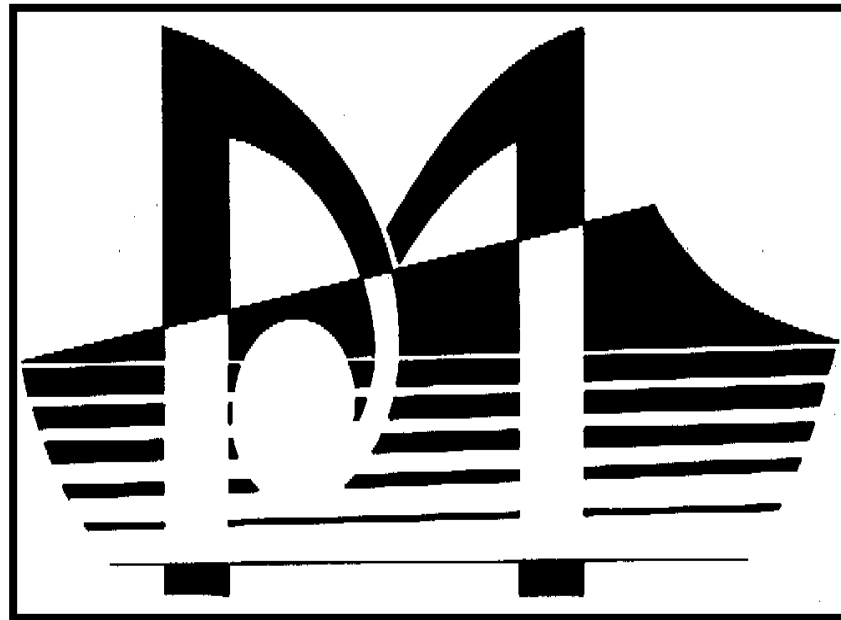


Marfell Community School

Happy Healthy Learners - Tama Tu Tama Ora



2019 Analysis of Variance

Marfell Community School

Student Achievement Target and Action Plan 2019 - Mathematics

Target Area: Mathematics					
Strategic Goal: 4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.					
Target Goal: To ensure a positive shift in achievement of the 27 children identified as achieving below expectation in Mathematics to be at or above expectation In Mathematics. 74% of these children are Māori.					
Historical Position: Our Overall Teacher Judgement Assessment for 2018 identified 27 children from Year 2 to 6 that were achieving below expectation in Mathematics. 20 of these children are Māori.					
<u>All Students Below Expectation in Mathematics (Years 2-6) (n=27)</u>					
	Māori	Non Māori	Male	Female	Total = 27
Year 6	2	0	0	2	2
Year 5	5	2	4	4	7
Year 4	6	2	3	4	8
Year 3	3	1	2	2	4
Year 2	2	4	2	4	6
Actions			When	Who	Outcomes
1. Analyse school-wide data and identify areas of student strength and need.			Term 1	School leaders	On going
2. Identify teacher strength and needs through in class observations and learning conversations and the appraisal process.			Term 1 →	School leaders	Ongoing
3. Continue to access the maths leadership cluster to remain connected with up to date and current practice. Sustain staff development.			Term 1-4	School leaders	Yearly
4. Upskill new staff with school achievement expectations of progress and continue to moderate overall teacher judgements in relation to these expectations.			Term 1/2/3/4	School leaders Teachers	Completed Ongoing
5. Review current school interventions, including the frontloading programme, to ensure that they are making a difference in accelerating student progress.			Term 2-4	School leaders	Completed.
6. Upskill Support Staff to be able to deliver support programmes effectively.			Term 1/2/3	School leaders	Ongoing
7. Track and monitor student progress and achievement through a range of assessment tools including PACT. Evaluate students using mid-year data.			Ongoing Term 4	Teachers	Ongoing Completed
8. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement			Term 2/4 Ongoing	Teachers School leaders	Completed

Variance Report - Mathematics

Marfell Community School’s Board of Trustee’s continues to be committed to raising achievement in the key area of Mathematics. The focus is on implementing specific learning pathways in order to achieve acceleration. We have focussed on moving the below students to at. Use of the PACT tool to ensure clear and consistent data is also a focus. We continue to use PLG to discuss and critique videoed practice and engage in challenging conversations around practice, student data, and problem solving.

