Arakura School Analysis of Variance

2021

The aim of our 2021 Annual Plan was to take stock of our current situation and together with our community, determine the pathway forward. Our Senior Leadership Team of four was myself as the new (beginning) principal with three acting team leaders, all new to their roles. Of the eight classroom teachers, three were also new to the school and all beginning teachers. The only existing member of the previous leadership team was on leave. Supporting the new acting leaders and beginning teachers therefore became paramount alongside galvanising a whole new Arakura School team.

It would be fair to say that 2021 was a year of challenges right from the beginning, including:

- Absence of transition plans for all the children with high needs including our ORS students
- Absence of important student records including IEPs
- Gaps in systems and procedures for key areas including behaviour support
- Changes to staffing each term
- Low staff morale driven by a range of factors
- Ever changing Covid-19 landscape

As we worked through the above challenges, what remained constant was a shared commitment to our students and community. That unwavering commitment was the glue that held us together as we worked through piece at a time from the most pressing and immediate needs to the mid-term challenges that required solutions. While doing so, we created spaces throughout the year to take a step back and review what was really important to us and our students, and where we wanted to be in five years, in 10 years, as a staff, school, and community so that ultimately, the service we offer our children, not only enables them to reach their potential but is one that all of us are proud of. This revisioning, is a piece in our strategic planning, that will be ongoing into 2022.

Seletute Mila
Principal

Strategic Aim 1

An environment that is inclusive, celebrates diversity and ensures that the well-being needs of the learner is looked after.

Target Group: 48 children (37% of current roll) identified as having additional learning and/or behaviour needs requiring intervention

Annual Target: The Target Group will have shared, collaborative support plans that:
- Have whānau as integral partners
- Include student voice
- Staff understand and can implement
- Have positive impact on student engagement and learning

1.1 Annual Goal: Learning support systems will be established to support the diverse needs of our students

Action Plan	Review	Key Outcome	Summary and Next Step
1. Understand the elements of an effective system for learning support	- RTLB Liaison and MOE Learning Support Lead Worker established as key specialists present at school, to support teachers and the development of our learning support system - Learning Assistants (LAs) reorganised according to student needs - Budget adjustments to increase LA hours to meet additional needs - Increased SENCo release from 0.1 to 0.2 to manage workload - Lead LAs established for each ORS student and children with high and complex needs - IEPs developed together with whānau and agencies and reviewed on regular basis - Documentation and filing systems reviewed and learning register created - eTAP systems reviewed and aligned with new learning support system - Individual Behaviour Plans (IBPs) established for children with behaviour needs and mirror IEP process	- The essence of an effective learning support system is in place - Positive relationships have been established with key agencies - Learning Assistants are better utilised to support children's learning - Whānau are welcomed to meetings and are actively involved in IEPs or IBPs - Whānau are involved from the start e.g. through transition meetings	2022 will see another change with DP picking up SENCo role. It took all of 2021 to work out systems; these need to be tested next year and further developed (if required), so that it's fit for purpose. The high number of needs in each class require reorganisation of LAs again; will move to having one LA in each classroom to work more closely with one teacher and one class. This may reduce lost time from transitions and lends itself more to strengthening relationships. Approval of Special Reasons Staffing by MOE will allow us to achieve the above while continuing to support the 51 children that will be on the learning register in 2022 – 40% of school roll.

	• Presence and support by specialists and agencies is now normalised as part of learning support • Parents fully involved at each step • Teachers released for IEPs/IBPs and Lead LAs included • Transition meetings and planning established, the nature of which is driven by the needs of the child and whānau • Learning Support Coordinators (LSCs) support transition programme • Review in place – by teachers and LAs – to continually improve systems and procedures		
2. Understand the diverse needs of our students	• Missing documents necessitated extensive work gathering information and reports from MOE and health services • Numerous meetings held with whānau each term – both informal and formal as part of IEPs/IBPs • The initial list of children with additional needs grew from 12 on 26 Jan (based on funding only), to 48 with Tier 2 or Tier 3 needs, inclusive of those without specific funding	• Establishing a tiered system of support (Tier 2 and 3 to align with PB4L School Wide), enables the targeting of interventions and resources	The significant number of children with needs remains the most significant challenge. While the reorganisation of LAs will help, the situation remains an ongoing concern with respect to children's learning, teachers' workload, and everyone's wellbeing.
3. Embed Discovery Learning in the Junior Hub	• Play-based learning was exclusively a Junior Hub programme • New Y2/3 class was established to reduce the numbers in Junior Hub; the two classes combined to continue play-based earning in the afternoons • Strong support from educational specialists for a play-based approach to meet the developmental needs of children in particular	• Development of play-based learning centred on Junior Hub with limited take up in senior classes	Next steps are to define what play-based learning philosophy is for Arakura School especially with regards to: • Diverse needs – catering for both struggling learners and those who need extension • Children with complex backgrounds especially with regards to the recommendation for structure and routine.

