



The Catlins Area School

Te Kura Taumata O Catlins | CONNECT • LEARN • GROW

2023 - Analysis of Variance

School Name:	The Catlins Area School	School Number:	0394
Strategic Aim:	GOAL 1: All ākonga/ students will be engaged with high-quality learning opportunities and progress and achieve to their highest possible educational potential.		
Annual Aim:	<p><u>Teaching & Learning</u></p> <ul style="list-style-type: none">• Classes will show improved engagement and achievement in reading, writing, and mathematics.• Kaiako/teachers will be confident that they are meeting the needs of all ākonga/students in their classes• Kaiako/teachers will be designing programmes of learning that provide high-quality learning opportunities for ākonga/students and their planning for all students will be accessible and visible• Kaiako/teachers will be confident in moderation processes and making accurate OTJ for reading, writing and mathematics• Mid-year and end-of-year assessments will show acceleration in tier 2 ākonga/student achievement.• NCEA ākonga/students are engaged in programmes of learning that connect with future educational and career pathways• NCEA ākonga/students will continue to show an increase in achievement at the merit and excellence level• Kaiako/teachers will be involved in a meaningful PGC to improve their practice <p><u>Wellbeing</u></p> <ul style="list-style-type: none">• The SW-PB4L systems will be responsive to the needs of specific ākonga/students and cohorts, and there will be increased recording of both supports and positive behaviours through the Edge-SMS.• Ākonga/students and their whānau will be co-constructing their educational pathways• Kaiako/teachers will value collaboration with kaiako/teachers from other schools through the Kāhui Ako - Big River• There will be a decrease in the number of referrals to the Kāhui Ako – Big River councillor		
Target:	<p><u>Teaching & Learning</u></p> <ul style="list-style-type: none">• Assessment data for reading, writing, and mathematics analysed by year group, gender, and ethnicity for reading writing and mathematics for ākonga/students in years 1-10 at the end of each term• Year-long Acceleration data for reading, writing, and mathematics• NCEA assessment data will be monitored at each NCEA level for achievement, merit & excellence		

- NCEA assessment data will be linked to identified courses rather than individual standards

Wellbeing

- SW-PB4L data behaviour, supports, and positive (TCAS Way) will be analysed by year group, gender, and ethnicity
- Attendance will be monitored each term as an overall percentage

Baseline Data:

Teaching & Learning Data

Year 1-10 Results

TABLE 1: The Percentage of Students at or above the required NZC level for Reading, Writing & Mathematics

	Reading			Writing			Mathematics		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
All Students	58%	71%	71%	50%	62%	69%	41%	56%	64%
Female	67%	78%	82%	56%	72%	84%	38%	59%	59%
Male	48%	64%	62%	38%	50%	57%	48%	50%	68%
Māori /Pacifika	63%	58%		44%	62%		38%	32%	
Māori			85%			92%			46%
Pacifika			43%			29%			14%
Other Ethnicities	57%	73%	75%	57%	61%	69%	43%	66%	72%

TABLE 2: Year 1-10% Acceleration Data – Students who have made accelerated progress from Term 1 – Term 4

	Regressed		Insufficient		Expected		Accelerated	
	2022	2023	2022	2023	2022	2023	2022	2023
Reading	0%	1%	21%	26%	61%	43%	8%	30%
Writing	4%	0%	30%	50%	53%	38%	13%	8%
Mathematics	8%	7%	32%	25%	45%	40%	14%	29%

NCEA Results

TABLE 3: The % of students achieving L2 and L3

	2021	2022	2023
Level 2	100%	100%	80%
Level 3	100%	50%	66.7%

Wellbeing Data

TABLE 4: The number of behavioural pastoral notifications as recorded in Kamar (2021) and Edge (2022, 2023)

Years	2021	2022	2023
1-6	72	144	192
7-10	153	289	288
11-13	39	126	177
Total	264	559	651

- *Data specific to year level, gender and ethnicity will be included from 2024 onward*

TABLE 5: The % of students falling into each pastoral notification category e.g., PB4L stages of intervention.

