

# Dee Why Public School

## Annual Report



2016



1744

## Introduction

The Annual Report for 2016 is provided to the community of **Dee Why Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mark Chaffer

Principal

### School contact details

Dee Why Public School

Regent St

Dee Why, 2099

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### Message from the Principal

Students at Dee Why Primary School are the centre of all that takes place.

We are proud of our children's achievements. Our students performed at a number of events in dance, art, choir, recorder, sport, student leadership and gifted and talented education. Student representation at all levels is to be commended.

The staff work together to improve and increase the learning opportunities for students. The advancement of technology, especially the installation of a wireless technology system and now the introduction of 'iPad' technology, has enhanced the teaching and learning programs in all classes. Ongoing professional learning sessions are conducted regularly to ensure teaching practice is current and relevant to the needs of the students.

Our school is a friendly and caring place. With a supportive and proactive parent community, we have enhanced our school grounds and are always looking for opportunities to ensure our children receive the best education possible.

Dee Why Primary School is well established as a leading Northern Beaches school which promotes excellence, innovation, opportunity and harmony within a caring environment.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mark Chaffer

Principal

## School background

### School vision statement

Dee Why Public School is a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a harmonious, respectful and supportive school community.

### School context

Dee Why Public School (enrolment 322, including 74% of students from a non-English speaking background) is a rich, culturally and socio-economically diverse school, with a strong focus on student welfare. The school is committed to high quality teaching and learning with an emphasis on literacy, numeracy and welfare based initiatives. The school also includes special needs units supporting children with mild disabilities.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school was rated as *Sustaining and Growing* in the Learning Elements of: Learning Culture and Assessment and Reporting. The school was rated as *Working towards Delivering* for Student Performance Measures, and was rated as *Excelling* for Wellbeing and Curriculum and Learning.

For the five Elements in the Teaching Domain we were rated as *Sustaining and Growing* in Effective Teacher Practice, Learning and Development and the Development of Professional Standards. We were rated as *Delivering* for Data Skills and *Excelling* for Analysis and Collaborative Practice.

For the five Leadership Elements we were rated as *Sustaining and Growing* in School Planning, Implementation and Reporting. We were rated as *Excelling* for Leadership, School Resources and Management Practices and Processes.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To enhance teaching and learning experiences that result in the development of students' abilities to think critically, creatively and collaboratively. To develop students who are literate, numerate and socially, environmentally and culturally prepared for the future.

#### Overall summary of progress

In 2016, the school has worked hard to make best use of available assessment tasks and the data they provide. Both Year 3 and 5 annually participate in the BOSTES NAPLAN assessments. The data provided by BOSTES in Term 3 of 2016 was analysed by staff and presented at a professional learning session. The session gave staff an opportunity to marry student results with BOSTES suggested teaching strategies. Staff have made gains in utilising the PLAN data to supplement NAPLAN. Each term teachers used professional learning time to plot their students on both literacy and numeracy continuums of the Department's software. This has been effective in allowing staff to reduce the amount of assessment tasks to be undertaken, with some traditional tasks replaced by observation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Growth for students in all aspects of literacy and numeracy is in-line with DEC average in NAPLAN assessments.	Review and analysis of NAPLAN data: <ul style="list-style-type: none"><li>• Review previous year's NAPLAN results and incorporate DEC Teaching Strategies.</li><li>• Review and analyse NAPLAN data. Provide a review report to staff, including result matched teaching strategies.</li></ul> Review and monitor teaching programs and practices, in-line with the Australian Teaching Standards, including evidence of effective differentiation and collaboration: <ul style="list-style-type: none"><li>• Setup Performance &amp; Development Plans (PDP) – grade focus.</li><li>• Grade Planning for following semester.</li><li>• Create common assessment tasks for half-yearly reports (across grade).</li></ul>	\$12000
The majority of students achieving cluster level benchmarks, in literacy and numeracy using PLAN.	Regularly monitor students' levels of achievement through PLAN data. <ul style="list-style-type: none"><li>• TPL session (Week 10) provides time for staff to discuss students' achievements and plot them on the continuum.</li></ul>	\$8000

#### Next Steps

With NAPLAN, we plan for Executive staff to first analyse the data before class teaching staff review at a subsequent professional learning sessions. This will allow our assistant principals to make best use of SMARTdata analytical tools, and to follow-up and discuss the BOSTES teaching strategies at grade meetings. PLAN, the Department's software, has proved difficult to use, so in 2017 we will continue to use the Sentral version of PLAN called, "Continuum Tracker". This change has allowed for increased ease when both including and analysing data.

## Strategic Direction 2

### Innovation and Opportunity

#### Purpose

To provide students with innovative literacy and numeracy learning programs, and extensive extra-curricular opportunities, supported by an effective student welfare policy.

