

Annual Implementation Plan: for Improving Student Outcomes

School name: Grovedale Primary School

Year: 2017

School number: 0283

Based on strategic plan: 2015-2018

Endorsement:

Principal: Kathy Wesolowski

Senior Education Improvement Leader: Brendan Bush

School Council: Sally Harper

Endorsement Date: 27/03/2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

| School Strategic Plan goals | Improvement Priorities | Improvement Initiatives | |
|---|-------------------------------------|---|---|
| <ul style="list-style-type: none"> Improve student outcomes in Literacy and Numeracy Improve student engagement in their learning Enrich the learning environment to improve outcomes for all students | Excellence in teaching and learning | Building practice excellence | ✓ |
| | | Curriculum planning and assessment | ✓ |
| | Professional leadership | Building leadership teams | |
| | Positive climate for learning | Empowering students and building school pride | |
| | | Setting expectations and promoting inclusion | |
| | Community engagement in learning | Building communities | |

| Improvement Initiatives rationale: | |
|---|---|
| <p>Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.</p> | |
| <p>The improvement priorities were selected to build the capacity of our teachers in their knowledge of the Victorian F-10 Curriculum and their ability to implement high yield classroom teaching strategies within a culture of collaboration and feedback. Analysis of NAPLAN Data indicates that we can achieve improved targets and high growth levels are not being achieved in Year 5 Numeracy. Teacher surveys express a need for further development in assessment, receiving and providing feedback and using data to improve teaching and learning.</p> | |
| Key improvement strategies (KIS) | |
| <p>List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p> | |
| Improvement initiative: | Key improvement strategies (KIS) |
| Building practice excellence | <ul style="list-style-type: none"> Build and refine staff capacity in teaching and learning to decrease variability across the school. Develop high yield teaching strategies evidenced in every classroom (Focus on first 3 strategies from CITW) Improve our collaborative professional learning practices by using the PLC process. |
| Curriculum Planning and Assessment | <ul style="list-style-type: none"> Set and monitor growth targets for all students using data. Develop and implement a Guaranteed and Viable Curriculum for all students. Investigate and implement efficient and effective assessment and intervention for Literacy and Numeracy |



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

| STRATEGIC PLAN GOALS | | <ul style="list-style-type: none"> Improve student outcomes in Literacy and Numeracy Improve student engagement in their learning Enrich the learning environment to improve outcomes for all students Effectively use and maximise the financial, physical and human resources available. | | | | | | |
|--|---|--|---------|------------------|-----------------|--|----------|-------------------|
| IMPROVEMENT INITIATIVE | | Building practice excellence | | | | | | |
| STRATEGIC PLAN TARGETS | | <p>By 2018 teacher assessment against AusVELS and summative assessment tools will indicate all students deemed capable growing at or better than the expected rate of growth, including:</p> <ol style="list-style-type: none"> NAPLAN reading, writing and number Yr 3 all students to be at or above band 3 (88.4%). Increase percentage in Bands 5 & 6 to 25% (40.1%) NAPLAN reading, writing and number Yr 5 all students to be at or above band 5 (77.1%). Increase percentage in Bands 7 & 8 to 25% (16.2%) AusVels Reading, Writing and Number – all students deemed capable to achieve 12 months growth in each year of learning. (Change of curriculum) Increase the number of students achieving A or B as evidenced through teacher judgement data. (Change of curriculum) | | | | | | |
| 12 MONTH TARGETS | | <p>Data shows that in NAPLAN:</p> <ol style="list-style-type: none"> Yr. 3 Reading 2015 at or above Band 3 = 92% 2016 = 86% 2017 = 90% (85.7%) Bands 5 & 6: 2015 = 42% 2016 = 51% 2017 = 53% (34.2%) Yr. 3 Writing 2015 at or above Band 3 = 96% 2016 = 97% 2017 = 98% (94.3%) Bands 5 & 6: 2015 = 42% 2016 = 57% 2017 = 58% (56.7%) Yr. 3 Number 2015 at or above Band 3 = 77% 2016 = 80% 2017 = 82% (85.3%) Bands 5 & 6: 2015 = 35% 2016 = 28% 2017 = 32% (29.4%) Data shows that in NAPLAN: Yr. 5 Reading 2015 at or above Band 5 = 93% 2016 = 91% 2017 = 92% (67.7%) Bands 7 & 8: 2015 = 32% 2016 = 37% 2017 = 38% (22.6%) Yr. 5 Writing 2015 at or above Band 5 = 83% 2016 = 93% 2017 = 95% (73.3%) Bands 7 & 8: 2015 = 17% 2016 = 19% 2017 = 20% (10%) Yr. 5 Number 2015 at or above Band 5 = 100% 2016 = 98% 2017 = 100% (90.3%) Bands 7 & 8: 2015 = 36% 2016 = 17% 2017 = 30% (16.1%) Teacher judgement data shows at least one year's growth for one year's learning across years F-6 in Reading and Viewing, Writing and Number and Algebra for student deemed capable (We can check 6 months in 6 months for Vic Curric only by end of reporting cycle) | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Build and refine staff capacity in teaching and learning to decrease variability across the school | <ol style="list-style-type: none"> Refine and monitor the consistent implementation of our agreed instructional model. Use of internal expertise in English and Mathematics to PD/coach staff at point of need. Provision of professional development into effective feedback between colleagues. Build capacity of staff to align their work in the classroom with SSP and AIP through leadership development. Principal team to develop skills in giving focussed effective feedback to staff through a coaching strategy. | Leadership team. Principal team | Ongoing | 6 months: | ● ● ● ● | Reading and Viewing +2% Above expected -3.2% At expected +1.2% Below expected Writing +0.2% Above -2.2% AT +2% Below Number and Algebra +5.2% Above -6.2% At +1.9% Below | 6000 | 7200 (Extra CRTs) |
| | | | | 12 months: | ● ● ● ● ● | | | |