No. of Notifications	2021	2022	2023
0-1	70	22	19
2-5	14	29	26
5+	15	28	25

TABLE 6: The % of students above 80% attendance at the end of each year recorded

2021	2022	2023
93%	75%	71%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> ● DP Teaching & Learning and the lead teacher for structured literacy have undertaken bespoke PLD on the IDEAL system via the Big River Kāhui Ako. ● Two teachers are taking responsibility for the improvement of mathematics teaching within the school and both are engaged with the Big River Kāhui Ako mathematics PLD. ● All teachers have been signed up to the Assessment for Learning (AfL) online PLD via the Big River Kāhui Ako. ● Secondary students have been involved in a course confirmation hui with caregivers to ensure that programmes of learning meet the needs of future educational aspirations. ● Gateway (Work experience) students have been reduced from 17 to 3. This has occurred due to a shift from making Gateway compulsory for all NCEA students to it being an opt-in programme. ● Two students are attending Otago Polytech on a Friday as part of the Secondary Tertiary Programme. ● Evaluation Associates have been 	<ul style="list-style-type: none"> ● Overall increase in writing (7%) and maths (8%) results across the school for years 1 to 10 students. ● Reading results across the school for years 1 to 10 students have remained the same. ● Māori students are achieving better than all students in reading (85%) and writing (92%). ● Māori students are achieving well below all students in mathematics(46%). ● Pasifika students are not achieving as expected in reading (43%), writing (29%), and mathematics (14%). ● There is a disparity between males and females in reading and writing with females achieving better results than males. ● Males are now achieving better than females in mathematics which is a change from 2022 when females were achieving better than males. ● 7% of students regressed in maths in 2023. ● Many students made insufficient progress in reading (26%) and mathematics (25%). 	<ul style="list-style-type: none"> ● During 2023 TCAS engaged in specific PLD through the Big River Kāhui Ako for structured literacy and mathematics. ● The increase in number of Pasifika students has allowed data for Māori and Pasifika students to be analysed separately in 2023. ● There is anecdotal evidence that some Māori students do not believe that they can achieve well in mathematics and this is likely connected to their low achievement in maths. ● Our Pasifika students are identified as ESOL and their literacy challenges are connected to their low achievement. ● Regression in mathematics occurred for some students due to a change of teachers in classes and the need to improve moderation practices. ● There continues to be a gender difference in achievement in reading, writing and mathematics. This is likely caused as a result of historic gender bias that has impacted on student self-efficacy. 	<ul style="list-style-type: none"> ● Continue to improve assessment practices across years 1-10 for reading, writing and mathematics ● Continue to improve teacher competency in assessment literacy and the analysis and use of data to design effective teaching programmes ● Continue to improve moderation processes for reading, writing and mathematics ● Embed the 3-tier system of learning support and report, track and analyse the achievement of students in each tier. ● Continue to develop finer assessment processes for tier 2 and tier 3 interventions so the effectiveness of interventions can be measured. ● Embed the use of assessment data and SMS reporting to identify and allocate students to the appropriate Learning Support Tiers allowing for supports to be implemented earlier in the year

