

# 2020 Annual Report

Morrisset Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Morisset 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 school 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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Morisset Public School

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## School vision

At Morisset Public School, we nurture, guide, inspire and challenge all students to become successful and creative learners through strong student, staff and community partnerships.

## School context

Morisset Public School is situated on the south-west side of Lake Macquarie. We are a proud member of the Western Shores Learning Alliance, which is in partnership with 5 primary schools and Morisset High School. Morisset Public School had a total of 192 enrolments for 2020. 19% of students identify as Aboriginal and 16% are from language backgrounds other than English. A commitment to future focused learning ensures quality teaching, high expectations and up-to-date technologies. This encourages high student engagement and self-regulated learners. Evidence indicates that strong parent and community involvement in student learning continues to develop through active involvement in school events and whole school student initiatives. The attendance rate for students has decreased and will be an area of focus in this school plan. Strategies will be implemented to support students and families to improve their attendance. Ongoing professional learning of staff delivers quality pedagogy in Literacy and Numeracy. Our school has identified the need for a range of wellbeing strategies to maximise success for all.

## 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 and participated in an external validation. 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 school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Quality Learning

#### Purpose

To work in partnership with staff, students, parents and school community to provide literacy and numeracy skills through rich, stimulating and engaging learning experiences that foster student's ability to learn, adapt and be responsible, confident citizens and leaders.

#### Improvement Measures

Increase school community participation in engaging and collaborating around student progress and achievement in literacy and numeracy.

Equal or exceed NSW Government norms in the area of student understanding that there are clear rules and expectations for school behaviour.

Tracking systems aligned to incident monitoring will indicate an improvement in student wellbeing.

#### Progress towards achieving improvement measures

##### Process 1: High Expectations

The aspirations and expectations of students and parents are known and inform learning. Learning goals in literacy, numeracy and wellbeing, are established to support a growth mindset and student self regulation.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Parents/ carers collaboratively planned learning expectations with students and teachers.</li><li>• Parents gained a better understanding of learning expectations and how to support their child to achieve success.</li><li>• Classroom teachers and students set individual learning goals.</li><li>• Student goals were tracked through bump-it-up walls, learning intentions and quality work samples.</li><li>• Goals were communicated via parent information sessions, student-led conferences, parent/ teacher interviews, personalised learning plans and semester reports.</li><li>• 100% of parents surveyed indicated that they had a greater understanding of expectations for their child's learning and behaviour.</li></ul>	\$8,000 Teacher Release

##### Process 2: Wellbeing - a planned approach

The school plans for and monitors a whole school approach to student wellbeing and engagement.

Evaluation	Funds Expended (Resources)
<p>Tell Them From me survey responses</p> <ul style="list-style-type: none"><li>• students subjected to cyber bullying 10% below NSW Government Norms.</li><li>• Trending upwards - Positive relationships, Sense of Belonging and Positive Behaviour at school.</li><li>• Intervention programs included - Interrelate and 'Rock and Water'</li><li>• Decrease in minor and major incidents in both the classroom and playground</li><li>• Significant reduction in suspensions - 2018 - 32 suspensions, 2019 - 12 suspensions with 5 short suspensions in 2020.</li><li>• All inclusive PBL recognition days - sport tabloids, free swimming event and silent disco.</li></ul>	\$12,000 - Interrelate, PBL Recognition Days, Headphone kits for Silent Disco, Hire of and entry into swimming pool

## Strategic Direction 2

### Quality Teaching

#### Purpose

To create a school culture where teachers are committed to high levels of professionalism and accountability. Through a shared and personal responsibility, teachers and leaders analyse and interpret authentic data to inform evidence based teaching practices to optimise student achievement in literacy and numeracy.

#### Improvement Measures

Increased percentage of students in the top two bands of NAPLAN Reading, Writing and Numeracy.

Increased percentage of Aboriginal students in the top two bands of NAPLAN Reading, Writing and Numeracy.

Equal or exceed NSW Government norms in the domain of Data Informs Practice.

Increased number of students demonstrating expected growth across Literacy and Numeracy.