The identified Maths Target for 2019:

To ensure a positive shift in achievement of the 27 children identified as achieving below expectation in Mathematics to be at or above expectation In Mathematics. 66% of these children are Māori.

Outcome:

- Term 4 2018 = 27 target children achieving working towards.

By the end of 2019:

- 8 target children achieved standard progress
- 16 target children achieved accelerated progress,
- 1 target child achieved more than 2 years accelerated progress
- 0 target children made negative shift in Maths.

The mathematics target was achieved: **68% (N=17) children achieving accelerated progress.**
 100% (N=25) children achieving standard and accelerated progress. There was no negative shift.

Data is based only on children present in Term 4 2018 and Term 4 2019.

Target Year 3 to 6 Children Achieving Below National Standards in Mathematics Based on Overall Teacher Judgements – 25 children as at Term 4 2019									
Year	Term 4 2018			Year	Term 4 2019				Positive or Negative Shift
	Well Below	Below	At		Well Below	Below	At	Above	
Year 5		2		Year 6			2		Positive
Year 4		7		Year 5		2	5		Positive
Year 3		6		Year 4		2	4		Positive
Year 2		4		Year 3			4		Positive
TOTALS		19					19		100% Positive shift

Maths

Actions – What we did	Outcomes – What happened	Reasons for the Variance (Why it happened?)	Evaluation (Where to next?)
<p>Staff reviewed data and determined the specific needs of the target students. This was incorporated into planning.</p> <p>The frontloading programme was offered to target students from years 3-6. This programme frontloads the children with the knowledge they will need for the following weeks instruction in class.</p> <p>Student outcomes were reviewed throughout the year to ensure that children remained on track.</p> <p>Junior classes continued with the play based learning approach with developing the vocabulary and knowledge of maths. They were given teacher aide support to deliver this programme.</p> <p>Maths leadership attended the Maths leadership cluster in order to remain up to date and current in practice. This learning was communicated to staff.</p>	<p>See above for details on development. Significant progress was made.</p> <p>Students on the frontloading programme. Year 6 – 2 moved from below to at (100%) Year 5 – 2 remained at below, 5 moved to at. Year 4 – 2 remained below, 4 moved to at. Year 3 – 4 moved to At. This shows that the programme had a 78% success rate. 84% of the children on the programme were Maori. Of these 75% made accelerated progress.</p> <p>Reviewing and moderating ensured teachers remained consistent and pertinent in their approaches.</p> <p>Junior school – there has been significant progress although this is not reflected in our results. By the time they reach Year 6 the progress required has been achieved by the majority of our students.</p> <p>Leadership worked with wider staff on using PACT as an assessment analysis tool. This meant that results were consistent throughout the school. Also the school refined the approach to strand maths and how the play based programme is delivered through the maths curriculum.</p>	<p>The one student who made negative progress had a significant death in the family and was homeless for a period of time.</p> <p>Frontloading stops the child feeling on the back foot as they begin the weeks learning. They have vocabulary, knowledge and strategy to build on. This has been the reason for the success for these children.</p> <p>Analysis of wider data shows less behaviour incidents, increased vocabulary, increased social and problem solving skills in the junior school. Once children have a grasp of this then they are ready to learn.</p>	<p>The target student system will be implemented in greater detail in 2020. Maths will be the targeted focus. Staff will have regular five week reviews and keep a tracking sheet based on a defined learning pathway to ensure accelerated progress. Staff will meet and discuss needs and questions in order to support each other. They will use information from the previous teacher in order to plan for the target child. All staff will continue to work together to define best practice and approach for the target child.</p> <p>Frontloading will continue and be further focussed towards the specific goals of the target child.</p> <p>The play based approach will continue in the junior school. (Interest based in the senior).</p> <p>A wider transition programme is being implemented in partnership with the local Kindy and parents. The aim is to have children entering school ready to learn. This will minimise our need to socialise and teach the very basics.</p>

