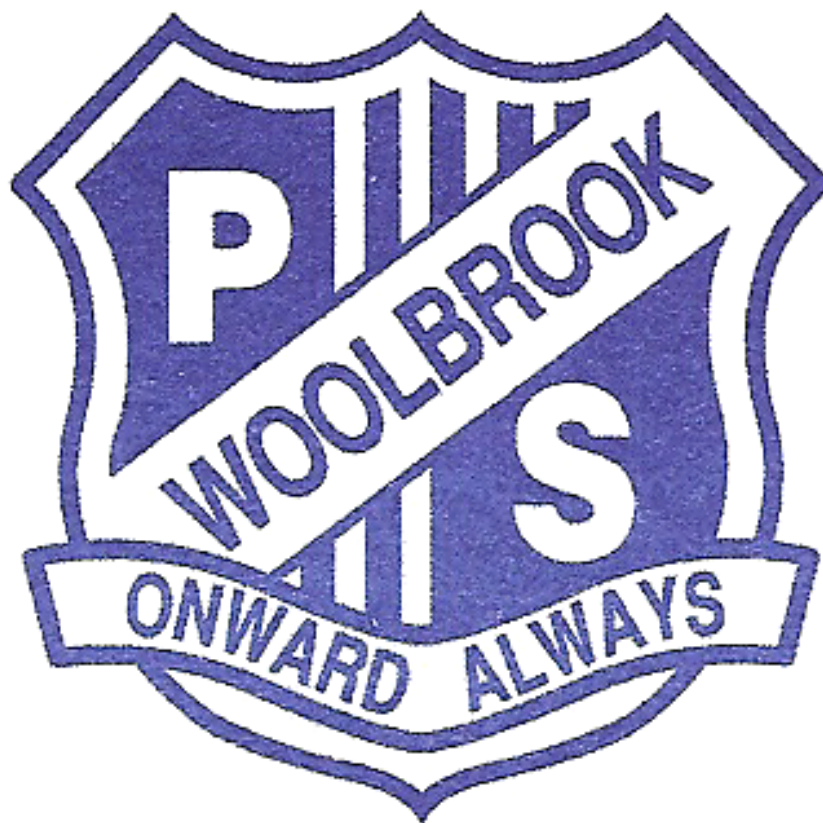


# 2022 Annual Report

## Woolbrook Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Woolbrook 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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Woolbrook Public School

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## School vision

At Woolbrook School, we provide high quality educational experiences to every student and hold high expectations for students to achieve their personal best through engaged, active learning in a safe, respectful and supportive environment.

## School context

Woolbrook Public School is located in the village of Woolbrook in the southern New England Tablelands. The school has an anticipated enrolment of 8 children in 2022 (63% of whom identify as Aboriginal)-from a combination of both town and surrounding rural properties. In 2022, it is expected that there will be enrolments in all years, except Kindergarten and Year Five. Staff includes a full-time teaching principal, a release from face-to-face teacher, a school administrative manager, a school learning support officer, a cleaner and general assistant. The school benefits greatly from involved parents and a supportive community. There is an operational Parents and Citizens Association, where meetings attract a good attendance. The school has links with Dunghutti Aboriginal Elders and work closely with the Aboriginal community. There is a strong and relentless focus on literacy and numeracy, with flexible groupings and differentiated curriculum utilised to optimise the learning of students across all stages. Technology is an integral part of each day's learning, seamlessly supporting the teaching of all Key Learning Areas.

An Assistant Principal, Curriculum and Instruction has been appointed, additional resources allocated and professional learning provided that enable the school to provide tiered interventions that focus on Literacy and Numeracy outcomes for student with a focus on the new K-2 Syllabuses. Our situational analysis indicates continued focus on Literacy and Numeracy; building of teacher capacity in use of data and formative assessment and explicit approaches to wellbeing.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes and to build strong foundations for academic success, all staff will refine data driven teaching practices that are responsive to the learning needs of individual students.

Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning, supported by effective feedback.

### Initiatives

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

- 1. Data driven practices
- 2. Self Directed Learning

### Resources allocated to this strategic direction

**Aboriginal background:** \$13,331.26

**AP Curriculum & Instruction:** \$30,114.20

**Low level adjustment for disability:** \$22,984.20

**Location:** \$10,222.08

**QTSS release:** \$1,493.97

**Per capita:** \$2,274.12

**Professional learning:** \$4,892.74

**Beginning teacher support:** \$15,217.00

**Socio-economic background:** \$25,583.46

### Summary of progress

Our focus for 2022 was to maximise student learning outcomes and to build strong foundations for academic success. All teaching staff engaged with English K-2 Curriculum Reform professional learning to develop the required knowledge, understanding and skills for effective syllabus implementation in 2023..

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

Next year in this initiative we will work with staff across the learning community to establish a shared understanding of using number talks and number sense routines to explore different teaching routines in mathematics and how they can be used well to support student learning. The course is designed to build upon and enrich existing teacher knowledge of various teaching routines of mathematics. This will support further improvement in teaching practice across the school.

### 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
<b>SEF - 'Data Skills and Use' - Delivering</b>  School will self assess itself as Delivering in the Element of Data Skills and Use, using the School Excellence Framework.	Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element of Data Skills and Use.
<b>SEF - 'Effective Classroom Practice' - Delivering</b>	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Effective Classroom Practice.