Increased percentage of Aboriginal students demonstrating expected growth across Literacy and Numeracy.

Equal or exceed NSW Government norms in the domains of Leadership and Quality Feedback.

#### Progress towards achieving improvement measures

##### Process 1: Collaborative Practice, Explicit Teaching and Feedback

Teaching practice and learning programs, are reviewed and revised to meet the needs of the learners, based on student progress and achievement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Mathematics scope and sequence in full use K-6.</li><li>Literacy scope and sequence completed and trialled in teaching and learning programs.</li><li>Professional learning delivered for Number Talks, Warm-ups and Chin ups</li><li>Anita Chin workshops did not go ahead due to COVID-19 restrictions</li></ul>	\$3,000 - Teaching Staff released to attend initial Anita Chin PL.

##### Process 2: Data Analysis and Skills/ Student Performance Measures

The school uses internal and external assessments to assess student progress and achievement against syllabus outcomes.

Evaluation	Funds Expended (Resources)
<p>Reading Benchmark expectations</p> <ul style="list-style-type: none"><li>Kindergarten - 63% of students are at or above reading expectations.</li><li>Year 1 - 75% of students are at or above reading expectations.</li><li>Year 2 - 89% of students are at or above reading expectations.</li></ul> <p>Years 3 and 5 Check-in Assessment was delivered instead of NAPLAN during COVID-19 restrictions in 2020</p> <ul style="list-style-type: none"><li>Year 3 - 22 students assessed</li><li>Reading scaled score was 369.7, below the state scaled score of 431.2.</li><li>Numeracy scaled score was 375.2, below the state scaled score of 431.1.</li><li>Year 5 - 23 students assessed</li><li>Reading scaled score was 457.6, below the state scaled score of 497.6.</li><li>Numeracy scaled score was 465.1, below the state scaled score of 494.5.</li></ul>	\$12,941 - Staff released for L3, data analysis and benchmarking.

## Strategic Direction 3

### Quality Leading

#### Purpose

To enable effective instructional leadership that demonstrates a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student wellbeing and success in a future focused learning environment.

#### Improvement Measures

Increased percentage of students reaching target benchmarks as a result of Instructional Leadership systems.

Increased student engagement as a result of flexible learning spaces and project based learning.

Equal or exceed NSW Government norms in the domain of Technology.

#### Progress towards achieving improvement measures

##### Process 1: Instructional Leadership

Staff lead areas of expertise, aligned to the school plan using distributive leadership practices, resulting in sustained quality school wide systems.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Instructional leadership is an essential component of school wide culture at Morisset Public School.</li><li>• Staff hold a shared responsibility of student wellbeing and success and are committed to fostering a school wide culture of high expectations.</li><li>• Staff have been supported through formal mentoring and coaching.</li><li>• Staff participated in professional learning (PL) in an array of different contexts to ensure high expectations.</li><li>• Staff led PL sessions; collaborative creation of school wide systems, scope and sequences in Writing, Reading and PD Health PE.</li><li>• 'Tell Them From Me' staff survey results - feedback from teachers illustrated that the school is above the NSW Government norm in the areas of leadership, collaboration and planning. Staff feel supported in their role and feel that their own professional learning needs are being met, which in turn has successfully maximised the success for all students at MPS.</li></ul>	\$100,401 - Instructional Leader - 3 days per week

##### Process 2: Future Focused Learning

Learning environments promote Collaboration, Communication, Co-operation, Critical Thinking & Creativity (5Cs).