Marfell Community School

Student Achievement Target and Action Plan 2019 - Writing

Target Area: English – Writing					
Strategic Goal: 4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.					
Target Goal: To ensure a positive shift in achievement of the 23 children identified as achieving below expectation in Writing to be at or above expectation In Writing. 56% of these children are Māori.					
Historical Position: Our Overall Teacher Judgement Assessment for 2018 identified 23 children from Year 2 to 6 that were achieving below expectation in Writing. 13 of these children are Māori.					
<u>All Students Below Expectation in Writing (Years 2-6) (n=23)</u>					
	Māori	Non Māori	Male	Female	Total = 23
Year 6	0	0	0	0	0
Year 5	4	1	2	3	5
Year 4	6	2	4	4	8
Year 3	3	1	2	2	4
Year 2	2	4	2	4	6
Actions			When	Who	Outcomes
1. Analyse school-wide data and identify areas of student strength and need.			Term 1	School leaders	Ongoing
2. Identify teacher strength and needs through in class observations and learning conversations.			Term 2 →	School leaders	ongoing
3. Access and deliver targeted and tailored professional development to meet the identified needs of students and teachers – workshops, professional readings, coaching, modelling etc			Term 1-4	School leaders	complete
4. Establish school achievement expectations of progress and build teacher knowledge of making overall teacher judgements in relation to these expectations.			Term 1/2	School leaders Teachers	ongoing
5. Review current school interventions to ensure that they are making a difference in accelerating student progress.			Term 2 / 4	School leaders	complete
6. Review resources to ensure they match identified student and teacher need.			Term 1/2	School leaders	complete
7. Track and monitor student progress and achievement through a range of assessment tools including PACT. Evaluate students using mid-year data.			Ongoing Term 4	Teachers	ongoing
8. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement			Term 2/4 Ongoing	Teachers School leaders	complete

Variance Report - Writing

Our second Achievement Target has focussed on Writing. Marfell Community School's Board of Trustees continues to be committed to raising achievement in the key area of Literacy. We have participated in the Ministry of Education for Literacy Professional Learning & Development (PLD) support since 2017, however, with the nature of the professional learning it will support the development of general teaching and learning across the curriculum especially with new staff.

Our Literacy Leaders support effective teacher practice, assessment and moderation within our school. They also use PLG to discuss and critique videoed practice and engage in challenging conversations around practice, student data, and problem solving.

The identified Writing Target for 2019:

To ensure a positive shift in achievement of the 23 children identified as being below expected curriculum levels in writing to make accelerated progress in Writing. 56% of these children are Māori.

Outcome:

- Term 4 2019 = 1 are target children achieving Well Below.
- Term 4 2019 = 12 target children achieving At.
- 12 target children achieved accelerated progress,
- Term 4 2019 = 8 target children achieving Below.
- 8 target children achieved standard progress
- 1 target child made negative shifts in Writing

The writing target was achieved: **57% (N=12) children achieving accelerated progress.**

95% (N=20) children achieving standard and accelerated progress.