<p>approached to undertake a bespoke Leading Adult Learners course for the principal, 2 DPs, the Kāhui Ako Within School Lead, and the Specialist Classroom Teacher.</p> <ul style="list-style-type: none"> ● Localised curriculum PLD with Chic Foote focussed on the continued development of the curriculum and the Curriculum Refresh will be included moving forward. A scaffolded approach to building teacher capacity to plan a concept-based, responsive, inclusive, and integrated curriculum will occur through the use of rubrics. The development of a school-wide planning system that iterates on the planning format from 2022 has also commenced. ● All teachers engaged in after-school PLD with the Kāhui Ako Big River in week 7. A PLD group on AfL was run at The Catlins Area School. ● Structured Literacy support and PLD through the Kāhui Ako Big River has continued. ● Mathematics PLD has continued through the Kāhui Ako Big River. ● Assessments for English Language Learners (ELL) have been undertaken to gain access to The Learning Village programmes and to submit applications for ESOL support through the Ministry of Education. 	<ul style="list-style-type: none"> ● A significant number of students (50%) made insufficient progress in writing. ● Many students showed accelerated progress in reading (30%) and mathematics (29%). ● 80% of students passed NCEA Level 2 and 66.7% passed NCEA Level 3. ● The number of SMS entries increased for cohorts in years 1 to 6 and in years 11 to 13 and remained stable for the year 7 to 10 cohort. ● There has been a decrease in the number of students falling into each of the PB4L categories. ● The percentage of students with attendance over 80% has dropped for the second year in a row, from 75% to 71%. 	<ul style="list-style-type: none"> ● Structured literacy (iDeal Platform) and mathematics have been a focus of teacher PLD and improvement in teacher practice this is reflected in the accelerated achievement in reading and mathematics. ● There are low numbers of NCEA students that impact the achievement percentages. ● The two Students (1 x Y12, 1 x Y13) who did not pass their respective NCEA were school leavers who did not have NCEA achievement as a goal. ● Pastoral incidents continue to be entered in the SMS allowing for better management of incidents. ● There are now well-established systems for entering supports provided to students and this has allowed an improvement in behavioural incidents for many students. ● In 2023 rewards were entered into the SMS and this now provides an opportunity for positive behaviour to become a focus. ● Covid, whānau illness, strikes and an increase in term-time international travel had an impact on attendance. ● The communication of attendance expectations for 	<ul style="list-style-type: none"> ● Continue to target students with specific evidence-based interventions such as SL. ● Continue the development of school-wide expectations for assessment, planning and moderation ● Continual encouragement of meaningful pastoral entries in SMS and the recording of supports. ● Report regularly to the board on pastoral information for behaviour, support, and rewards for all students, genders, ethnicities, and learning support tiers. ● Continue to embed the TCAS Way reward system and improve communication with ākongā, kaiako and whānau regarding progress. ● Work more closely with the attendance service through the Kāhui Ako to implement effective interventions that will make a difference to student attendance. ● Work with the SMS to suggest area school-specific attendance for when the school is closed to specific year groups to improve the impact of this on overall attendance data.
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- A new weekly classroom reward that links to the TCAS Way has been implemented.
- The DP Teaching & Learning and the Principal have attended workshops about the Curriculum Refresh to develop a programme for the TOD at the beginning of term 2.
- Draft job descriptions for whānau teachers and deans have been developed and these should be finalised before the next board meeting.
- Ākonga continue to be referred to the Kāhui Ako Big River counsellor as required.
- Kaiako have completed classroom profiles that identify tier 1, 2 & 3 learners and have indicated what they will be doing to meet the needs of these students.
- Kaiako have continued to engage with PLD for structured literacy via the Kāhui Ako - Big River.
- Two teachers have continued to engage with mathematics PLD via the Kāhui Ako - Big River.
- A teacher aide has been employed to implement The Learning Village with two ELL students.
- Teachers have been engaging with the online AfL PLD through the Kāhui Ako and the within-school lead has been facilitating this within the school.

students of concern improved attendance for some students, however, it did not have an impact on those students whose attendance was a significant concern.

- Out-of-zone students without bus exemptions continued to contribute to attendance issues.

- Embed systems for tracking attendance that include early communication with whānau, and the development of support plans with whānau.

- Kaiako have used achievement data to engage in the PGC via a learning sprint that focuses on improving achievement for a specific student or students.
- Kaiako have engaged with facilitated PLD on the curriculum refresh and they have identified the alignment of the school's vision, values and current strategic plan with this.
- Five school leaders have participated in the first of four facilitated sessions on Leading Adult Learning.
- Dean and whānau job descriptions have been developed and are waiting to be formatted by HR.
- The Kāhui Ako Big River counsellor is continuing to see students weekly.
- The three-tier structure for learning support has been implemented.
- Individual Education plans (renamed support plans) have been created for specific tier 2 and tier 3 students. These have been used as the basis of referrals for some to external agencies.
- The teacher responsible for ELL and the teacher aide allocated to The Learning Village have attended the Ministry of Education PLD for ELL.
- There has been continued development of the concept-based

<p>curriculum with the PLD provider Chic Foote onsite for two days to work with the Principal and DP Teaching & Learning. The focus of the PLD was to consolidate the foundations for the localised curriculum and create a plan for connecting teachers more specifically with the PLD.</p> <ul style="list-style-type: none">● Teacher planning software has been identified and the set-up has occurred for a trial in term 3.● There is an ongoing embedding of a consistent approach to the teaching of structured literacy.● There has been engagement with the Assessment for Learning (AfL) PLD by many teachers with a successful professional learning group being held at school twice a term.● PLD facilitator Deirdre McCracken has been in school observing teachers in classes.● Reading and mathematics moderation has been undertaken for teachers in Y1-10.● There has been a second session with Deirdre McCracken for five teachers who are engaged with the Leading Adult Learning Programme.● There has been a reconnection with teachers and teacher aides with the Zones of Regulation work.● The DP for Wellbeing has			
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undertaken Professional learning on the EDGE-SMS with a focus on the recording and monitoring of positive behaviours.