4. PLD to support staff capability, knowledge and	• Positive take up of PLD provision under Support Staff Collective Agreement by 80% of LA team
	• PLD for all staff, teachers and support staff,
		• PLD focused on:
		  o Zones of Regulation
		  o PB4L – Tier 2 initiatives and behaviour support
			Important to establish a learning focused culture, to lift and normalise professional conversations, collaboration and problem solving.

	professional practice re diverse needs	in January Week 0; NZEI Accord Days, and April call back days; PLD a mix of internal and outside facilitation including RTLB, Nuku Ora, Constable Tanya (Keeping Ourselves Safe) • Support Staff Hui established to provide regular PLD for LAs; PLD a mix of internal and outside facilitation • Teachers – Monday PLD established • LAs took on special projects that were both interest and needs driven e.g. creating Tuakana-Teina time	o Professional Growth Cycle	Inclusion of LAs in PLD and call back days for was a new experience for the LA team; important to continue to develop their capability and confidence.

1.2 Annual Goal: Review PB4L-School Wide and establish systems to support positive behaviour in both playground and classroom contexts.

Action Plan	Review	Outcome	Summary and Next Step

1. Understand the elements of an effective system for PB4L-School Wide	• Review of current Tier 1 processes with particular focus on
	   o Free and frequents – the absence of
	   o High stakes rewards and the feedback from parents about them
	   o Addressing the challenges by teachers in completing mana cards
	   o Building the capability of all team members on PB4L team
	• Review of behaviour support including
	   o Moving from punitive to responsive processes reflective of PB4L principles and restorative practice
	• Review of values in terms of
	   o A common language
	   o Explicit teaching
		• Strong reluctance by PB4L Team to review any of the existing Tier 1 processes coupled with an equally strong desire to maintain the 'Arakura Way' in spite of the evidence from the data and feedback from parents and staff delayed any improvements to school wide systems	PB4L – School Wide remains a critical lens to establishing a culture of care and positive behaviour centred on a restorative approach behaviour support.
			
			Changes to the PB4L Team in 2022 and the implementation of our new vision and values will provide an opportunity to re-look at Tier 1 systems and processes with fresh eyes.

2. Establish clear behaviour expectations and processes	• Numerous behaviour incidents from day 1 which reached 162 incidents - see March Board Report • Absence of transition plans and supports at	• Supporting behaviour by introducing STOPs and Individual Behaviour Plans became a significant piece of work from March	STOPs to continue as a Tier 2 response to misbehaviour. Staff review called for some tweaks to ensure the classroom teacher is the focal point for

for responding to misbehaviour	the start of the year nor clear information in a learning register indicating who needed what support - compounded the frequency of misbehaviour
	• Identified issues with 'Free and frequent' rewards as not being free and frequent (i.e. goal to give out 2 tokens per day), lead to each classroom creating their own system of free and frequents
	• Tier 2 STOPs process introduced to:
	   o Move beyond 'putting out fires'
	   o Address and support behaviour
	   o Create a restorative process for children to fix the harm
	   o Inform parents and involve them from the start
		• Progress and improvement in behaviour was significant (see 02.11.21 Board Report)	communication with whānau.
			
			New values will require unpacking and creating new behaviour as well as Tier 1 processes.

3. PLD to support staff capability, knowledge and professional practice re PB4L	• PB4L 101 for all new teachers • Regular feedback re behaviour support with reference to eTAP data • Professional development in new STOPs procedure with reference to PB4L principles and restorative practice • Introduction and implementation of Zones of Regulation, from start of Term 2 • Support throughout Term 2-4 by RTLB both as facilitators of Zones PLD but also working alongside individual teachers to support classroom implementation	• Zones of Regulation – introduced as school wide programme to create a common language for emotions and to support behaviour through the development of tool kits for self-regulation. The implementation was facilitated successfully by RTLB • The uptake of Zones was immediate in the majority of classrooms and evident in adult speak and modelling	Zones of Regulation to continue; with the disruptions to learning in 2021, it is important that Zones is embedded as an essential means of building emotional intelligence in our learners.

