

2020 Annual Report

Kariong Public School



Kariong Public School
VIEW TO THE FUTURE

4580

Introduction

The Annual Report for 2020 is provided to the community of Kariong 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.

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School vision

Kariong Public School is a positive, engaging and supportive environment where all students are valued and motivated to learn. Our whole school community shows RESPECT, RESPONSIBILITY, and strives to achieve their PERSONAL BEST.

School context

Kariong Public School was established in 1988 and has a current enrolment of 535 students, including 39 Aboriginal students and 73 students who have a language Background other than English (LBOTE). The school is situated west of Gosford on the Central Coast Highway and is a proud member of the Kariong Mountains Learning Community. Kariong is an excellent school, which strives every day to provide its students with "A View to the Future".

Kariong Public School has a mix of experienced staff and early career teachers and is welcoming, friendly and focused on maintaining strong partnerships between staff, parents and students. The school caters for a diverse community and is well supported by an active Parents and Citizens' Association.

A strong focus on improving literacy and numeracy outcomes and integrating technology into teaching and learning are major aspects of school planning. The school implements Language, Learning and Literacy (L3) across Early Stage 1 and Year 1 and the Targeted Early Numeracy (TEN) program across Early Stage 1 and Stage 1. The school is a Positive Behaviour for Learning (PBL) school. We are establishing strong partnerships with our Aboriginal community and the local Cooina AECG valuing the consultative partnerships that exist. We received additional School Based Allocation Resource (SBAR) funding to support Aboriginal and EAL/D students and low level adjustments for students with a disability.

Kariong Public School provides a variety of educational and extra-curricular experiences including a full range of PSSA teams, dance, choir, band, high potential and gifted education opportunities, writing, art, public speaking, the Premier's Reading Challenge and University of New South Wales Global Assessments.

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 school plan and annual report.

Our self-assessment 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>

Strategic Direction 1

Creative Learners (with a focus on reading and numeracy)

Purpose

1. To ensure personalised, creative approaches to learning are in place so that every student develops a love of learning and a core of academic knowledge with a focus on reading and numeracy.
2. To improve teaching practice and add value to student learning through individualised, team and shared professional learning experiences.

Major School Excellence Framework links :

Learning - Curriculum, Assessment, Reporting, Student Performance Measures

Teaching - Effective Classroom Practice, Data Skills and Use

Leading - Educational Leadership

Improvement Measures

The proportion of Yr 3, 5 and 7 students achieving the top two NAPLAN bands in Reading and Numeracy to increase to 38% in 2018, 41% in 2019 and 43% in 2020 : Reading Yr 7-27% to 35%, Yr 5 - 31% to 40%, Y3 - 49% to 60%, Numeracy Yr 7-22% to 30%, Yr 5 - 18% to 30%, Yr 3 - 35% to 50%. Baseline 2015-2017 data.

The percentage of students achieving expected growth from 2017 to 2020 in Reading Yr 3 to Yr 5 - 54% to 60%, Yr 5 to Yr 7 - 58% to 65%; in Numeracy Yr 3 to Yr 5 - 68% to 70%, Yr 5 to Yr 7 - 72% to 75%.

70% Yr 3 students who achieved the top two NAPLAN bands in Reading and Numeracy to achieve expected growth by Year 5. Baseline 2017 data: Reading 50%, Numeracy 54%.

Progress towards achieving improvement measures

Process 1: Implement highly effective writing strategies and reading programs across the school and as part of the Bump It Up Strategy.

Evaluation	Funds Expended (Resources)
<p>Consistent use of programming, knowledge of the English K-6 assessment schedule and English resources by all staff.</p> <p>In the absence of NAPLAN data, KPS used PAT scores as a target.</p> <p>There were two targets as follows:</p> <ol style="list-style-type: none">1. <i>The difference between the KPS and the National norm-referenced median scores for Years 3,4,5 & 6 in PAT Reading to be no greater than 2 points.</i>2. <i>The percentage of students achieving the highest scores of 120-150+ in PAT Reading in Years 3, 4, 5 & 6 to increase by 10%. (Baseline PAT Feb 2020)</i> <p>The results were as follows:</p> <ul style="list-style-type: none">• In Years 2, 3, 4 and 6 the October 2020 median scores were all greater by 2 points than the National norm-referenced scores. The difference between the KPS Year 5 median score and the National norm-referenced scores was - 2.2.• The percentage of students achieving the highest scores of 120-150+ in PAT Reading in Years 3, 4, 5 & 6 increased from 36.5% in Feb 2020 to 44.42% in October 2020.	\$31800.00