Target Year 3 to 6 Children Achieving Below & Well Below National Standards in Writing Based on Overall Teacher Judgements – 21 children as at Term 4 2019

Year	Term 4 2017			Year	Term 4 2018			Positive or Negative Shift
	Well Below	Below	At		Well Below	Below	At	
Year 5		5		Year 6		1	4	Positive
Year 4		6		Year 5		3	3	Positive
Year 3		4		Year 4		2	2	Positive
Year 2		6		Year 3		3	3	Positive
TOTALS		21				9	12	100% Positive shift

Writing

Actions – What we did	Outcomes – What happened	Reasons for the Variance (Why it happened?)	Evaluation (Where to next?)
<p>Staff reviewed data and determined the specific needs of the target students. This was incorporated into planning.</p> <p>The school continued to work with Kath Runga as part of a literacy PLD contract. She led staff meetings, worked with individual teachers and literacy leadership. Staff videoed, shared and critiqued each others lessons in order to further development.</p> <p>Student outcomes were reviewed throughout the year to ensure that children remained on track.</p> <p>Junior classes continued with the play based learning approach with developing the vocabulary and knowledge of maths. They were given teacher aide support to deliver this programme.</p> <p>Use of the PACT tool to analyse writing and ensure consistency of results.</p>	<p>See above for details on development. Significant progress was made. Year 6 – 4 moved from below to at. 1 remained B. Year 5 – 3 remained at below, 3 moved to at. Year 4 – 2 remained below, 2 moved to at. Year 3 – 3 remained below, 3 moved to At. This shows that the 58% of students made accelerated progress and 42% made standard progress. No children made negative progress.</p> <p>65% of the target writing students were Maori. Of these 46% made accelerated progress.</p> <p>Reviewing and moderating ensured teachers remained consistent and pertinent in their approaches.</p> <p>Junior school – there has been significant progress although this is not reflected in our results. By the time they reach Year 6 the progress required has been achieved by the majority of our students.</p> <p>Leadership worked with wider staff on using PACT as an assessment analysis tool. This meant that results were consistent throughout the school. This is important as we had three teachers new to our school in 2019.</p>	<p>Analysis of wider data shows less behaviour incidents, increased vocabulary, increased social and problem solving skills in the junior school. Once children have a grasp of this then they are ready to learn.</p> <p>All students made progress, although not all targets were achieved. Students who are yet to meet the target made progress across aspects of the expected level. These included: concepts of print, vocabulary, punctuation, spelling, grammar and alphabet.</p> <p>Through the development with Kath Runga staff were able to apply explicit strategies to teaching and content.</p>	<p>The writing below students will be priority learners. New teachers will be provided with the past information, strategies and approaches that work for the individual. This will make transitions as seamless as possible.</p> <p>For the six priority learners identified in the junior school as needing speech support (Their speech effecting literacy). A talk to learn programme will be set up specifically for them. The focus will be on sounds, vocabulary and sentence construction.</p> <p>The play based approach will continue in the junior school. (Interest based in the senior).</p> <p>A wider transition programme is being implemented in partnership with the local Kindy and parents. The aim is to have children entering school ready to learn. This will minimise our need to socialise and teach the basics so that children enter school with concepts of print and writing basics in place.</p>

Marfell Community School

Student Achievement Target and Action Plan 2019 - Reading

Target Area: English – Reading					
Strategic Goal: 4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.					
Target Goal: To ensure a positive shift in achievement of the 22 children identified as being below expectation in Reading to be at or above expectation in Reading. 54% of these children are Māori.					
Historical Position: Our Overall Teacher Judgement Assessment for 2018 identified 22 children from Year 2 to 6 that were achieving below expectation in Reading. 15 of these children are Māori.					
<u>All Students Below Expectation in Reading (Years 2-6) (n=22)</u>					
	Māori	Non Māori	Male	Female	Total = 22
Year 6	1	0	1	0	1
Year 5	4	0	1	3	4
Year 4	6	2	4	4	8
Year 3	3	0	1	2	3
Year 2	2	4	2	4	6
Actions			When	Who	Outcomes
1. Analyse school-wide data and identify areas of student strength and need.			Term 1	School leaders Teachers	On going
2. Identify teacher strength and needs through in class observations learning conversations & surveys.			Term 2 →	School leaders Teachers	On going
3. Access and deliver targeted and tailored professional development to meet the identified needs of students and teachers – workshops, professional readings, coaching, modelling etc			Term 1-4	School leaders	Completed
4. Establish school achievement expectations of progress and build teacher knowledge of making overall teacher judgements in relation to these expectations.			Term 1/2	School leaders Teachers	On going
5. Review current school interventions to ensure that they are making a difference in accelerating student progress.			Term 2 / 4	School leaders	Completed
6. Review resources to ensure they match identified student and teacher need.			Term 1/2	School leaders Teachers	Completed
7. Track and monitor student progress and achievement through a range of assessment tools including PACT. Evaluate students using mid-year data.			Ongoing Term 1 & 4	Teachers	On going Completed
8. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement			Term 2 & 4 Ongoing	Teachers School leaders	Completed