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Outdoor Learning Area components completed - signage (flags, maps and directional blade signs), artificial turf and large outdoor games (dominoes, connect four, hopscotch and in 2021 - a soft fall chess board.</li><li>• Purchase of chrome books, iPads, touch screens in all classrooms, a mobile touch screen for the Library.</li><li>• Refurbishment of AV room into a designated music room completed.</li><li>• Library refurbishment - new shelving, printed blinds and a new returns desk with display case showcasing Aboriginal artifacts.</li><li>• The Library has designated zones - Teaching, Reading and Technology zones.</li></ul>	<p>\$20,000 - Outdoor Learning Area components - Map of Australia, signage, maps, flags and directional blade signs, artificial turf, inlaid hopscotch and chess board</p> <p>\$27,000 - Library furniture and printed blinds</p> <p>\$31,053 - Chrome Books</p> <p>\$55,730 - Portable Touch Screen, Ben Q Boards in Classrooms and Computer Lab + additional Screen</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$47,962	<ul style="list-style-type: none"> <li>• Staff professional learning - Aboriginal perspectives in Teaching and Learning programs</li> <li>• Resurgence program - students participated in a 10 week project - developing a model of Tiddalick making quality connections while using a variety of weaving techniques.</li> <li>• Bush Tucker awareness - walk through established areas - identifying bush tucker - 2021 - develop signage for labelling purposes.</li> <li>• School funded Incursions - 1 per term for all students</li> <li>• SLSO employed 2 days per week</li> <li>• Online staff professional learning - Stronger Smarter modules</li> <li>• NAIDOC week celebrations and activities</li> </ul>
<b>English language proficiency</b>	\$8,715	<ul style="list-style-type: none"> <li>• In-class EALD support for students</li> <li>• Purchased Reading Eggs App, PM Readers online and Mathletics</li> <li>• SLSO delivered Multilit program</li> </ul>
<b>Low level adjustment for disability</b>	.9 LAST \$35,106 Flexible funding for intervention	<ul style="list-style-type: none"> <li>• LAST role providing both in-class support and targeted intervention.</li> <li>• SLSOs employed for additional casual days per week - over and above their permanent days.</li> <li>• Classroom teachers released to complete PLSPs for identified students, establish and monitor learning goals.</li> <li>• AP delivered PL for NCCD data base - teachers released to complete data upload.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$36,206	<ul style="list-style-type: none"> <li>• Assistant Principals and Instructional Leader supported classroom teachers in the development of their Professional development plans. (release provided for all staff).</li> <li>• Assistant Principal released for Well being role - connecting with students, staff and parents.</li> </ul>
<b>Socio-economic background</b>	\$76,797	<ul style="list-style-type: none"> <li>• Intervention for students - small group and individual.</li> <li>• Teaching and learning resources developed, printed and distributed by post during COVID lock down.</li> <li>• Teachers released to upload data into PLAN software platform</li> <li>• Professional learning aligned to School Plan</li> </ul>
<b>Support for beginning teachers</b>	\$14,500	Beginning teacher provided with additional release from face-to-face teaching for the purposes of preparation, professional learning and mentoring opportunities.



# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	100	111	99	78
Girls	133	113	100	97

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	94	91.2	81
1	89.2	88.1	90	78.9
2	90.3	93.6	89	80.2
3	90.9	89.5	91.2	79.3
4	89.7	91.9	88.8	78.3
5	91.5	88.2	87.7	81.3
6	90.2	89.7	88.4	79
All Years	90.7	90.5	89.3	79.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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. 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.

## 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)	2
Classroom Teacher(s)	6.97
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.02

\*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	558,623
<b>Revenue</b>	2,323,716
Appropriation	2,296,293
Sale of Goods and Services	1,807
Grants and contributions	25,077
Investment income	538
<b>Expenses</b>	-2,393,059
Employee related	-2,085,937
Operating expenses	-307,122
<b>Surplus / deficit for the year</b>	-69,344
<b>Closing Balance</b>	489,279

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	98,260
<b>Equity Total</b>	337,025
Equity - Aboriginal	47,962
Equity - Socio-economic	146,797
Equity - Language	8,715
Equity - Disability	133,551
<b>Base Total</b>	1,560,902
Base - Per Capita	47,860
Base - Location	0
Base - Other	1,513,042
<b>Other Total</b>	212,088
<b>Grand Total</b>	2,208,275

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# Parent/caregiver, student, teacher satisfaction