Process 2: Implement highly effective numeracy strategies across the school and as part of the Bump It Up Strategy.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>In the absence of NAPLAN data, KPS used PAT scores as a target.</p> <p>There were two targets as follows:</p> <ol style="list-style-type: none"><i>1. The difference between the KPS and the National norm-referenced median scores for Years 3,4,5 & 6 in PAT Maths to be no greater than 2 points.</i><i>2. The percentage of students achieving the highest scores of 120-150+ in PAT Maths in Years 3, 4, 5 & 6 to increase by 10%. (Baseline PAT Feb 2020)</i> <p>The results were as follows:</p> <ul style="list-style-type: none">• In Years 2, 3, 4 and 6 the KPS October 2020 median scores were all greater by 2 points than the National norm-referenced scores. The difference between the KPS Year 5 median score and the National norm-referenced scores was -2.2.• The percentage of students achieving the highest scores of 120-150+ in PAT Maths in Years 3, 4, 5 & 6 increased from 20.4% in Feb 2020 to 32% in October 2020.	\$21000.00

Strategic Direction 2

Quality Systems

Purpose

1. To ensure a coherent and consistent student well-being framework based on the foundations of Respect, Responsibility and Personal Best.
2. To develop students' knowledge and understandings of technologies to enable them to respond innovatively to future challenges and needs.

Major School Excellence Framework links:

Learning - Wellbeing

Teaching - Professional Standards, Learning and Development

Leading - School Planning, Reporting and Implementation, School Resources

Improvement Measures

By 2020, the school mean for the four factors related to student engagement in the Tell Them From Me student survey to be equal or higher than the NSW Government norm. 2017 baseline data - School mean 7.9, NSW Government norm 8.0.

By 2020, the Tell Them From Me Teacher Survey indicates staff feedback on:

- the four dimensions of Classroom and School Practices to be higher or equal to the state wide average, 2017 baseline data - School mean (NSW mean); 7.4 (7.5), 7.4 (7.6), 7.1 (7.3), 7.6 (7.7).
- Technology to improve from a school mean of 6.1 (2017) to at least 7.5.

Progress towards achieving improvement measures

Process 1: Further improve and develop a strategic and planned approach to student well-being.

Evaluation	Funds Expended (Resources)
<p><i>By 2020, the school mean for the four factors related to student engagement in the Tell Them From Me student survey to be equal or higher than the NSW Govt norm. 2017 baseline - School mean 7.9, Govt norm 8.0.</i></p> <p>The results were as below.</p> <ul style="list-style-type: none">• In 2020 the school mean for three of the factors related to student engagement in the TTFM student survey was equal to the NSW Govt mean of 8.0, (NSW Govt mean not available for one factor). <p><i>By 2020, the Tell Them From Me teacher survey indicates staff feedback on the four dimensions of Classroom and School Practices to be higher or equal to the State-wide average. 2017 Baseline data. School mean (NSW mean): 7.4 (7.5), 7.4 (7.6), 7.1 (7.3), 7.6 (7.7)</i></p> <p>The results were as follows. In 2020 the school mean for three dimensions of classroom and school practices was higher or equal to the NSW Govt mean and one dimension was marginally lower.</p> <ul style="list-style-type: none">• Challenging and visible goals - 7.6 (7.5)• Planned learning opportunities 7.6 (7.6)• Quality feedback 7.2 (7.3)• Overcome obstacles to learning 7.8 (7.7)	\$6000.00

Process 2: Implement a whole-school approach to ICT and digital technologies.

Evaluation	Funds Expended (Resources)
<p><i>By 2020, the Tell Them From Me teacher survey indicates staff feedback on</i></p>	\$700.00

Progress towards achieving improvement measures

Technology to improve from a school mean of 6.1 to at least 7.5.

The results of the TTFM teacher survey indicated an improvement from 6.1 (2017) to 6.6 (2020).

Strategic Direction 3

Positive Partnerships

Purpose

1. To improve parent and student experiences and enable regular two-way communication and consultation, and
2. To establish effective collaboration with parents and the community to support student engagement, learning and wellbeing.