Variance Report - Reading

Our third Achievement Target has focussed on Reading. This will continue to be our 2019 school-wide PLD focus and consolidation.

The identified Reading Target for 2019:

To ensure a positive shift in achievement of the 22 children identified as being below expectation in reading to make accelerated progress in Reading. 72% of these children are Māori.

Outcome:

- Term 4 2019 = 1 target children achieving Well Below.
- Term 4 2019 = 12 target children achieving At.
- 5 target children achieved standard progress
- 1 target children achieved negative shift in Reading.
- 2 target children achieved more than 2 years accelerated progress
- Term 4 2019 = 5 target children achieving Below.
- Term 4 2019 = 2 target children achieving Above.
- 12 target children achieved accelerated progress,

The Reading target was achieved: **70% (N=14) children achieving accelerated progress.**
 95% (N=19) children achieving standard and accelerated progress.

Data is based only on children present in Term 4 2017 and Term 4 2018.

Target Year 3 to 6 Children Achieving Below & Well Below National Standards in Reading Based on Overall Teacher Judgements – 13 children as at Term 4 2018									
Year	Term 4 2018			Year	Term 4 2019				Positive or Negative Shift
	Well Below	Below	At		Well Below	Below	At	Above	
Year 5		1		Year 6			1		positive
Year 4		4		Year 5	1		3		Positive and negative
Year 3		6		Year 4		2	2	2	Positive
Year 2		3		Year 3		1	2		Positive
TOTALS		14				4	4	2	92% Positive shift

Reading

Actions – What we did	Outcomes – What happened	Reasons for the Variance (Why it happened?)	Evaluation (Where to next?)
<p>Staff reviewed data and determined the specific needs of the target students. This was incorporated into planning.</p> <p>The school continued to work with Kath Runga as part of a literacy PLD contract. She led staff meetings, worked with individual teachers and literacy leadership. Staff videoed, shared and critiqued each others lessons in order to further development.</p> <p>Student outcomes were reviewed throughout the year to ensure that children remained on track.</p> <p>Junior classes continued with the play based learning approach with developing the vocabulary and knowledge of maths. They were given teacher aide support to deliver this programme.</p> <p>Use of the PACT tool to analyse reading and ensure consistency of results. PD also centred around ensuring the progressions were being used to inform next steps consistently.</p>	<p>See above for details on development. Significant progress was made. Year 6 – 1 moved from below to at. Year 5 –3 moved to at. 1 made negative progress Year 4 – 2 remained below, 2 moved to at. 2 moved to above Year 3 – 1 remained below, 2 moved to At. This shows that the 68% of students made accelerated progress and 31% made standard progress. 1 child made negative progress.</p> <p>65% of the target writing students were Maori. Of these 46% made accelerated progress.</p> <p>Reviewing and moderating ensured teachers remained consistent and pertinent in their approaches.</p> <p>Junior school – there has been significant progress although this is not reflected in our results. By the time they reach Year 6 the progress required has been achieved by the majority of our students.</p> <p>Leadership worked with wider staff on using PACT as an assessment analysis tool. This meant that results were consistent throughout the school. This is important as we had three teachers new to our school in 2019. The emphasis on using the progressions to strongly inform planning and next steps contributed to quality teaching.</p>	<p>The one student who made negative progress had a significant death in the family and was homeless for a period of time. This effected their math and reading strongly.</p> <p>Analysis of wider data shows less behaviour incidents, increased vocabulary, increased social and problem solving skills in the junior school. Once children have a grasp of this then they are ready to learn.</p> <p>All students made progress, although not all targets were achieved. Students who are yet to meet the target made progress across aspects of the expected level. These included: concepts of print, vocabulary, punctuation, spelling, grammar and alphabet.</p> <p>Through the development with Kath Runga staff were able to apply explicit strategies to teaching and content.</p>	<p>The reading below students will be priority learners. New teachers will be provided with the past information, strategies and approaches that work for the individual. This will make transitions as seamless as possible.</p> <p>For the six priority learners identified in the junior school as needing speech support (Their speech effecting literacy). A talk to learn programme will be set up specifically for them. The focus will be on sounds, vocabulary and sentence construction.</p> <p>The play based approach will continue in the junior school. (Interest based in the senior).</p> <p>A wider transition programme is being implemented in partnership with the local Kindy and parents. The aim is to have children entering school ready to learn. This will minimise our need to socialise and teach the basics so that children enter school with concepts of print and writing basics in place.</p> <p>Rainbow reading and Reading recovery will also be running next year for students who are below and therefore priority learners.</p>

