly monitoring of percentage of students attending above 90% in each class then classes celebrates when targets were reached.

Self-assessment against the School Excellence framework indicates the school has moved from delivering to sustaining and growing in the element of 'learning culture'. The pre and post Tell Them From Me (TTFM) 2021 survey data indicated a 7% growth in students' sense of belonging during the year. Year 4 students and Year 5 male students results increased to levels above state. The TTFM 2021 data indicates that Aboriginal students have significantly higher sense of belonging and advocacy than non-Aboriginal students. Their scores were at or above state levels. There had been a downward trend in the school's TTFM data since 2017, this appears to be on the turn; year 4 data indicates a lift in advocacy and sense of belonging and a stabilising for expectations for the first time in 4 years. The reporting of positive behaviours in Year 4 exceeded state scores.

This was a result of a renewed focus on: Positive Behaviours for Learning (PBL), attendance, ensuring that school environments are safe and healthy place to be, and that all students are recognised and celebrated.

### Enablers of Implementation- Wellbeing and Student Engagement

- Having a Deputy Principal leading and managing wellbeing in the school.
- A renewed focus on Positive Behaviours for Learning (PBL) and the daily teaching of PBL lessons in every classroom.
- Smiling minds program and Wellbeing Wednesdays.
- Staff completing the five modules of *Classroom Management Fundamentals* eLearning training.
- Assistant Principals being released for 80 minutes a week in term one to providing instructional leadership in *Classroom Management Fundamentals*.
- Four staff members completing the four-day Berry Street Model training in trauma informed practice and embedding these practices into their classrooms.

### Barriers of Implementation - Wellbeing and Student Engagement

- Not being able to access an external PBL coach or trainer.
- COVID-19 delayed the commencement date of Berry Street training. Thus, the planned peer coaching to spread the practice across another four classrooms did not occur.

### Enablers of Implementation - Whole school attendance



- 5 weekly data analysis of SCOUT and Sentral at stage and executive meetings using attendance data.
- The celebration of excellent attendance through the presentation of Excellence in Attendance certificates at special assemblies each term.
- The communication of the importance of attendance to the school community.
- The creation of an attendance data wall so that all class teachers could monitor attendance at a class level. This was linked to celebrating via a Milo and mufti day for classes that reached the attendance targets. This activity had the greatest impact on attendance numbers.

### Barriers of Implementation- Whole School Attendance

- COVID-19 lockdowns, hesitancy by some parents to send students to school due to fear of catching COVID-19 and local flooding impacted heavily on attendance during 2021.
- staff changes within the executive team impacted on the pace and flow of the leadership of this initiative.

### Next Steps

**Whole School Attendance** is a critical to ensuring students interact, thrive and succeed . In 2022 we will focus on directing more time during staff meetings to collaborate on attendance strategies and strengthen staff understanding and confidence in utilising the attendance procedures and department resources. We will also focus on building stronger connections between family and school. We will continue to analysis attendance data every 5 weeks and celebrate excellence in attendance through student certificates and attendance assemblies. At the end of last year, we trialed a new strategy where each class worked towards a target percentage of students attending above 90% for the 5-weekly period. Every class that achieved this target celebrated with a Milo and Mufti Day. During the trial we saw an upward lift in attendance so we will be continuing this strategy in 2022.

In the initiative of **Wellbeing and Student Engagement** we will be focusing on building positive and inviting learning environments, embedding trauma informed practice, and providing explicit lessons on healthy coping strategies, resilience, and self-regulation. All staff will engage in high impact professional learning in Paul Dix's teaching strategies to support them in providing students with predictable and consistent learning environments. They will also complete the four days of Berry Street Model training. These trauma informed practices will be embedded into all classrooms. The classrooms and playgrounds will be upgraded to provide more inviting environments that support 21st century learning and greater interaction.