Major School Excellence Framework links :

Learning - Learning Culture

Leading - Management Practices and Processes

Improvement Measures

The percentage of parents using electronic communication such as Facebook, Class Dojos and the Parent app to increase from 40% in 2017 to 60% in 2020, using school based data.

By 2020, school based data indicates high levels (>75%) of parent/carer engagement in activities as measured across Education Week Open Day, parent/teacher meetings and the school performance Razzle Dazzle using 2018 baseline data.

The percentage of parents who reported very high levels of satisfaction with the way in which the school communicates with them in the school based parent survey, to increase from 40% in 2017 to 60% in 2020.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to improve parent and student communication and feedback.

Evaluation	Funds Expended (Resources)
<p>Parent communication this year was impacted by the COVID-19 Schools Safety Plan. By the end of Term 1 there was a migration to at-home/remote learning, then a managed return to school. Although schools were operational at the end of the year for all students and staff, there has been modified access for families and community members.</p> <p>Throughout 2020, KPS has endeavoured to use a diverse range of tools to communicate and engage families and community members including electronic signage, our school Facebook account, Zoom and our school website. School work was also distributed in print form where needed and regular newsletters have been emailed and posted on our website.</p> <p>This year a School Media Team which included a Media Officer, was formed to provide high quality video content about school activities to share with our families through social media and our website. Another successful initiative has been the Stage 3 School Magazine written by the students for the students, called 'Kariong Kids'.</p>	\$1000.00

Process 2: Develop and establish effective collaborations with parents, students and the community to support student learning.

Evaluation	Funds Expended (Resources)
<p>Although collaboration with families has been impacted this year due to the COVID-19 Schools Safety Plan, Kariong PS has strived to work closely with families and students. Successful initiatives included the following.</p> <ol style="list-style-type: none">1. The formation of an inaugural Student Media Team to publish the Stage 3 Student magazine (by the students, for the students), the formation of a School Media Team	\$2000.00

Progress towards achieving improvement measures

2. A K-6 Sculpture by the students exhibition which included a sculpture by every class and the construction of a new 2020 flower garden with two outdoor learning areas. Photos of the sculptures and the garden were shared with families and our community on the KPS website at <https://kariong-p.schools.nsw.gov.au/gallery/sculptures-in-the-garden.html>
3. Implementation of a highly successful initiative, a Stage 3 Dodgeball Competition held during lunch periods.
4. The repair of the scooter storage room.
5. The refurbishment of the boys and girls toilet block near the COLA, with significant input from Stage 3 students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$29,786.00	<p>Kariong PS has continued to create learning environments where Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving.</p> <p>Aboriginal student attendance (N=38) is 86.1% compared with DoE state 86.6% and SSSG 88.6%.</p>
Low level adjustment for disability	\$58,961.00	<p>There are 78 (14%) students enrolled who meet the definition of having a disability and require adjustments in learning.</p> <p>All students on Integration funding support and other students who have special needs have a modified learning program. Regular review meetings with parents ensure that there is a plan for the next steps in the students learning. The learning program is subsequently modified as a result of discussions with families.</p>
Quality Teaching, Successful Students (QTSS)	\$102,493.00	<p>The employment of a K-2 Literacy and Numeracy Support Teacher provided individual and small group interventions so that students with additional learning needs were supported.</p> <p>Stage Leaders collected and analysed information from their teams regarding the development of the new 2021-2024 school implementation plan.</p>
Socio-economic background	\$133,573.00	<p>Our school has a school-wide approach to positive classroom and playground behaviour. Several School Learning and Support Officers (SLSO) are employed to provide teachers with support to ensure optimal learning of all students. All classrooms and other learning environments such as the playground are well managed within a consistent, school-wide approach.</p> <p>Evidence in PBL data shows a reduction of the number of incidents in the classroom and playground over the past years. The school has implemented Tier 2 strategies and is training in Tier 3.</p>
Support for beginning teachers	<p>\$18,000.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>Funding was utilised to support teachers through coaching, mentoring and beginning teacher time release.</p> <p>Beginning teachers have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.</p> <p>Funding Sources: Support for beginning teachers (\$18 000.)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	287	290	278	270
Girls	269	279	281	265

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95	94.9	93.1	95.7
1	94.2	92.7	94.4	93.5
2	95.8	92.5	92.9	93
3	94	94.1	92.4	96.1
4	95.3	93.5	93.3	93.4
5	92.7	92.9	93.2	94
6	92.2	91.4	91.5	94.2
All Years	94.2	93.1	93	94.2
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.72
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	666,766
Revenue	5,114,341
Appropriation	5,010,755
Sale of Goods and Services	15,527
Grants and contributions	85,551
Investment income	1,753
Other revenue	754
Expenses	-5,243,953
Employee related	-4,857,358
Operating expenses	-386,596
Surplus / deficit for the year	-129,613
Closing Balance	537,153

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.