2019 Target Students Achieving Below National Standards – EoY Analysis.

Focus: Children working below level in the core curriculum areas.

	2019 Target Children	Ethnicity	18 Reading OTJ Term 4	19 Reading OTJ Term 4	18 Writing OTJ Term 4	19 Writing OTJ Term 4	18 Maths OTJ Term 4	19 Maths OTJ Term 4	Term 4 Mathematics Outcome. 27 target children, (2 left school) 66% Māori (N=18) 16 made accelerated progress; 12 Māori 5 boys 8 made standard progress; 5 Māori 4 boys 1 made accelerated progress plus – < 2 years progress 0 Māori 0 boy
Year 6 (3)	AndD	Maori					Wkg T	At	8 made standard progress; 5 Māori 4 boys 1 made accelerated progress plus – < 2 years progress 0 Māori 0 boy
	AlkN	Maori	Wkg T	At					
	BarV	Maori					Wkg T	At	
Year 5 (7)	KatH	Maori	Wkg T	At	Wkg T	At	Wkg T	At	Term 4 Writing Outcome. 23 target children, (2 left school) 76% Māori (N=19) 12 made accelerated progress; 7 Māori 5 boys 8 made standard progress; 5 Māori 3 boys 1 made a negative shift 1 Māori 1 Boy
	JadK	European			Wkg T	At	Wkg T	At	
	KayP	Maori	Wkg T	At	Wkg T	At	Wkg T	At	
	ShaT	Maori	Wkg T	B	Wkg T	B	Wkg T	Wkg T	
	KyrM	Filipino					Wkg T	At	
	ArIN	Maori					Wkg T	At	
	JerN	Maori	Wkg T	At	Wkg T	At	Wkg T	Wkg T	
Year 4 (8)	Alyssa Wallace	Maori	Wkg T		Wkg T		Wkg T		Term 4 Reading Outcome. 22 target children, (2 left school) 72% Māori (N=16) 2 made accelerated progress plus – < 2 years progress 1 Māori 2 boy 11 made accelerated progress; 8 Māori 3 boys 5 made standard progress; 3 Māori 2 boys 1 made negative shifts 1 Māori 1 boy
	Daniel Sam Opetaiia	Maori	Wkg T		Wkg T		Wkg T		
	DevJ	European	Wkg T	Wkg T	Wkg T	Wkg T	Wkg T	Wkg T	
	KaiB	Maori	Wkg T	Wkg T	Wkg T	Wkg T	Wkg T	Wkg T	
	LaeC	Maori	Wkg T	Ab	Wkg T	At	Wkg T	At	
	LizM	Maori	Wkg T	At	Wkg T	Wkg T	Wkg T	At	
	LocC	European	Wkg T	Ab	Wkg T	At	Wkg T	At	
	RidV	Maori	Wkg T	At	Wkg T	At	Wkg T	At	
Year 3 (4)	KiaB	Maori	Wkg T	At	Wkg T	At	Wkg T	At	11 made accelerated progress; 8 Māori 3 boys 5 made standard progress; 3 Māori 2 boys 1 made negative shifts 1 Māori 1 boy
	TylH	Maori	Wkg T	Wkg T	Wkg T	Wkg T	Wkg T	At	
	AalM	Maori	Wkg T	At	Wkg T	At	Wkg T	At	
	CalM	European			Wkg T	Wkg T	Wkg T	At	
Year 2 (6)	KayC	European	Wkg T	At	Wkg T	At	Wkg T	Wkg T	1 made negative shifts 1 Māori 1 boy
	ParJ	European	Wkg T	At	Wkg T	At	Wkg T	At	
	JaiT	Maori	Wkg T	Wkg T	Wkg T	Wkg T	Wkg T	Wkg T	
	TurH	Maori	Wkg T	At	Wkg T	Wkg T	Wkg T	Wkg T	
	CruB	European	Wkg T	Wkg T	Wkg T	Wkg T	Wkg T	Wkg T	
	ZoeB	European	Wkg T	At	Wkg T	At	Wkg T	Ab	
28 chn TOTAL			22 reading targets		23 writing targets		27 maths targets		
		19 chn Maori =67%	16 chn Maori = 72%		13 chn Maori = 56%		18 chn Maori = 66%		