### 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"> <li>• An increase (uplift) of percentage of students attending more than 90% of the time by 3% of baseline data.</li> </ul>	<p>The number of students attending greater than 90% of the time or more has decreased by of 0.9% from the previous year.</p>
<ul style="list-style-type: none"> <li>• an increase in SEF-SAS element - Learning culture</li> <li>• An increase of 3% in students indicating a sense of belonging from 2020 data (TTFM).</li> <li>• An increase of 1% in students identifying advocacy from 2020 data (TTFM).</li> <li>• An increase of 4% of students recording positive outcomes from 2020 data (PBL).</li> <li>• A 10% decrease in suspensions from 2020 data (EBS).</li> </ul>	<p>Self-assessment against the School Excellence framework indicates the school has moved from delivering to sustaining and growing in the element of 'learning culture'.</p> <p>The pre and post 2021 Tell Them From Me (TTFM) survey data indicated a 7% growth in students sense of belonging during 2021. Year 4 female students and Year 4 &amp; 5 male students increased to scores above state levels.</p> <p>The TTFM 2021 data indicates that Aboriginal students have significantly higher sense of belonging and advocacy and 1% lower expectation than non-Aboriginal students. Aboriginal student's scores were at or above state levels.</p> <p>The pre and post 2021 Tell Them From Me (TTFM) survey data indicates a 0.1% decrease in advocacy at school.</p> <p>Sentral data indicates there has been an 82% increase in students recording positive outcomes.</p> <p>EBS data indicates that there was a 24% decrease in suspensions due to physical violence and aggressive behaviours, and a 31.7% decrease in the total number of suspension days from the previous year. The number of</p>

- an increase in SEF-SAS element - Learning culture
- An increase of 3% in students indicating a sense of belonging from 2020 data (TTFM).
- An increase of 1% in students identifying advocacy from 2020 data (TTFM).
- An increase of 4% of students recording positive outcomes from 2020 data (PBL).
- A 10% decrease in suspensions from 2020 data (EBS).

suspensions did not decrease but the severity of behaviours did.

## Strategic Direction 3: Quality Teaching

### Purpose

To ensure all students are provided with high quality and research-based teaching to maximise student learning outcomes in all key learning areas, we will embed a culture of continuous improvement where all staff engage in high impact professional learning, work collaboratively to reflect on and build practice, and strive to be highly accomplished teachers.

### 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.

- PDP process
- Consistent whole school protocols

### Resources allocated to this strategic direction

### Summary of progress

The 'Australian Professional Standards for Teaching' were embedded into the Professional Development (PDP) process for 100% of teachers. Staff elected to have Standard 3.1: 'Establish challenging learning goals' as a common PDP goal. This was a catalyst for staff to work together to build collectively efficacy. Each week the Assistant Principals provided shoulder-to-shoulder instructional leadership for teachers in their team. Staff were provided with opportunities to share and showcase practice. This mentoring and coaching, built teacher capacity and supported the development of a culture of continuous improvement.

Self-assessment against the School Excellence framework shows the school has moved from 'delivering' to 'sustaining and growing' in the domain of Learning Culture. In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

This was a result of high impact professional learning that combined professional learning, reflective practice, and collaboration.

### Enablers of Implementation-PDP process & Consistent whole school protocols

- Staff development days and regular professional learning afternoons
- Assistant Principals being released each week to provide Instructional Leadership
- Teachers working within professional learning teams
- A culture of continuous improvement

### Barriers of Implementation-PDP process & Consistent whole school protocols

- COVID-19 interruptions led to breaks in the flow of the process. This starting and stopping of the process interrupted momentum at critical points.
- Not having time to have regular one-on-one conversations on PDPs throughout the year.

### Next Steps

Working collectively on a standard has proven successful; it has supported consistent whole school protocols and deep learning. In 2022, staff will work on Standard 5.2: 'Provide feedback to students on their learning'. The school will take part in the LEED project- effective teaching and effective feedback. Staff will meet regularly to observe and reflect on practice using Professor David Hopkins' 'connect feedback to data' matrix. Teachers and supervisors will be provided with release so they can have regular conversations on PDPs goals and progress.

