

2022 Annual Report

Cabbage Tree Island Public School



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Introduction

The Annual Report for 2022 is provided to the community of Cabbage Tree Island 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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School vision

Cabbage Tree Island PS provides a high expectations learning environment supporting every student to achieve success. A culturally rich and responsive environment enables the cultural identity of students to be acknowledged and celebrated. Our students strive for academic excellence while also developing as critical and creative learners of the future with a focus on resilience and wellbeing. Our staff work collaboratively with parents/carers and the wider Aboriginal community to foster valued positive relationships.

School context

Cabbage Tree Island Public School is rich in Aboriginal history. It is situated 22km south of Ballina on the bank of the Richmond River near Wardell. The Bundjalung, local Aboriginal culture, language and Stronger Smarter processes are an inclusive part of students learning within our school. The school has an enrolment of thirty six (36) K-6 Aboriginal students and ten Transition to School students (3 1/2 -5 year olds) on site which operates 2 days per week adhering to the Early Years Learning Framework-Belonging, Being and Becoming. In Term 2, 2021 an additional day has been allocated for the Transition to School Program.

The school offers a high quality learning environment supporting the diverse needs of its students. Using the School Excellence Framework we are committed to excelling in learning, teaching and leading.

The school has participated in the Early Action for Success strategy supporting students K-6 in literacy and numeracy since 2016 and has maintained this initiative into 2018.-2021. Strong relationships with the local Ballina-Cabbage Tree Island Aboriginal Education Consultative Group Incorporated (AECG), local community, local Aboriginal and departmental service providers are valued and respected partners to the school.

The school incorporates innovative technology platforms with each student having daily access to a device with newly installed interactive boards in each classroom. The school is known for student excellence in dance performing for large local, state and national events showcasing cultural expression and pride in culture.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Working towards Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To ensure every student improves in literacy and numeracy every year.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Integration funding support: \$31,822.00

Aboriginal background: \$79,603.00

Socio-economic background: \$110,342.00

Low level adjustment for disability: \$36,832.00

Summary of progress

2022 was a challenging year due to being displaced as a result of the floods. For the majority of the year our students were unable to access resources but we made use of donated readers and books. The school had few resources and materials to support student learning.

Our school staff and students did the best they could under difficult circumstances.

The school staff provided a safe learning environment with regular routines in a supportive and caring manner.

In 2023 additional school staff have been employed including specialists who provide smaller groups to allow for intensive learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Initiative 1: Reading NAPLAN Expected Growth Target Meet the system negotiated lower bound target of students achieving expected growth in NAPLAN Reading.	The proportion of students who achieved expected growth in NAPLAN Reading could not be measured as NAPLAN was not held in 2020 due to COVID. School internal data and system check in assessment showed students maintained average differentials in achievements with statistically similar school groups and state average.
Initiative 2: Numeracy NAPLAN Expected Growth Target Meet the system negotiated lower bound target of students achieving expected growth in NAPLAN Numeracy.	The proportion of students who achieved expected growth in NAPLAN Numeracy could not be measured as NAPLAN was not held in 2020 due to COVID. School internal data and system check in assessment showed students maintained average differentials in achievements with statistically similar school groups and state average.
Initiative 1: Reading NAPLAN Reading Top 2 Bands Target Increase the proportion of students in	The proportion of students in the Top 2 bands NAPLAN Reading was not able to be measured due to nil participation in NAPLAN 2022 as a result of the devastating floods.

the NAPLAN Top 2 Bands for Reading to meet the system negotiated lower bound Target

Initiative 2: Numeracy

NAPLAN Numeracy Top 2 Bands Target

Increase the proportion of students in the NAPLAN Top 2 Bands for Numeracy to meet the system negotiated lower bound Target

The proportion of students in the Top 2 bands NAPLAN Numeracy was not able to be measured due to nil participation in NAPLAN 2022 as a result of the devastating floods.

Strategic Direction 2: Quality Teaching and Cultural Competence

Purpose

To ensure all student grow and achieve every year in a culturally supportive learning environment.

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.

- Quality teachers
- Culturally competent staff

Resources allocated to this strategic direction

QTSS release: \$7,354.00

Professional learning: \$7,370.00

AP Curriculum & Instruction: \$30,114.00

Aboriginal background: \$55,905.00

Location: \$3,264.00

Summary of progress

Staff are supported with clear expectations of behaviour around culturally responsive practice and professional learning opportunities are provided to enhance staff learning. Regular opportunities for staff to collaborate around what is and is not working well are both formally organised and informally encouraged.

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
Explicit teaching is the main practice used in the school. School staff self-assess at the sustaining and growing level of the explicit teaching practice theme within the School Excellence Framework.	Explicit teaching has featured with teachers being skilled at using a variety of teaching techniques such as questioning and assessing to support student learning needs.
The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to cultural competence, wellbeing and engagement, to improve learning.	There has been a coordinated effort by school staff to engage families and carers to reflect on student progress and a whole school Wellbeing plan. Professional learning focused on cultural competence for staff employed in 2023.
Increase attendance of students to be at least equal to the lower bound system negotiated target of 70%.	The proportion of students who attended school more than 90% of the time did not show an uplift from 2021 figures by demonstrating a downturn in attendance by 14.41%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$31,822.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cabbage Tree Island Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Intensive student learning has allowed students to enhance their learning despite the unusual circumstances that had students relocated to three schools during the year.</p> <p>After evaluation, the next steps to support our students will be: 2023 will be more settled in the temporary school and additional staff with specific skills will provide necessary support for students.</p>
<p>Socio-economic background</p> <p>\$110,342.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cabbage Tree Island 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through the K-2 Curriculum to support student learning with adjustments <p>The allocation of this funding has resulted in the following impact: The funding was used to up skill teachers but with limited resources and staff shortages, impact was limited although regular routines were in place.</p> <p>After evaluation, the next steps to support our students will be: 2023 will be more settled with the temporary school bringing certainty and a new team of teachers to support students.</p>
<p>Aboriginal background</p> <p>\$135,508.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cabbage Tree Island 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>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"> • Reading • Culturally competent staff <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language