| | | | | | | | | | |
|---|--|---|-----------------------------------|------------|---|---|--|------|------|
| Develop high yield teaching strategies evidenced in every classroom | <p>6. Monitor the effective implementation of specific strategies – “Setting objectives and providing Feedback”; “Reinforcing Effort and Providing Recognition”: and “Cooperative learning.”</p> <p>7. Continue to share classroom practice, Whole school PD, resources and professional conversations through our Community of Practice with Mandama, South Geelong and Roslyn PS</p> | <p>6- Team leaders</p> <p>7- All teaching staff</p> | Term 1 & 2 | 6 months: | <p>6. Development of a feedback proforma which includes the CITW strategies. Tie into the work around giving and receiving feedback.</p> <p>7. Whole school curriculum day combined with Mandama, South Geelong and Roslyn PS based on the first three high yield strategies from CITW- Jan 31st. Equity funding \$3000</p> | <p>● ● ●</p> <p>●</p> <p>●</p> | Teachers have been evaluating their own and team use of CITW strategies. Focus Levels of Feedback charts and Power Walks to be a 2018 focus. Participated and embedded CITW. | 3000 | 3000 |
| | | | | 12 months: | <p>6- Regular use of the proforma developed to give feedback to staff around the CITW strategies.</p> | <p>● ● ●</p> <p>●</p> | Practices being shared with Community of Practice via joint staff meetings and visits | | |
| Improve our collaborative professional learning practices by refining the PLC process. | <p>8. Provide PLC leaders with leadership and curriculum coaching through the PLC initiative grant- Intake 1 2017/18</p> <p>9. Refinement of working protocols (including a dedicated time to meet collaboratively) and documentation in all PLC teams.</p> <p>10. Enhance capacity of teachers to use data to inform precise, targeted teaching eg effect size and monitoring growth.</p> | PLC leaders & Prin team | Ongoing. Meetings with PLC weekly | 6 months: | <p>8. PLC leaders complete an on-line module related to the structures and systems to support collaboration for improvement.</p> <p>9. Timetable enables all teams to meet together for one hour per week as a PLC. Principal team to facilitate these mtgs.</p> <p>10. PLC teams to examine data and pinpoint specific areas to focus their work on.</p> | <p>● ● ●</p> <p>●</p> <p>●</p> <p>●</p> | PLC template developed and refined to cater for new skills and knowledge in PLCs. Timetabled weekly meetings. Commenced development of CATs. Shared understanding of effective PLCs. | | |
| | | | | 12 months: | <p>8. PLC leaders have participated in the PLC professional learning program- Intake 1, 2017/18.</p> | <p>● ● ●</p> <p>●</p> | Principal class and PLC leaders completed 8 days of workshops. | | |
| | | | | 6 months: | | ● ● ● | | | |
| | | | | 12 months: | | ● ● ● | | | |
| | | | | 6 months: | | ● ● ● | | | |
| | | | | 12 months: | | ● ● ● | | | |