## ***Tell Them from Me Survey results***

### ***Student survey - Areas of highest performance***

- Positive Behaviour at school has been trending up and is now sitting close to NSW Govt Norm.
- After a high of 40% last year, 29% felt as though they have been bullied. We have been running programs on understanding bullying including Interrelate, Police talks and targeted PDHPE lessons.
- Students value schooling outcomes remains high with percentages consistent across the 3 grades surveyed.
- Advocacy at School has stayed even with state - girls represented only slightly higher than boys.
- Positive Learning Climate has consistently risen and approaching state Govt norm.
- Positive Teacher-Student Relations has also remained high.
- 18% of students surveyed identified as Aboriginal and overall felt teachers understood culture. Since the survey we have started a weekly program for an external provider and invested more time and PL into staff with cultural competencies training.
- 61% of students agreed or strongly agreed that they feel proud of the school.

### ***Student survey - Areas of lowest performance***

- 32% of students were not confident in their skills and found English or Maths challenging compared to state Govt Norm of 14% while only 23% sat in the desirable quadrant of high skills high challenge.
- Student participation in extracurricular activities was 20% below state. This will need to be addressed in 2021.
- Students with a positive sense of belonging has declined rapidly for girls starting with a high in 2017 of 77% to now be 47%
- At 25% below State Govt Norm, students interested and motivated is at 53% with both sexes scoring similar
- Effort is also declining with 72% saying they try hard to succeed, sitting 16% under state
- 31% of the students surveyed indicated they did not know where to go if they needed help with bullying.

### ***Teacher survey - Areas of highest performance***

- Collaboration (8.0) was above state gov't norm (7.8). We are really proud of this as we have been changing the culture of the school with collaboration being a key focus.
- Leadership (7.8) also sits above State Gov't Norm (7.1). This is further endorsed with 100% of staff agreeing or strongly agreeing that school leaders lead improvement and change and communicate the strategic directions.
- Learning Culture sat even with State Gov't Norm with "I set high expectations for student learning" at 9.5
- Data informing practice was consistent with state with the only low area of providing "A, B or C" samples for examples of work to students.
- Within Inclusive School (above State Gov't Norm) there were high scores in establishing clear expectations for behaviour (9.5) and including students with special needs (9.3)
- Staff identified working with other teachers to develop cross curricular or common learning opportunities as something we do very well and linked this to changes on the RFF timetable that ensures same or similar stages are off class at the same time.
- There has been a shift where staff are identifying that formative and summative assessment informs their lesson planning.
- Overall 11 of the 12 areas were at or above State Gov't Norm. The only area below was Technology 6.5 compared to 6.7.

### ***Teacher survey - Areas of lowest performance***

- The technology average was brought down below state by "students use computers or other interactive technology to track progress towards their goals" (4.6). This is an area we have discussed but still prefer to have goals labelled in the classroom for daily use.
- Within the Eight Drivers of student learning a common low school was related to observation and feedback of teaching. This is something staff would like to see more of and take part in in 2021.
- Helping low performing students plan their assignments was an area that needs support.
- Asking parents to review work was identified as an area to improve parent involvement.

### ***Parent survey - Areas of highest performance***

- We had 14 parents complete the survey which is higher than previously.
- Parents support learning at home (8.2) outshone state (6.3) reflecting the positive community.
- Parents felt strongly (9.1) that their child's understanding is clear about the rules for school behaviour.
- Children feeling safe at school scored highly.
- While there was a range in scores, on average parents felt the school was inclusive (above state gov't norm).
- No parent registered that they disagree or strongly disagree to "I would recommend my child's school to other

parents".

- Parents identified school admin staff as helpful.

**Parent survey - Areas of lowest performance**

- As identified in student surveys, parents also scored teachers devoting time to extra curricular activities low (6.0)
- Parents did not feel that the school was helping prevent bullying. Identifying that we need to push our message outside the gate and promote the work we are doing and reflect the student data.
- School Voluntary Work scored very low however, the survey was completed during Government enforced COVID restrictions.
- Events scheduled at times when parents can attend also scored low (4.1)
- Parents don't feel as though they are well informed about their child's progress at school both academic and social/emotional.
- Homework appears to be an area that is also being raised after moving towards a project-based approach several years ago.



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

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.