Strategic Aim 2

Have partnerships between school and the community where everyone is connected to the school and has a sense of belonging.

Target Group: Parent focus group (representative of school population)

Annual Target: The Target Group will:

- Be aware of and connected to what is happening at school
- Know they have an integral part in/contribution to school processes
- Know they are a partner in their child's learning

2.1 Annual Goals: Establish authentic partnership between home and school

Action Plan	Review	Outcome	Summary and Next Step
1. Establish a shared understanding of what we mean by *authentic* and *partnership*	• Due to the significant needs and demand on time and workload in learning supoort, this annual goal focused on that as the general context for building authentic partnership • Feedback gathered from parents of children with additional learning and behaviour needs consistently indicated a strong desire to improve communication, to be involved in their children's learning, and for teachers to follow through on any matters that arise – see Board Report 23.02.21 • All efforts to establish effective learning support systems (1.1) and Tier 2 behaviour support processes (1.2), focused on creating authentic partnership – between whānau, teacher, LA, SENCo and ORS Specialist Teacher	• Informal feedback indicates a significant shift in home school partnership, with regards to learning and behaviour support – in conversations with whānau or by email	Capturing our learning from 2021 to add as examples to our teaching standards of professional relationships, and the ways that we give effect to Te Tiriti o Waitangi are necessary next steps to enable us to track our progress.
2. Review the ways we currently connect and collaborate with parents (parents and staff)	• Several processes and expectations established and actioned by SENCo and ORS Specialist Teacher that included creating IEPs for Tier 3 needs, involvement of parents, involvement of teacher and lead LA, and student voice (see SENCo and ORS Specialist Teacher reports 07.12.21) • Establishment of STOPs as a Tier 2 behaviour support process (1.2) was also a response to parent feedback. Through STOPs, parents were made aware of all major incidents of misbehaviour and where misbehaviour became a pattern and/or the	• While we were unable to carry out a review formally, the feedback given informally was positive and encouraging enough to confirm the direction we were heading	Create opportunities for a formal review, particularly in light of the ongoing work to develop a fully inclusive school environment. Any review needs to include all stakeholders – our whānau, our children, agencies and staff.

Action Plan	Review	Outcome	Summary and Next Step
	• incident was severe in nature, parents were also involved in the planning and restorative hui to fix the harm • Informal feedback from parents involved in any of the above, was positive		
3. Inquire into what other schools do to create authentic partnerships	• This action was not carried out as such however: • ORS Specialist Teacher and Lead LAs visited special schools in Hutt area as part of inquiry • LAs who participated in professional development in Autism brought new learning to their work with children • The Principal, with extensive experience as SENCo and RTLB in former roles also brought this knowledge to Arakura • Close partnership with both RTLB Liaison and MOE Learning Support Lead Worker enabled us to learn from their experiences and from successes by other schools they are privy to in their respective roles, schools that are also grappling with the same challenges • Education Associate Advisor also a source of information, research and readings on best practice	• 2021 could be defined as a year of catching up and organising information and files to enable an effective learning support system that honours authentic partnership with those that know our learners best • In the intensity of building something new from seemingly nothing, there was little room to do anything more than dealing with the issues that arose	To incorporate a process of gathering feedback from whānau and agencies as part of the IEP and IBP processes. Explore options including Google Form to gather feedback easily. Such a process will enable us to refine and improve what we do.
4. Develop authentic partnerships that reflect our shared vision, to trial and review	• Unable to develop a framework as such; our focus was simply to get going to meet the demands of our children • A review was carried out with staff at the end of the year coupled with a summative report from both SENCo and Specialist Teacher	• All that we worked on and achieved, and feedback from staff and parents, is the foundation to build on in 2022 so that a learning support framework or strategy can be made clear and explicit for use by both staff and parents	Develop a LS framework. Create a flowchart for intervention. Ensure the above aligns with school vision and values.