### 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
• 100% of PDPs aligned to Teaching Standards and Strategic Improvement	100% of Performance and Development Plans (PDPs) aligned to the Australian Professional Standards for Teachers and the Strategic

<p>Plan.</p> <ul style="list-style-type: none"> <li>• 80% of staff to have a common professional practice goal so they can collaboratively build collective practice.</li> </ul>	<p>Improvement Plan.</p> <p>100% of teachers had 3.1 "Establish challenging learning goals' as a Performance and Development goal.</p>
<ul style="list-style-type: none"> <li>• Increase in SEF-SAS element of <b>Learning Culture</b> (baseline data = delivering).</li> <li>• 40% of staff to move up a level on the Australian Institute of Teaching and Leadership (aitsl) 'Classroom Practice Continuum' .</li> </ul>	<p>Self-assessment against the School Excellence framework shows the school has moved from performing at 'delivering' to 'sustaining and growing' in the element of learning culture.</p> <p>Pre and post rubric data from Stage 2 teachers indicates that 50% of teachers moved up a level on the Australian Institute of Teaching and Leadership (aitsl) 'Classroom Practice Continuum' for Standard 3.1 'Establish challenging learning goals'.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,628.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• A teacher was employed to provide personalised and targeted teaching to increase receptive and expressive language and the use of English.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An increase in the proficiency of student's English which has led to greater interaction with peers and learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The students will continue to receive support in the area of English and to have adjustments made to their learning programs. This support will be funded through English language proficiency funds and will be at a lower level.</p>
<p>Integration funding support</p> <p>\$85,962.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tyalla Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being provided with targeted learning, social and behaviour programs and having support to access learning in the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> A review of each student's progress and needs will direct the planning of their 2022 individualized education plan.</p>
<p>Socio-economic background</p> <p>\$554,552.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tyalla Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practice and professional learning</li> <li>• Whole School Attendance</li> <li>• Wellbeing and Student Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Socio-economic background</p> <p>\$554,552.52</p>	<ul style="list-style-type: none"> <li>• additional staffing to implement targeted intervention to support identified students with additional needs</li> <li>• employment of a Deputy Principal to lead and manage attendance and Wellbeing programs in the school.</li> <li>• equitable access to specialist resources</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improvement in student outcomes in literacy and numeracy, embedding of Positive Behaviours for Learning (PBL), implementation of case management meeting process for complex behaviours, decrease in serious behaviours, and the total number of suspension days, improvement in student wellbeing during the year, implementation of sustainable attendance initiatives and purchase modern furniture to support future-focused learning and improved the learning environment for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The targeted intervention program has proven to be very successful and will be continued in 2022. The school will focus on whole school well-being programs and implementing the Berry Street Model across the school. A Deputy Principal will be employed to manage and lead attendance, wellbeing and curriculum.</p>
<p>Aboriginal background</p> <p>\$145,623.33</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tyalla 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Attendance</li> <li>• Wellbeing and Student Engagement</li> <li>• Data driven practice and professional learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• creation of school literacy resources embedding local language</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Aboriginal Education Officer has led and supported a greater understanding of local culture and language by all students across K-6, an increase in Aboriginal student's sense of belonging and advocacy and engagement of Aboriginal parents in their student's learning. The additional learning support in K-2 has had a significant impact of student outcomes. The number of Aboriginal girls in year 3 achieving in the top 2 bands not only significantly exceeded like schools but also exceeded state.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The combination of Aboriginal Education Officer and targeted K-2 intervention has shown to be successful so these will be continued. In 2022, the school community will have a yarning circle built in the clearing beside the frog pond so that regular yarn ups and community gatherings can occur. We will also be putting a lens on our K-2 Aboriginal boys to support more of them achieve in the top 2 bands.</p>
<p>English language proficiency</p> <p>\$14,770.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tyalla Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>English language proficiency</p> <p>\$14,770.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> In students improving English proficiencies, having pride in their culture and being able to better access learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This work will be continued in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$212,995.24</p>	<p>Low level adjustment for disability equity loading provides support for students at Tyalla Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practice and professional learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist teacher and student support officers to provide personalised evidence-based intervention to targeted students to increase learning outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increase in students capacity to access curriculum, work collaboratively with peers, and improved student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The tiered personalised and targeted intervention model has proven to have impact so we will continue this model in 2022.</p>
<p>Location</p> <p>\$1,910.24</p>	<p>The location funding allocation is provided to Tyalla Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Student Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This funding and the per capita funding were combined and used to purchase laptops, charging cabinets and technology to help close the gap in rural and remote learning and improve student engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to be used for technology to ensure that our students have access to current technology.</p>
<p>Literacy and numeracy</p> <p>\$10,680.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tyalla Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Literacy and numeracy</p> <p>\$10,680.11</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students having access to differentiated and engaging on-line learning and continuity of learning during COVID-19. Students having differentiated reading material and engaging hands-on mathematics resources to support the development of social-constructive learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 the school will purchase on-line programs and assessments to support learning. It will also purchase further reading resources for Years 3-6.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Tyalla Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice</li> <li>• Data driven practice and professional learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The provision of an EaFS Instructional Leader has build teacher capacity in delivering explicit teaching, data analysis and monitoring impact. She also managed the tiered K-2 intervention program. Year three NAPLAN data showed a significant 70% increase of students in the top 2 bands for numeracy and literacy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The EaFS Instructional Leadership initiative has proven to be extremely effective in improving student outcomes. The EaFS initiative is being replaced with Assistant Principal -Curriculum and Learning. In 2022, the school will increase its allocated 1.4 Assistant Principal - Curriculum &amp; Learning to 2 full-time positions; one for K-2 and one for 3-6. They will work shoulder-to-shoulder with teachers, provide high impact professional learning and lead the school in data analysis.</p>
<p>QTSS release</p> <p>\$58,637.71</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tyalla Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practice and professional learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant principals released to provide instructional leadership to the</li> </ul>