	2020 Approved SBA (\$)
Targeted Total	307,813
Equity Total	372,092
Equity - Aboriginal	29,786
Equity - Socio-economic	133,573
Equity - Language	51,326
Equity - Disability	157,407
Base Total	3,804,842
Base - Per Capita	134,442
Base - Location	0
Base - Other	3,670,400
Other Total	389,405
Grand Total	4,874,152

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.

2020 NAPLAN

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

Students

134 students in Stage 3 completed the *Tell Them From Me* Survey between 11 May and 3 June 2020, which included nine measures of student engagement. The four school-level factors consistently related to student engagement were as follows:

- 'advocacy at school' (School mean = 7.8, NSW Govt mean =7.6),
- 'positive teacher-student relations' (School mean = 8.5, NSW Govt mean =8.3),
- 'positive learning climate' (School mean = 7.0, NSW Govt mean =7.1),
- 'expectations for success' (School mean = 8.4, NSW Govt mean =8.6).

Results of interest include the school mean for the measure related to students with positive behaviour at school was 85% compared with 83% for the NSW Government. There was a significant difference between the girls' and boys' perceptions - 95% girls compared with 77% boys.

Students reported almost 10% less than the NSW Govt norm for the factor 'Students who are victims of bullying' with 27% students compared with 35% (NSW Govt score).

Staff

Between 11 and 25 September, 32 staff members completed the *Tell Them From Me* Survey. 75% of respondents indicated that they were part time or full-time permanent staff members and 27% were part time or full-time temporary teachers. 41% had been teaching 6 to 15 years and 56% had been teaching for 16 years or more.

94% of staff strongly agreed or agreed that they had the skills and confidence to meet the needs of students with disability or special needs.

The school means for six of the 'Eight drivers of student learning' were equal to or higher than the government means. The highest school mean score was 'Inclusive school' with a school mean of 8.2.

Parents/Carers

106 parents/carers completed the 'Partners in Learning' *Tell Them From Me* Survey between 28 August and 23 September 2020. The survey included 7 measures using a ten-point scale with 10 indicating strong agreement. School Mean (NSW Govt mean):

- Parents feel welcome 7.5 (7.4),
- Parents are informed 6.4 (6.6),
- Parents support learning at home 7.3 (6.3),
- School supports learning 7.3 (7.3),
- School supports positive behaviour 7.8 (7.7),
- Safety at school 7.1 (7.4),
- Inclusive school 6.6 (6.7).

The most useful types of communication when finding out about school news included school newsletters (48% 'very useful'), emails (49% very useful) and social media (49% 'very useful'). The most useful types of communication when discussing students included formal interviews (57% 'very useful') and emails (53% 'very useful').

Parents/carers also commented on their perception of the school facilities: 93% strongly agreed or agreed that the 'school is well maintained', 89% strongly agreed or agreed that the 'physical environment is welcoming' and 92% strongly agreed or agreed that it is 'easy to access/move around the school'.

Parents reported that the two most important strategies to build family/school partnerships were:

1. Regularly communicate with teachers (46%)
2. Participate in school activities (34%).

Next steps:

As a result of these findings and other school self-assessments Kariong Public School plans to:

- Continue the delivery of professional learning in the Bounce Back/Kids Matter Program to all staff to ensure a consistent and coherent student wellbeing program.
- Establish the COVID Intensive Support Learning Program aimed at short term interventions with small groups of students.

- Establish and trial an Instructional Leadership position to collaborate with K-2 teachers.
- Provide greater opportunities for parent engagement with programs such as Positive Partnerships, use of the parent portal and information sessions on KidsMatter and emotion coaching.
- Update the newsletter format to include more images and information about school activities.
- Communicate with parents through regular class newsletters informing them of units of work taught in the class and special events occurring each term.
- Continue the *Kariong Kids* student magazine initiative with Stage 3 students.
- Develop and publish more digital forms of communication including videos of student's work.
- Continue the School Media Team initiative which includes a Media Officer one day a week to provide high quality video content about school activities.

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 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

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.