Section 2: Improvement Initiatives

| STRATEGIC PLAN GOALS | | <ul style="list-style-type: none"> Improve student outcomes in Literacy and Numeracy Improve student engagement in their learning Enrich the learning environment to improve outcomes for all students Effectively use and maximise the financial, physical and human resources available. | | | | | | |
|--|--|---|-----------|------------------|-----------------|---|----------|-----|
| IMPROVEMENT INITIATIVE | | Curriculum Planning and Assessment | | | | | | |
| STRATEGIC PLAN TARGETS | | By 2018 teacher assessment against AusVELS and summative assessment tools will indicate all students deemed capable growing at or better than the expected rate of growth, including: <ol style="list-style-type: none"> NAPLAN reading, writing and number Yr. 3 all students to be at or above band 3. Increase percentage in Bands 5 & 6 to 25% NAPLAN reading, writing and number Yr. 5 all students to be at or above band 5. Increase percentage in Bands 7 & 8 to 25% AusVELS Reading, Writing and Number – all students deemed capable to achieve 12 months growth in each year of learning. Increase the number of students achieving A or B as evidenced through teacher judgement data. | | | | | | |
| 12 MONTH TARGETS | | Data shows that in NAPLAN: <ol style="list-style-type: none"> Yr. 3 Reading 2015 at or above Band 3 = 92% 2016 = 86% 2017 = 90% Bands 5 & 6: 2015 = 42% 2016 = 51% 2017 = 53% Yr. 3 Writing 2015 at or above Band 3 = 96% 2016 = 97% 2017 = 98% Bands 5 & 6: 2015 = 42% 2016 = 57% 2017 = 58% Yr. 3 Number 2015 at or above Band 3 = 77% 2016 = 80% 2017 = 82% Bands 5 & 6: 2015 = 35% 2016 = 28% 2017 = 32% Data shows that in NAPLAN: Yr. 5 Reading 2015 at or above Band 5 = 93% 2016 = 91% 2017 = 92% Bands 7 & 8: 2015 = 32% 2016 = 37% 2017 = 38% Yr. 5 Writing 2015 at or above Band 5 = 83% 2016 = 93% 2017 = 95%. Bands 7 & 8: 2015 = 17% 2016 = 19% 2017 = 20% Yr. 5 Number 2015 at or above Band 5 = 100% 2016 = 98% 2017 = 100% Bands 7 & 8: 2015 = 36% 2016 = 17% 2017 = 30% Teacher judgement data shows at least one year's growth for one year's learning across years F-6 in Reading and Viewing, Writing and Number and Algebra for student deemed capable | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Develop and implement a Guaranteed and Viable Curriculum for all students | <ol style="list-style-type: none"> Involve all staff in the development of a Guaranteed and Viable Curriculum in Reading, Writing and Number. Provision of Bastow PD for Literacy Leader- Leading Literacy learning & Maths Leader- Leading Mathematics. Each to attend with a principal team member. | 1-all teaching staff. 2- Alison & Jodie and prin team.] | Ongoing | 6 months: | ● ● ● | Curriculum and planning is aligned with Vic Curric and all teachers are using it. Literacy Leader and Principal attended Leading Literacy. Leading Mathematics in 2018. | 6000 | |
| | | | Term 1/ 2 | 12 months: | ● ● ● | | | |
| Set and monitor growth targets for all students using data. | <ol style="list-style-type: none"> Teachers set specific learning goals for students based on the Standards in all areas of English and Maths. Teachers design and use learning tasks directly aligned with these goals. ZPD is used by all staff for pre/post testing and to identify growth and effect sizes. | All teaching staff | Ongoing | 6 months: | ● ● ● | Starting Right program and student goals displayed and referred to regularly – student led conferences, student feedback and differentiation. Documents cater for differentiated learning. Pre and Post testing is more consistently implemented in mathematics and will be an English focus in the future. | | |
| | | | | 12 months: | ● ● ● | | | |
| Investigate and implement efficient and effective | <ol style="list-style-type: none"> Refinement of Assessment Schedule Investigate alternative assessment tools available including PAT Maths and PAT | | | 6 months: | ● ● ● | Did not purchase PAT Online testing in 2017 – plan to for 2018. Insight platform was unsuccessful in providing | | |



| | | | | | | | | |
|---|---|--|--|---|-------|---|--|--|
| assessment and intervention for Literacy and Numeracy. | Reading. Insight assessment tools used across the school. 8. Ensure that the agreed small targeted focussed groups are happening in every classroom every day. | | | introduction to the Insight Assessment platform of assessments. 8- Regular fluid focus groups will target specific goals aimed at improving Literacy and Numeracy. Groups will be taken by classroom teachers. | ● | EOI and MOI diagnostic data. Teachers began to explicitly analyse student data to influence teaching especially in mathematics. | | |
| | | | | 12 months: 6- Leadership Team to review Assessment Schedule for effectiveness and relevance in partnership with the curriculum leaders. | ● ● ● | Teams have analysed the assessment schedule and it will be refined by the Leadership Team for 2018. | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |



Section 3: Other Improvement Model Dimensions

| STRATEGIC PLAN GOALS | Enrich the learning environment to improve outcomes for all students | | | | | | | |
|--|---|--------------------------|----------------------|---|-----------------|--|--|--------|
| OTHER IMPROVEMENT MODEL DIMENSIONS | Health and Wellbeing- improve student relationships | | | | | | | |
| STRATEGIC PLAN TARGETS | By 2018, the Student Opinion Survey will highlight an improvement in the mean score responses related to student relationships and wellbeing. | | | | | | | |
| 12 MONTH TARGETS | To see improvement in the Attitudes To School Survey (wellbeing) variables of: Classroom Behaviour 3.01 to 3.36 (74%), Connectedness to Peers 4.19 to 4.30 (79%), Student Safety 3.90 to 4.35 (73%), Student Distress 5.55 to 5.85 (???) and Student Morale 5.55 to 5.65 (82%). To see improvements in the Parent Opinion Survey (wellbeing) variables of: Behaviour Management 5.17 to 5.44 (74%), Student Safety 5.51 to 5.60 (84%) and Classroom Behaviour 3.93 to 4.30 (87%). To see improvement in the Attitudes To School Survey (engagement) variables of: Learning Confidence 3.97 to 4.13 (80%), School Connectedness 4.21 to 4.35 (79%), Stimulating Learning 4.09 to 4.10 (75%), Student Motivation 4.46 to 4.55 (89%), Teacher Effectiveness 4.30 to 4.38 (84%) and Teacher Empathy 4.25 to 4.41 (72%). | | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Introduction of the Framework - Kidsmatter | <ol style="list-style-type: none"> Train a minimum of 4 staff members in Kidsmatter to enable them to provide professional development to all staff members in the school. Formation of a Kidsmatter Action Team. One curriculum day and PLT meetings to upskill all staff in modules 1 & 2 in Kidsmatter. Provision of and participation in 'The Resilience Project' to be confirmed for term 3. | Kerry Reid & Jess Novak. | Throughout the year. | 6 months: | ● ● ● | PD attended by Kidsmatter Action Team. | \$1320 | 1320 |
| | | | | <ol style="list-style-type: none"> Four staff members trained in the Kidsmatter Framework Modules. Kidsmatter Action Team formed and supported the implementation of the program in classrooms. Bounce Back program purchased to support the implementation of the Kidsmatter program. PLT Meetings in Term 1 used to cover module 1 – Positive School Community. One Curriculum day in Term 2 to PD staff in module 2 – Social and Emotional Learning for Students. | ● ● ● | | Kidsmatter Action Team led team planning and implementation of program. Resources purchased and utilised to support program. Internal PD delivered in PLTs. Curriculum Day positively embedded program into team's practice via PD and planning. | \$600 |
| | | | | 12 months: | ● ● ● | Staff, students and parents attended the three sessions and we order the student diary for 2018. | | \$6900 |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | 6 months: | ● ● ● | | | |
| | | | | 12 months: | ● ● ● | | | |