School will self assess itself as Delivering in the Element of Effective Classroom Practice, using the School Excellence Framework.	
As a school we aim to increase the proportion of students in the top 2 bands for Reading.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
As a school we aim to increase the proportion of students in the top 2 bands for Numeracy.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
60% of students sitting NAPLAN are working towards the Lower Bound target in achieving expected growth in Reading.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
60% of students sitting NAPLAN are working towards the Lower Bound target in achieving expected growth in Numeracy.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

## Strategic Direction 2: Building Resilient Learners

### Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing and implementing whole school wellbeing processes that support high levels of wellbeing and engagement.

### 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.

- Embedding Wellbeing Practices
- Attendance

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$5,677.31

### Summary of progress

Data on individual students not meeting the current attendance targets indicates that illness is still a issue within the school. Promotion of hygiene practices will continue into 2023 to support families, staff and students in best practice in infection control.

Throughout 2022 a whole school approach to Wellbeing has been supported with the inclusion of 'Be You', a national mental health in education initiative delivered by Beyond Blue, in collaboration with Early Childhood Australia and Headspace. This initiative supports educators and schools to develop a positive, inclusive and resilient learning community where every child, young person, educator and family can achieve their best possible mental health.

### 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
<b>SEF - 'Wellbeing' - Sustaining and Growing</b>  The school will self-assess itself as Sustaining and Growing in the Element of Wellbeing using the School Excellence Framework.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Wellbeing.
<b>Attendance</b>  As a school we aim to increase the proportion of students attending school at or above 90% from 60% towards the lower bound target of 70%.	The number of students attending school 90% of the time or more has increased by 20%.
<b>SEF - 'Attendance' - Delivering</b>  The school will self-assess itself as Delivering in the Theme of Attendance in the Element of Learning Culture using the School Excellence Framework.	Self-assessment against the School Excellence framework shows the theme of Attendance, in the element of Learning Culture to be at delivering.

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$4,892.74</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Woolbrook 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>• 1. Data driven practices</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 additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individual student progress across literacy and numeracy progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Development of a whole school assessment schedule will support teachers in the collection and analysis of data.</p>
<p>Socio-economic background</p> <p>\$25,583.46</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woolbrook 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>• 2. Self Directed 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>• professional development of staff through the Tessa Defern Spelling Program to support student learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have been exposed to professional learning designed to support teachers to help students develop essential literacy skills and become linguistic inquirers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teaching staff in 2023 will include the phonological, orthographic and morphological components of spelling in programming and assessment.</p>
<p>Aboriginal background</p> <p>\$13,331.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woolbrook 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>• 1. Data driven practices</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 additional staff to deliver personalised support for Aboriginal students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of a School Learning Support Officer has supported students</p>



<p>Aboriginal background</p> <p>\$13,331.26</p>	<p>through individual and group sessions targeted at student learning point of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Throughout 2023 the school will again employ a full-time School Learning Support Officer to support and promote student learning.</p>
<p>Low level adjustment for disability</p> <p>\$28,661.51</p>	<p>Low level adjustment for disability equity loading provides support for students at Woolbrook 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>• 1. Data driven practices</li> <li>• Embedding Wellbeing Practices</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 additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of additional teaching staff has supported the planning and implementation of individual learning plans for students requiring adjustments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The employment of a full time School Learning Support Officer will continue to support students.</p>
<p>Location</p> <p>\$10,222.08</p>	<p>The location funding allocation is provided to Woolbrook 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>• 1. Data driven practices</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>• subsidising student excursions to enable all students to participate.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The use of funds to support the subsidising of excursions has allowed all students to enjoy the benefits of a wide range of experiences.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funding in 2023 will again support student excursions.</p>
<p>QTSS release</p> <p>\$1,493.97</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woolbrook 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>• 1. Data driven practices</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teacher release time has resulted in collaboration opportunities between</p>

<p>QTSS release</p> <p>\$1,493.97</p>	<p>APC&amp;I and teaching staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 quality collaboration time will be quarantined for teacher programming and planning.</p>
<p>COVID ILSP</p> <p>\$8,970.00</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><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>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group and individual tuition groups and monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [Reading and Place Value].</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	7	4	6	7
Girls	9	4	3	3

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.0	90.9	81.3	
1	94.8	88.7		72.6
2	95.8	95.7	87.6	
3	96.3	93.2	95.7	82.4
4	95.5	95.8		78.7
5	90.8	94.2	92.5	
6	79.4	89.3	87.9	86.1
All Years	93.2	92.4	89.2	79.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	
1	92.7	91.7		87.4
2	93.0	92.0	92.6	
3	93.0	92.1	92.7	87.6
4	92.9	92.0		87.4
5	92.8	92.0	92.1	
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.3	87.2

### 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

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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)	0.2
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	81,912
<b>Revenue</b>	486,136
Appropriation	478,952
Grants and contributions	6,627
Investment income	557
<b>Expenses</b>	-502,243
Employee related	-441,575
Operating expenses	-60,668
<b>Surplus / deficit for the year</b>	-16,106
<b>Closing Balance</b>	65,805

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	67,576
Equity - Aboriginal	13,331
Equity - Socio-economic	25,583
Equity - Language	0
Equity - Disability	28,662
<b>Base Total</b>	319,944
Base - Per Capita	2,274
Base - Location	10,222
Base - Other	307,448
<b>Other Total</b>	62,929
<b>Grand Total</b>	450,449

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

100% of parents/carers were surveyed for indication of satisfaction with the school and student learning. 85% of families responded to the survey and 85% of families were happy with the overall behaviour management of students. 85% of families expressed satisfaction with the use of the social media platforms used within the school community.

Student feedback was also sought with 87% of students identifying positive behaviour for learning programs as helpful to self-regulation.

100% of staff indicated that they were satisfied with the working environment at Woolbrook Public School and felt supported through many professional learning opportunities.

# 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.