2.2 Annual Goals: We will work with our wider community - marae, local iwi, key agencies and services, Kahui Ako - for the benefit of us all

Action Plan	Review	Outcome	Summary and Next Step
1. Review the ways we currently work	• No formal review carried out • Informal feedback from various agencies included not being able to or feeling unable to	• Not achieved as far as a formal process	Continue to grow and strengthen partnership with local marae, iwi and Kahui Ako in particular, and to develop a

with our wider community	'get into the school'. In some cases, the offers of partnership were made e.g. regarding Bikes in Schools, but was subsequently turned down • As a result of informal feedback, adopting best practice rather than carrying out formal review, focusing instead on 'opening up' Arakura School to new partnerships that would serve the needs of and benefit students, staff and community, was deemed the best option considering the demanding situation we were in		local, responsive curriculum that connects Arakura School children to their community and region.
2. Create a plan to connect with key partners in the community, especially iwi and marae	**Giving effect to Te Tiriti o Waitangi** • Connection forged with local marae through start of year pōwhiri; pōwhiri had not been held previously • Through local marae, Arakura now has Papa Joe as Kaumatua • Kaumatua has an established presence at school e.g. through Whaikorero Wānanga offered to senior boys • Participation in wearable arts Matariki celebration with local marae • Partnership made with mana whenua through Kura Ahurea	• Having a new relationship and connection with local marae and Papa Joe is the beginning of creating more authentic relationships and partnership with our community • This is the start to lifting up tangata whenua with mind to normalise te reo me tikanga Māori	Continue to nurture partnership with local iwi and marae. Continue to develop school tikanga and kawa.
	Learning support (LS) partnerships • Extensive work with RTLB including support for 13 children; one class referral; and systems support through Zones of Regulation programme. Prior to this, last referral to RTLB was made in 2017 • Continued work with MOE Learning Support Lead Worker and Speech Language Therapist	• The role of key agencies in learning support, i.e. RTLB and MOE LS are established and positive relationships formed • Collaboration between school, whānau and agencies being normalised	Continue collaborative work with LS agencies with child and their whānau at the centre, particularly as we continue to embed systems developed last year.
	Other agencies • Barnardos Social Workers in Schools (SWiS)	The outcome of partnerships with these agencies include: • Access to external programmes (e.g.	Continue work with SWiS, improving coordination of welfare support for children and their families.

Action Plan	Review	Outcome	Summary and Next Step
	• Healthy Active Learning, Nuku Ora • Kōkiri Marae Services • Yoga in Schools • Rotary Readers • Public Health Nurse • Riding for the Disabled • NZ Police School Community Officer • Various support from charity groups	therapy) • PLD for staff including integration of school values in the teaching of fitness and PE • Extra reading support for struggling readers • Keeping Ourselves Safe programme • Yoga programme • Funding for bikes in schools and for significant projects	Continue work with Nuku Ora – one more year left of MOE contract. Carry out charity funded project that was delayed in 2021 especially regarding the bike track and storage. Review programmes for 2022 against school vision and strategic plan – more is not necessarily best
3. Reconnect with WOA Kahui Ako and review the impact of reforging membership	• Board approved application to re-join KA – this did not come through until September • Two meetings attended by principal; focus of KA centred on transition • Summary of transition research by LSCs in 2020 released • LSCs working at Arakura every Monday • LSCs supported Y6 transition – to Wainuiomata Intermediate (but not other intermediate schools)	• Role of LSCs to be clarified • Gap remains re transition of Year 6s to other intermediate schools	• Clarify role of LSCs to better utilise their skills and expertise

2.3 Annual Goals: We will understand and address the factors impacting attendance

Action Plan	Review	Outcome	Summary and Next Step

1. Understand the current picture of attendance, through student voice as well as staff and parents	• Attendance was monitored throughout the year through Board reports
	• Known whānau struggling with attendance were responded to by staff e.g. a number of whānau with children with Autism found getting to school in the mornings in general and on rainy days in particular, really challenging
	• Other common factors known include:
	   ○ Instability (linked to social challenges)
	   ○ Behaviour challenges – opting for absence to avoid further incident
	• The health protocols of staying home if symptomatic also impacted on attendance
		• Attendance was monitored regularly however tangible solutions could not be reached due to the complex nature of the factors impacting attendance in the first place
		• Ka Ora Ka Ako Healthy Lunches eliminated food as a factor in poor attendance
			Continue to monitor attendance.
			
			Carry out the student survey that we were unable to do this year to identify any other factors that can be easily resolved and use this information for planning.