- The three-tier structure for learning support has been implemented.
- Individual Education plans (renamed support plans) have been created for specific tier 2 and tier 3 students. These have been used as the basis of referrals for some to external agencies.
- There has been continued development of the localised curriculum through the regionally allocated PLD that has been facilitated by Chic Foote.
- There has been a greater recognition by teachers of the need to plan based on a term concept.
- Teachers have asked to be included in the development of the concepts for 2024 and this is seen as a greater buy-in by teachers of this work.
- Some teachers are considering the Envor-Schools status of the school and are engaging with external providers.
- Planning software is continuing to be investigated. Many teachers are seeing the use of Google Docs with common planning to be cumbersome and difficult to use so different options are being

investigated.

- Planning software will be examined from a cost-benefit analysis. It is expensive and will only be of benefit if teachers are prepared to use it to improve the quality of their planning.
- There is a continued connection with the Big River Kāhui Ako which is based on improving teacher practice. This is specifically through PLD opportunities in structured literacy, mathematics, and assessment for learning.
- A meaningful professional growth cycle has been developed, documented and communicated to all teachers. A relief teacher has been employed to provide a release for teachers so that they can attend PGC professional conversation hui and be observed teaching.
- Five teachers continue to be connected to the Leading Adult Learning PLD and through this are developing their capacity to lead the learning of others.
- There continue to be high expectations of teachers towards students and an improvement in student achievement across the school.
- There has been an improvement in teacher understanding of the behaviour system and the recording

<p>of behaviours and closing these or referring them to the appropriate person for action - this is in the early stages and is already seeing the benefit of clarity and student behaviour not being overlooked.</p> <ul style="list-style-type: none">● There has been targeted PLD on restorative practices in kaiako hui and this has increased the use of this as a process at the classroom level.● Attendance has continued to be a focus with the refinement of responsibilities and reporting being discussed by the Senior leadership team and teachers.● There is a need to develop a specific programme using attendance and engagement funding to improve the attendance of target students.● There are new graphics for the behaviour management system and they continue to be reviewed and refined during a process of continual improvement.● A review of our involvement with Enviroschools has been completed with the Enviroschools co-ordinator.● The curriculum review process has commenced and teachers have collaborated to document the achievement objectives that they have taught in their classrooms this year. The next steps are to take this collaborative document and review			
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in detail the different learning areas so that decisions can be made for the different learning areas for 2024 programmes.

- There has been continued involvement by teachers in the structured literacy PLD. This now includes the transfer of the concepts that have been taught in classes as part of a spelling programme into reading programmes.
- The mathematics PLD through the Kāhui Ako has involved two of our teachers. There are now plans underway to spread this more widely across the school, particularly concerning the planning of mathematics teaching and the use of effective pedagogies. A recent principal hui regarding this PLD highlighted the need to consider the curriculum refresh and relevant documents.
- The assessment for learning PLD has been ongoing and teachers are starting to reflect on and consider the visibility of learning in their classrooms.
- There has been ongoing involvement in the FFL initiative by two staff.
- The Leading Adult Learning PLD has concluded for five teachers. This valuable PLD has led to an increase

in professionalism amongst those involved and a greater skill level in their ability to facilitate the learning of others.

- The school has now been included in the Min. Ed. PB4L-Restorative practices programme. The DP of Wellbeing and I have met with the facilitator Rich Matla. This programme will be a main part of the focus for our kura and wellbeing next year.
- A new counsellor has been employed by the Kāhui Ako - Big River and they commenced work in our kura this term. The counsellor is in our kura one and a half days a fortnight.
- A system for recording the TCAS-Way reward data has been developed in SMS-EDGE. Data is now able to more easily be analysed for year, gender, and ethnicity.
- Our PLD facilitator Chic Foote was present at the curriculum teacher-only day in term 4. Teachers were taken on a journey to connect Te Mātaiaho: The Refreshed New Zealand Curriculum with our localised curriculum. It was identified that the primary teachers, in particular, were not familiar with many of the learning areas within the NZ curriculum.