KEY: Red: Negative shift Black: Standard progress Green: Accelerated progress Blue: Accelerated progress +

Recommendations for the Future

- For 2020 our foci will be to consolidate the use of PACT and ensuring consistency. We will focus on Maths as target area and will develop learner pathways. We will implement a changes to the target student system. For this we will draw on the knowledge within the school and consult with outside experts as necessary – for example the Maths Leadership Cluster.
- To improve the knowledge, capability and confidence of the Maths Leadership team and then in turn develop teacher capability to critique and challenge within their PLG.
- To support the leadership to engage in challenging conversations around practice, student data, and problem solving.
- Continuation of ‘frontloading’ intervention to ascertain effectiveness for accelerated progress.
- Focus on Target students:
 - - All stakeholders: Have a clear understanding of who the target students are, exactly how we will accelerate them, exactly what we want to achieve with them.
 - Develop systems for analysis of data to inform the annual plan, area of inquiry and selection of target students
 - Inquiry - define and plan according to needs of target students and their acceleration. Define the role inquiry will take?
 - How does this mesh with appraisal etc
 - What school wide initiative will accelerate target students?
- To consolidate and further implement our Positive Behaviour for Learning programme to raise student achievement.
- Inquiry focussed practice under the ‘Schools That Deliver’ Network.
- Provide a Literacy Development budget for teacher release & resourcing.
- Develop systems for peer observations, videoing lessons, sharing and discussions.
- Ensure that timetables, planning & programmes and initiatives support effective teaching & learning.
- Lead teachers towards expecting accelerated progress from their students
- Regular staff meetings on moderation to ensure consistency across the school, in particular, in writing
- Review and refine programmes and initiatives offered to support students in Literacy and Mathematics.
- There were some positive shifts made in raising student achievement in mathematics, writing and reading this year. It is imperative that we continue to take advantage of any PLD opportunities by engaging in any advice and support made available
- Research and implement successful student support programmes.
- Provide opportunities to visit successful practice in other schools.

Janet Wilson
Principal