2. Inquire into what other schools do to positively affect attendance	• Unable to action this due to other pressing needs	• Not achieved	Continue to work with the network of schools that fall under the new Attendance Service for our area.
3. Use what we learn to develop a plan to address attendance	• All known cases of frequent absence due to the known factors above where addressed informally by teachers directly with whānau, through IEPs and IBPs, and through regular communication as part of holistic support by senior management.	• Attendance driven by long term external factors cannot be easily addressed, not without wider wrap around support for whānau which currently are beyond school resourcing • By taking part in consultation process with MOE re the refresh of attendance services, Arakura is now connected to the Lower Hutt and Wainuiomata cluster, with workers that can work alongside school to help with the deeper issues in attendance	Connect with Lower Hutt and Wainuiomata Attendance Service Workers to forge partnership as way of addressing some of the barriers to regular attendance.
4. Seek special funding for projects to lift attendance for those with 60-90% attendance	• Unable to action this due to other pressing needs		

Strategic Aim 3

Students will progress and achieve within the responsive Arakura School Curriculum.

Target Group: 64 students who identify as Māori (49% of our school roll)

Annual Target: The Target Group will:
- Have improved attendance
- Have improved engagement in their literacy learning because they:
    - Know where they are
    - Know what they are learning and why they are learning it

Know what they have to do to achieve it

3.1 Annual Goals: Begin training in Kura Ahurea and plan what roll out and curriculum integration will look like

Action Plan	Review	Outcome	Summary and Next Step
1. PLD for Lead Teacher with regular updates and learning for staff	• Attendance at 2/4 PLD hampered by Covid restrictions • Lead teacher went on maternity leave, unable to replace due to staffing challenges • Staff PLD focused on building instructional vocabulary for the classroom • Regular learning opportunities was successfully woven into Admin meeting, learning together small bites to build staff confidence	• Achievement of Māori students reported – 10.08.21 for Mid-Year and Feb 2022 for EOY • 3.1 discontinued as an annual focus in August due to other more pressing needs (10.08.21 Board Meeting)	Kura Ahurea as a programme that will help us give effect to Te Tiriti o Waitangi in an authentic, remains a priority. Commitment to work with mana whenua will continue into 2022 with Lead Teacher together with DP picking up this kaupapa. The use of stories and storytelling aligns perfectly with the Structured Literacy approach that we are also moving into, to improve literacy outcomes. There is strong support for Māori (and Pasifika) kaupapa from the community including the development of our Kapa Haka – focusing on this and ensuring teachers can use the Kura Ahurea tools and resources effectively in 2022 is our next step.
2. Develop a draft plan for school-wide launch/roll out and curriculum integration	• Unable to do this as pressing needs were in student wellbeing and therefore establishing learning support systems and working on PB4L Tier 1 and 2 processes to support behaviour needs took precedence	• 3.1 discontinued as an annual focus in August due to other more pressing needs (10.08.21 Board Meeting)	
3. Consult with and engage the school community in finalising the draft plan	• Unable to do this as pressing needs were in student wellbeing and therefore establishing learning support systems and working on PB4L Tier 1 and 2 processes to support behaviour needs took precedence	• 3.1 discontinued as an annual focus in August due to other more pressing needs (10.08.21 Board Meeting)	

3.2 Annual Goals: Begin training in the Structured Literacy Approach (SLA) to implement for Year 0 to 3

Action Plan	Review	Outcome	Summary and Next Step
1. PLD for Lead Teachers with regular updates and learning for staff	• PLD for key teachers (x2) with Liz Kane Literacy • Training for (x2) LAs to carry out assessments in classrooms • Staffing changes and additional workload for remaining SLA lead teacher hampered	• A start made through Junior Hub and a few senior children in target group – see Feb 2022 report for EOY Achievement Report • Strong evidence for SLA coupled with existing literacy levels require a new	SLA for whole school including PLD for all teachers and learning assistants planned and approved for 2022. Facilitation will be by RTLB, including RTLB Liaison who has already done

Action Plan	Review	Outcome	Summary and Next Step
	traction on this plan	approach to teaching and learning	extensive work with staff through Zones of Regulation.
2. Implement SLA as trial in Junior Hub and as learning support interventions	• SLA implemented in Junior Hub and Room 6 • RTLB support to screen some students for Dyslexia; those with high likelihood of Dyslexia also included in SENCo intervention	• Positive impact in sound knowledge between June and September – see SENCo report	Review of existing resources to be carried out to ensure teachers are equipped with the resources and tools they need. Parent hui required to share SLA, particularly as several parents hold concerns about how their children with Dyslexia are being supported.
3. Develop a plan for implementation for all Y0-3 including resourcing and training	• Mid-year data indicates urgent need to improve teaching and learning in literacy • Consultation with RTLB regarding options for school wide implementation	• Proposal developed for SLA implementation facilitated by RTLB (who are also facilitating the same PLD in several other schools including local Wainuiomata schools) • Referral made to RTLB and approved	