- A curriculum review was undertaken that identified the next steps in our journey to develop a responsive localised curriculum, this included mapping out the learning area focus for each term and connecting teachers with the achievement objectives from the learning areas that connected best with the term-long concept.
- The year-long curriculum plan with term-long concepts.
- A curriculum plan for our term 1 concept of Kotahitanga has been developed with and for staff that will be the foundation for designing term 1 programmes of learning.
- The school-wide planning templates have been updated.
- Kāhui Ako PLD for structured literacy and mathematics has continued this year.
- The English Language Learner intervention of the Learning Village will continue to be funded by MOE in term 1 2024.
- A schedule for moderation is in draft form. The intention is for the moderation of reading, writing, and mathematics to be an ongoing process next year that is informed by data.
- The teacher responsible for future-focused learning (FFL) created a video with students that

<p>was displayed at Te Pōu o Mata Au as part of the FFL programme.</p> <ul style="list-style-type: none"> ● The Leading Adult Learning PLD has been completed by 5 teachers and all have benefited from this focus on developing their leadership skills. ● A new counsellor was appointed this term and students have continued to benefit from this Kāhui Ako initiative. ● The new system for reward data has been implemented and will be further fine-tuned in 2024 so that reward data can be used to drive initiatives within the school. 			
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Planning for next year:

- Continue to use Schooling by Design (SbD) model to focus all functions within the school on the vision CONNECT, LEARN, GROW.
- Continue to development and embed the localised curriculum that connects teachers with the NZC and effective teaching practice, and allows for alignment across learning areas and curriculum levels.
- Continue improvement of aligned assessment and moderation processes for years 1 to 10.
- Embedding of the three-tier learning support structure
- Embedding of the professional growth cycle so that teachers use teaching as inquiry to develop their teaching practice, become familiar with evidence-based practice (EBP), and inquire into whether their current practice is effective.
- Continue to improve the recording and analysis of pastoral, support, and reward data so that targeted well-being interventions can be implemented.
- Continue to design and implement an attendance system that identifies students, connects whānau, and focuses on effective attendance interventions to improve attendance.
- Continue to embed restorative practices across the school through engagement with the SW-PB4L Restorative Practices PLD.

Strategic Aim:	GOAL 2: The Catlins Area School will develop and embed the new vision and values to reflect the aspirations of ākonga, kaiako, whānau and the community
Annual Aim:	<ul style="list-style-type: none"> • The school vision TCAS Way will be visible around the school and community, and ākonga/students, kaiako/teachers, whānau/family, and the community will know and explain how it relates to the pepeha imaging. • The language of the school vision and The TCAS Way will be prevalent in the community • The wider community will feel more connected to The Catlins Area School and there will be positive conversations in the community concerning the school.
Target:	Not Applicable
Baseline Data:	Not Applicable

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • The senior leadership team undertook the leadership review of 2022 through the lens of the new school vision of Connect, Learn, Grow • The schooling by design model which was developed through the lenses of the new visions is being used to drive the development of systems within the school • A draft graphic of the new school vision has been completed • There has been a continued focus on the SbD as a framework for embedding the school vision in ways of working for teachers • School leaders have been continuing to use the SbD system to develop systems within the 	<ul style="list-style-type: none"> • The Schooling by design model was used to focus Kaiako Hui and align initiatives with the CONNECT, LEARN, GROW Vision • New branding with the school vision was developed. • Community consultation was undertaken to inform the new strategic plan and this used the CONNECT, LEARN, GROW vision as the foundation • Strategic goals were developed for the 2024-25 vision that sign with the vision. 	<ul style="list-style-type: none"> • The board decided to implement a 2-year interim strategic plan for 2024-25 in order to align the plan with the School Board election cycle. 	<ul style="list-style-type: none"> • There are no next steps identified for this goal.

school and specifically the structure and focus of kaiako hui.