<p>Aboriginal background</p> <p>\$135,508.00</p>	<ul style="list-style-type: none"> • Additional resources have been created to assist with the recent trauma and to improve literacy and numeracy. • A focus on local history, culture and language has been prioritised as a displaced Aboriginal community with a need to be connected to the traditional lands. of our community. <p>The allocation of this funding has resulted in the following impact: There has been an urgency to create and recreate resources to instill a sense of pride and urgency to be connected to Land.</p> <p>After evaluation, the next steps to support our students will be: There is an ongoing need to prioritise the publishing of resources to support the cultural identity of students and to provide culturally responsive resources. Student engagement is higher and attendance increases.</p>
<p>Low level adjustment for disability</p> <p>\$36,832.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cabbage Tree Island 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Health staff to improve the development of students by implementing speech and OT programs developed by specialists • Staff implemented programs to meet student needs including adjustments as necessary. <p>The allocation of this funding has resulted in the following impact: Student learning programs have been designed to meet individual learning needs.</p> <p>After evaluation, the next steps to support our students will be: An extension of the support team including a Learning and Support Teacher will provide a coordinated and strategic program to meet the needs of all students.</p>
<p>Location</p> <p>\$3,264.00</p>	<p>The location funding allocation is provided to Cabbage Tree Island 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"> • Culturally competent staff <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Professional conversations and sharing of culturally responsive resources to enhance cultural competence of staff was prioritised. • Aboriginal pedagogy professional learning was completed by all staff to strengthen a common language and consistency in approach. <p>The allocation of this funding has resulted in the following impact: Staff members continue to express need to expand their culturally responsive teaching. A coordinated approach has strengthened staff collaboration and a high level of trust to ask hard questions when in doubt.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning will be offered and suggested to staff to enhance student learning.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$7,370.00</p>	<p>Professional Learning for Teachers and School Staff Policy at Cabbage Tree Island 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"> • Quality teachers <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning was provided with a specific focus on Trauma Informed Practice and the K-2 Syllabus, <p>The allocation of this funding has resulted in the following impact: Staff employed in 2022 are well informed and prepared to implement the K-2 Syllabus.</p> <p>After evaluation, the next steps to support our students will be: New staff employed will allow for a consistent approach and collegiality which will improve student learning in a coordinated way.</p>
<p>QTSS release</p> <p>\$7,354.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cabbage Tree Island 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"> • Quality teachers <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Due to the shortage of teachers the initiatives were limited in their implementation <p>The allocation of this funding has resulted in the following impact: The impact was limited due to a shortage of staff.</p> <p>After evaluation, the next steps to support our students will be: With the employment of new staff in 2023 additional release time for professional learning will be offered.</p>
<p>COVID ILSP</p> <p>\$28,320.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Students point of learning need was identified and appropriate teaching strategies were developed for implementation. These programs were disrupted for significant periods with staffing, school location changes and student transience.</p> <p>After evaluation, the next steps to support our students will be: Prioritisation of this program will be evidenced through additional structured learning support being provided five days per week in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	15	16	17	18
Girls	14	22	15	12

Student attendance profile

School				
Year	2019	2020	2021	2022
K	85.1	79.3	77.3	74.5
1	67.4	89.7	77.6	86.9
2	82.5	82.1	86.8	74.9
3	81.9	82.1	75.9	74.2
4	77.5	80.5	84.2	78.7
5	88.6	80.7	83.2	80.7
6	73.0	85.5	76.3	58.4
All Years	79.7	83.2	80.7	75.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.82
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.9

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	312,809
Revenue	1,229,828
Appropriation	1,137,384
Sale of Goods and Services	986
Grants and contributions	88,541
Investment income	2,917
Expenses	-823,737
Employee related	-819,620
Operating expenses	-4,117
Surplus / deficit for the year	406,091
Closing Balance	718,901

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.

	2022 SBAR Adjustments (\$)
Targeted Total	31,822
Equity Total	282,684
Equity - Aboriginal	135,508
Equity - Socio-economic	110,343
Equity - Language	0
Equity - Disability	36,833
Base Total	506,793
Base - Per Capita	8,086
Base - Location	3,265
Base - Other	495,443
Other Total	104,652
Grand Total	925,952

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

Our school staff worked tirelessly to stay connected to our parent community despite an extremely challenging year with families displaced and some students were enrolled at numerous schools. Our focus was to ensure the wellbeing and mental health of all students and for school to be a safe place.

Students were in various focus groups and responded that they felt supported in their learning and that they felt that all teachers knew them well. Students also commented that the learning experiences provided to them were engaging and challenging.

Students highlighted that they were challenged with few classroom resources to assist their learning.

Staff reported that additional skill were necessary for them to fulfil their role after being displaced. Flexibility, health and wellbeing training was necessary to enable staff to support students.

Student results highlighted that:

- The majority of students felt safe and happy at school most of the time but wanted to return to their old school.
- The majority of students felt valued as Aboriginal students and that culture and identity was important to the school.

Students identified:

- They needed play ground equipment to play on
- Classroom devices were necessary to support their learning
- That they missed reading books

Parent/carers results highlighted that:

- Aboriginal culture is even more important for student learning due to the recent displacement
- Literacy and numeracy was important but the safety and happiness was even more important

Teacher's identified that:

- 2022 was a challenging year but relationships with families had strengthened
- A continued effort to focus on trauma and local history, language and culture was needed.

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.