3.3 Annual Goals: To trial the use of Seesaw as a digital tool to 1) support student agency; 2) engage families; 3) communicate effectively

Action Plan	Review	Outcome	Summary and Next Step
1. Term 1: Lead Teacher to explore Seesaw including learning from other schools	• A range of teacher positions regarding Dojo – ranging from not using it at all to using it extensively • Seesaw introduced to those already using Dojo and those not using any platforms at all, to test out • Challenges identified in both platforms but Dojo deemed to have greater range of functions	• Dojo decided as the preferred platform by Term 2; however sporadic use in some classrooms • 3.3 discontinued as an annual focus in August due to other more pressing needs (10.08.21 Board Meeting)	A review of schools' capacity for online distance learning required, particularly as Covid is unlikely to disappear from our horizon anytime soon: • How many devices do we have? • Do we have sufficient devices to support both onsite and distant learning? • How digitally smart are our learners? • How do we build student knowledge and skills across the school? • How can we use our devices more effectively for teaching and learning? • How do we build teacher
2. Term 2: Lead Teacher to train staff	• Lead teacher supported staff on an as-needed basis, particularly in eTAP and use of Google Suite	• 3.3 discontinued as an annual focus in August due to other more pressing needs (10.08.21 Board Meeting)	
3. Term 3-4: Staff to meet agreed weekly	• Lockdown interrupted development in this particular goal • The switch to distant learning during	• 3.3 discontinued as an annual focus in August due to other more pressing needs (10.08.21 Board Meeting)	

			capability?
targets using Seesaw for students to share: a. Where they are in their learning b. What they are learning and why c. How they will achieve their learning	• lockdown went smoothly • Approximately 40 devices were delivered to families for distance learning • Teachers ran regular online sessions twice daily with children; LAs were buddied with teachers to support classrooms • Dojo was used by most as platform for sharing learning and for communication with parents		In some classrooms Dojo was being used due to the absence of 'free and frequent' reward systems (see PB4L section); besides the 'free and frequent' issues under PB4L, next steps include clarifying what the expectations are regarding- • Integration of digital technology • Use of Dojo - for consistency between classrooms and syndicates

3.4 Annual Goals: Review and develop a school professional growth cycle (PGC)

Action Plan	Review	Outcome	Summary and Next Step
1. Unpack the codes and standards for the teaching profession	• Staff meetings to review difference between former appraisal process and PGC • For Provisionally Certificated Teachers (PCTs) there was no Induction and Mentoring (I&M) programme - none that existing teachers could locate. Furthermore, all eligible mentor teachers had not done mentoring before • Otago University was therefore approached regarding a tailored support programme for Arakura, which they agreed to do, from March • Staff meetings to review the existing examples of quality practice	• I&M programme developed with Scott Wolfe, Otago University Facilitator	Establishing PGC processes and commitment to improving practice required deeper exploration than what we were able to achieved this year. This is a next step for 2022. Aiming for depth of learning rather than breadth with regards to unpacking the codes and standards for the teaching profession is probably wiser considering the shifts we need to make to establish a learning-focused culture Challenges that arose due to constant changes in staff compounded the issues; with a new and hopefully a more stable staff in 2022, we are much more likely to create momentum. Continue to use and embed existing PGC tools. Continue to use critical friends to
2. Establish a shared understanding of and commitment to PGC	• Established our PGC focus on *improving* as opposed to *proving* professional practice • Reviewed existing PGC toolkits to determine which tools to continue using because it aligned with our approach • Staff meetings to walk through the toolkits and expectations • Staff meetings to learn how to use critical	• Culture of professional collaboration where there's alignment between challenges or puzzles of practice, improving professional practice, and meaningful inquiry and where there's a shared understanding of professional relationships – is ongoing in development	

	friends tool	• What was covered this year required more depth of exploration to really shift mindsets and practice	promote teacher agency.
3. Define what quality teaching practice looks like in Arakura School	• Apart from original review carried out in staff meetings in Terms 1-2; we were unable to come back to our framework	• Not achieved	

Seletute Mila
Arakura School Principal
25 February 2022