<p>QTSS release</p> <p>\$58,637.71</p>	<p>teachers in their team.</p> <ul style="list-style-type: none"> <li>• teams of staff were released every three weeks to work within professional learning team using Timperley's Spiral of Inquiry to study current research, analysis student data and work, to plan and monitor impact of teaching.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Increase in teacher capacity in delivering quality teaching in classroom management, reciprocal reading, explicit teaching and providing challenging learning intentions through the provision of instructional leadership. Increase in collective efficacy through working collaboratively to build knowledge and skills within professional learning teams.  improvement in student outcomes through teachers monitoring impact of teaching and using current research to build knowledge.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The school will fund 0.6 AP - C&amp;I to ensure that both K-2 and 3-6 teachers have access to instructional leadership and high impact professional learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,634.34</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Tyalla Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practice and professional learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Year one students who were significantly below grade level in reading were provided with tier three intervention and 10 of the 12 reached grade level or above.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  This funding will again be used to close the gap for tier three students in grade one. Providing this intervention supports the schools goal of closing the gap in the early years.</p>
<p>COVID ILSP</p> <p>\$211,907.92</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Two teachers were employed to provide targeted, explicit instruction for student groups in literacy in the areas of reading acquisition, comprehension and phonemic awareness.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  An increase in students phonemic awareness skills. and students in the program had an uplift in their outcomes in NAPLAN reading results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

COVID ILSP  
\$211,907.92

To provide targeted instruction in phonemic awareness, phonological knowledge, reading accuracy, comprehension, quantifying number and additive strategies to close the gaps in learning.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	167	152	136	137
Girls	177	162	168	141

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.6	91.1	89.3	90.3
1	89	92.1	86.4	89.3
2	91	91.7	91.4	86.1
3	92.3	89.1	86.2	88.4
4	89.7	88.6	87.2	86.5
5	89.9	90	88.1	86.1
6	88.3	88.5	86.9	83.3
All Years	90.4	90.1	88.1	87.1
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.07
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	4.82
Other Positions	2

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,152,242
<b>Revenue</b>	4,489,378
Appropriation	4,478,154
Sale of Goods and Services	173
Grants and contributions	10,635
Investment income	216
Other revenue	200
<b>Expenses</b>	-4,779,123
Employee related	-4,059,257
Operating expenses	-719,866
<b>Surplus / deficit for the year</b>	-289,745
<b>Closing Balance</b>	862,497