- A new visual for the TCAS Way has been created.
- Teachers have been provided with A3 copies of both the Strategic Vision and the TCAS Way to put up in their classrooms and discuss with their students
- Consultation with students used the school vision as a focus
- The school vision is continuing to be embedded through Schooling by Design. There is a clear link to the school vision at each Kaiako Hui. The use of this throughout the year has helped teachers to connect more meaningfully with the new vision.
- There is ongoing consultation with students, teachers and the school community using the school vision as a focus.
- The school graphic designers have provided new logos with the school vision for consideration. Once the new logo is finalised other branding can be completed.
- The graphic designer has now completed the refresh of the school logo and other branding.
- This new branding with the new school vision of Connect, Learn, & Grow will be rolled out next year with clear guidelines for use.

- Systems within the school are being regularly reviewed as required.
- The school board is in the process of developing the strategic vision for 2024-25.
- The strategic vision has been developed for 2024-25 which is a direct reflection of the school vision. This will help to embed the vision across the school in future years.

Planning for next year:

- Not applicable - New Strategic Plan

Strategic Aim:	GOAL 3: The Catlins Area School will streamline and future-proof systems within the school to meet legal and professional requirements
Annual Aim:	<ul style="list-style-type: none"> • Kaiako/teachers will be confident and competent in their use of school systems. • There will be an increase in engagement of the community, whānau/family, and ākonga/students and a genuine valuing of their perspectives by the school. • All kaiako/teachers will know their roles and the roles of others and be clear on responsibilities and accountabilities. • Review will be embedded as a positive process to implement meaningful changes. • School Policies will be seen as the key documents of governance within the school. • All kaiako/teachers will be engaged with the professional growth cycle. • All kaiako/teachers will be respectful of privacy and confidentiality.
Target:	Not applicable
Baseline Data:	Not applicable

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • There has been an update to the EOTC systems that has been documented via the staff website • A consultation process for reviewing and updating job descriptions for all staff has commenced • Deputy Principal job descriptions are in draft form and should be finalised by the next board meeting • Meetings with administration staff have occurred so that job descriptions can be co-constructed to better reflect the actual work undertaken and 	<ul style="list-style-type: none"> • Systems across the school have been embedded • There has continued to be an improved connection of systems within the school with the relevant policies • There continues to be systematic review of administrative, teaching & learning, and wellbeing systems within the school • The Professional Growth Cycle (PGC) has been refreshed, implemented, and completed by all teaching staff • Appraisals of support staff now occur yearly and involve 	<ul style="list-style-type: none"> • The systems to ensure privacy and confidentiality have been developed and there is a greater understanding by kaiako. 	<ul style="list-style-type: none"> • There is a need for the understanding of confidentiality and privacy within a school to be spread more widely including to the parent community.

<p>the level of responsibilities as outlined in the support staff work matrix.</p> <ul style="list-style-type: none"> ● Reviews have been ongoing and include: the mid-term curriculum, library, kāhui ako, and the magazine ● Consultation with the deputy principals and some support staff has occurred regarding job descriptions and these are ready to be formatted ● A system for assurances has been implemented with the board representative on the assurances committee ● Reviews have been ongoing including a review of the behaviour management system ● Professional conversation regarding professionalism are ongoing with staff ● Reviews continue to be a focus for change management. ● Professional conversations regarding professionalism and privacy are ongoing with staff ● There are ongoing and continual reviews of all systems within the school. ● Reviews of key systems are still occurring on an as-needed basis. ● The professional growth cycle (PGC) for teachers has been documented and implemented. 	<p>reflection and review with an emphasis on self identified areas of growth.</p> <ul style="list-style-type: none"> ● Job descriptions have been updated 		
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This has worked well and responsibility for managing this has been distributed to the Kāhui Ako Within School Lead (WSL) and the Specialist Classroom Teacher (SCT).

- Appraisals for all support staff have been completed. Job descriptions were updated and confirmed as part of this process.
- Teachers have completed their PGC and many have commented about how it has been a positive experience and has improved their practice.
- There has been a noticeable shift in the professionalism of teachers across the school as policies are used to inform actions.

Planning for next year:

- Ensure that all teachers are clear on their responsibilities regarding the privacy of information and that this requirement of schools is also communicated to the wider community.