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

| Priority | Improvement model dimensions – note state-wide Improvement Initiatives are bolded | Is this an identified initiative or dimension in the AIP? | Continuum status | Evidence and analysis |
|-------------------------------------|---|---|------------------|--|
| Excellence in teaching and learning | Building practice excellence | Yes | 2 - Evolving | Professional learning; CITW, McREL Balanced Leadership, Leading Literacy and PLC. Timetabled weekly PLC Meetings. Community of Practice meetings focussed upon the development on CITW instructional strategies. Regular internal professional learning meetings (PLT) to focus upon consistent teaching and learning practices. Due to expert advice we refrained from participating in Leading Mathematics until 2018 (due to too many other priorities). Coaching professional learning has also been postponed to 2018 due to various circumstances. |
| | Curriculum planning and assessment | Yes | 1 - Emerging | Reviewed whole-school planning documents to ensure they are aligned with Victorian Curriculum. The assessment schedule is being reviewed and updated in line with SIT recommendations. Leading Literacy was completed and vocabulary has been an essential focus. Further PD is planned for all staff in this area. Student goal setting processes have been improved and goals are regularly updated. Planning documents are more able to cater for differentiated learning. The development of a GVC will be an ongoing focus. PAT Online Assessment will be purchased and administered at the end of 2017. We used Insight for F-2 assessments. However, the diagnostic data was not as user-friendly as in the past. Small group targeted teaching has been occurring in every classroom, every day. |
| | Evidence-based high impact teaching strategies | Yes | 2 - Evolving | We have implemented the CITW strategies which also align to HITS. Apart from minor areas related to observation, feedback and self-assessment, we are evolving in all areas of the dimension. |
| | Evaluating impact on learning | Yes | 1 - Emerging | We have improved our use of databases and spreadsheets to track student learning outcomes and growth. We are beginning to utilise this data to inform our teaching and learning practices through PLCs |
| Professional leadership | Building leadership teams | No | Select status | |
| | Instructional and shared leadership | No | Select status | |
| | Strategic resource management | No | Select status | |
| | Vision, values and culture | No | Select status | |
| Positive climate for learning | Empowering students and building school pride | No | Select status | |
| | Setting expectations and promoting inclusion | No | Select status | |
| | Health and wellbeing | Yes | 2 - Evolving | Kidsmatter Action Team attended PD. Embedded the Kidsmatter program into the whole-school which is supported by the Bounce Back resources. PLTs and a Curriculum Day were used for staff professional learning. Students have leadership opportunities via captaincy, JSC, roles and responsibilities and general involvement in classroom practices. The Resilience Project hosted staff, student and parent professional learning sessions. We have embedded the SWPBS program throughout the school which is aligned to rewards and wellbeing. |
| | Intellectual engagement and self-awareness | No | Select status | |
| Community engagement in learning | Building communities | No | Select status | |
| | Global citizenship | No | Select status | |
| | Networks with schools, services and agencies | Yes | 2 - Evolving | We have sound connections with the Lions and Rotary clubs, Rice Village. Student Support Services, CAMHS, Bethany, Headspace. BATForce, CBTS, School Council, JSC, Wathuarong. Kardinia Church and IGA to support our learning community in any way possible. |
| | Parents and carers as partners | No | Select status | |

Reflective comments: The School Improvement Team are disappointed and frustrated to not see the level of achievement and leaning growth that we expected to see as a result of improved practices. The SIT identified and the teachers implemented numerous evidence-based practices which we believe will have positive outcomes in the future given time. This year we (the school) had a surprising enrolment increase throughout the year which resulted in larger classes than we had planned for. This in turn created greater demands and workload on our teaching staff. The school also had a change in principal class with the appointment of an Acting AP for the first semester and Acting Principal also during this time which greatly impacted the general functioning of the school. As the leadership team stabilised in the second semester the school began to see growth and achievements throughout the year. A number of practices have been introduced throughout the year which will take time to become embedded and hence see results, these include a vocabulary program, consistent pre and post-testing in mathematics, and consistent use of high impact teaching strategies (CITW).

Confidential cohorts analysis: Our 14 Koorie students had an average attendance of 83%, with the highest individual student attending 91.5% and the lowest individual attending 62.8%. We have been actively communicating with



the families and engaging external services where possible to support these families with attendance. Five of these students are in Year 3 and four of them completed all NAPLAN tests with results averaging just below the mean overall.

Through the use of formative and summative assessments, and past reporting judgements, our high ability students have been identified and catered for using ability based teaching and learning groups, individual goal setting and reflection, and extension tasks which address the next level of learning in the continuum.

Our EAL and refugee students have been immersed in the school's programs and have been highly successful in improving academically. Our teachers have been utilising a range of strategies to support oral and written language development. Their attendance levels have also been higher than our average school attendance.

Our 7 PSD students have been supported through the use of modified curriculum programs and expectations, working in ability groups, having classroom mentors and also through the use of classroom aides. Five of these students have been given significant support to successfully transition into secondary school which they will commence in 2018, although 2 of the 5 were unsuccessful in receiving PSD funding support after this year. Academic improvements vary significantly for these students from working above standard to receiving reports based on the ABLES curriculum.

We continue to work closely with three students in Out of Home Care and their carers. We have been incredibly pleased with their attendance. However, academically two of the three continue to function well below the expected standard despite early interventions and targeted teaching. We will continue to strengthen our relationships with the families.

Next Steps:

- Improved pedagogy in the area of reading to address our NAPLAN and reporting data
- Revised curriculum planning across all learning areas to improve differentiation
- Continuation of the development of Common Assessment Tasks in mathematics
- Focus on coaching and feedback to improve instructional practices in all classes
- Ongoing focus on social and emotional intelligence through the Kidsmatter program
- Continuing focus on Classroom Instruction That Works to ensure our teaching are utilising evidence-based instructional practices.