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	88,590
<b>Equity Total</b>	927,941
Equity - Aboriginal	145,623
Equity - Socio-economic	554,553
Equity - Language	14,770
Equity - Disability	212,995
<b>Base Total</b>	2,354,171
Base - Per Capita	76,425
Base - Location	1,910
Base - Other	2,275,836
<b>Other Total</b>	844,114
<b>Grand Total</b>	4,214,816

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

Tyalla Public School utilises a range of strategies to gather information in regard to student, parent and staff satisfaction. These include Tell Them From Me surveys, school developed surveys and formal and informal discussions with parents. The information gathered from members of the school community remain very positive with high levels of satisfaction. The school analyses all information to ensure continual improvement as a collective. A number of new initiatives will be introduced in 2022 as a result of feedback from the 2021 surveys.

The 2021 surveys of both parents and students reinforced high levels of satisfaction, with the majority of survey respondents valuing the inclusive and welcoming culture of the school and the support and care provided by the teachers. Responses from the multiple-choice questions in the parent survey indicated that 94% of respondents felt welcomed when they visit the school and 82% felt like they are a partner in their child's education. The open-ended question: *'What does Tyalla Public School do well?' also reflected this belief and included responses of 'very welcoming (including office staff, teachers and Principal) with the school community', the school 'involves parents in events and activities' and parents also valued 'the partnerships with the school'.*

Parents and carers noted that Tyalla Public School is *'very supportive of all children'* and staff *'listens to the students and respects them'* they *'provide my child with lots of leadership qualities and a love of school. My child's teacher motivates their learning'*. They *'instill great values', and 'embrace culture'* and have *'lots of multicultural activities'*. Parents liked that the school has students at the center of their decision-making: *'improvements to the playground and facilities', 'I like that Tyalla gets lots of funds, grants and programs and puts them to good use for the children'*. Parents and carers also noted that the school is good at *'getting to the bottom of issues'* and it *'is great at dealing with bullying and resolutions'*.

The 2021 parent surveys also revealed areas for improvement. These included having a canteen, diversification of communication and more extra-curricular activities. Due to COVID-19 restrictions and associated financial burdens the P & C ceased operating the school canteen. The school is working with the department to re-establish the canteen as a school managed facility. The school regularly communicates to parents through weekly newsletters, emails, SMS texts, SkoolBag and Facebook. Teachers and parents use Dojo, phone calls and informal meetings to discuss students' goals, achievements and concerns. Once COVID-19 restrictions are lifted parents will once again be able to attend assemblies, social events including community BBQs and formal parent-teacher meetings. Student performances and inter-school sport will also be able to recommence.

The student's Tell Me From Me responses to *'What is the best thing about Tyalla Public School?'* overwhelmingly showed friends, teachers, and large play areas as the best aspects. The following student responses reflect the satisfaction and values of the students; *'We have all sorts of different cultures which leads to more friends', 'the teachers and the hard work the teachers set for us and make us get smarter like maths, people loving and being nice and people that care about you', 'The playground, Dunggirs and the draw. Sheep and the chooks and obviously the bin chicken who wants to be a sheep!' and 'It has the best teachers. It has a good oval and it has good places to play. Its close to my home.'*

Student responses to *'What else would you like us to run at Tyalla Public School?'* indicated a wish for a fixed climbing playground for the senior playground, more computers, and school sporting teams, in particular a basketball team. The school applied for a Regional Renewal Program grant to co-fund a \$270,000 senior playground. This application was successful and in 2022 a 230 m<sup>2</sup> modern teen-spirit playground and cola will be constructed in the senior playground.

The school has purchased laptops, charging cabinets and technology so that every student in Years 3 to 6 will have a laptop to access curriculum and learning tools. Four new basketball hoops and stands were purchased with the \$3000 Rebel dollars that our community earned for the school. The school also purchased soccer goals and other playground equipment to support play and skill development. The school applied for a grant through the Sporting Schools Program and received \$3000 which will be used to provide specialised coaching sessions to K-6 students during semester one of 2022 and with the lifting of COVID-19 the school will once again be able to take part in interschool sport.

Tyalla Public School values feedback from community and is committed to working in partnership with community to provide quality inclusive education where all students are known, valued, and cared for.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for 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

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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.