#### Overall summary of progress

The school has now built-in the Professional Development Plans (PDP) into the school's professional learning timetable. These sessions include staff setting goals, both personal and professional, planning professional learning opportunities, reviewing evidence and completing an annual review. PDPs are supplemented by the school's regular review of teaching and learning programs, incorporating the monitoring and review of student work samples. Also, the school is regularly asking for feedback regarding whole-school events and professional learning sessions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Performance and development plans for all staff demonstrate reflection on teaching practice, identification of learning goals and links to the Australian Teaching Standards.	<ul style="list-style-type: none"><li>• Review performance and development plans.</li><li>• Setup Performance &amp; Development Plans (PDP) – personal &amp; school focus.</li><li>• Monitor and review of teaching and learning programs and student work samples.</li><li>• Monitor and review extra-curricular activities &amp; KLA initiatives: ICT, Music, K-2 Literacy</li></ul>	\$3500
Increased student engagement and challenge, as measured by student surveys.	<p>Review qualitative feedback from staff on the effectiveness of the professional learning sessions, including staff feedback on whole-school events (survey)</p> <ul style="list-style-type: none"><li>• Teacher Professional Learning feedback</li><li>• School events surveys (as required)</li></ul>	\$500

#### Next Steps

In 2017, we need to further our monitoring efficient and effective use of resources, such as ICT, Music and K-2 Literacy. Early in the year, we intend to continue purchasing additional reading resources. We would also like to finish setting-up a Home Reading program for K-2 and EALD. Later in the year, we plan to review the mathematics scope & sequence and resources. In addition, we will review the current music staff roles & responsibilities and their RFF timetable.

## Strategic Direction 3

### A Positive School Community

#### Purpose

To build stronger partnerships as an educational community by leading and inspiring a culture of collaboration, engaged communication and effective organisational practices.

#### Overall summary of progress

Our community partnerships are now well developed and our P&C communication has shown increased activity in the school. Fundraising and school projects are well publicised and well supported. Our parents are very positive about the school and this is fostering a culture of collaboration and engaged communication, particularly using a variety of digital tools. Attendance at P&C meetings and functions has improved with ideas for activities broadened. Our Community of Schools continues to develop and expand with a greater number of activities provided for our students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased community involvement in the school.	Increase in voluntary contributions.  Increased P&C involvement, including more P&C events and fundraisers.	\$9576
Partnerships are established, using a variety of digital tools, at the local and wider community level that connects to student learning.	Our school dynamic emails, Twitter and Facebook profiles are used to publicise the school's activities and achievements.  The school newsletter was replaced in 2016 with a dynamic version supplied by Schoolzine. The P&C and community news is regularly promoted in the fortnightly newsletter.	\$3800

#### Next Steps

We continue to work closely with our P&C and the parent community. Our P&C are very committed to the school and parent surveys indicate that they are very aware of the school's strategic directions and initiatives. Digital tools, such as dynamic email, Twitter and Facebook have assisted with this. The parent survey rated the school highly and the results are summarised in the survey section of this report. A future direction was to work to improve the content within our school newsletter. The school newsletter was replaced in 2016 with a dynamic version supplied by Schoolzine. The P&C and community news is regularly promoted in the fortnightly newsletter.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	As we have two Aboriginal students, our funds are used for their support educational purposes across the whole school. This funding was used to support professional learning and resources for the school library that support Aboriginal Education K–6, and to support the two student s participate in extra–curricular activities.	\$1861 • Aboriginal background loading (\$1 861.00)
<b>English language proficiency</b>	These funds are used to support our Learning & Support program which is for three days a week. Funds cover an additional day of LaST support.	\$19327 • English language proficiency (\$19 327.00)
<b>Low level adjustment for disability</b>	We at present employ one teacher support officer. Funds are used to support students who are in need of extra support but do not qualify for extra funding. These funds are expended primarily to employ support staff to deliver class support.	LaST resources, vision impaired student laptop  \$15398  • Low level adjustment for disability (\$15 398.00)
<b>Quality Teaching, Successful Students (QTSS)</b>	This entitlement is used to release each of our three executive teachers for one day per week. This time is used to mentor teachers within their stage and to assist them achieve accreditation where required.	0.239 FTE • Quality Teaching, Successful Students (QTSS) (\$0.00)
<b>Socio–economic background</b>	These funds are used to support families who are in financial difficulty. The school provides uniforms, fee relief, book and excursion assistance.	\$20703 • Socio–economic background (\$20 703.00)
<b>Support for beginning teachers</b>	The school at present has four funded beginning teachers. Funds were received by the school from the government specifically for the support of our beginning teachers. The funds have been used very effectively to support Professional Learning, programming, mentoring and class management.	\$68832 • Support for beginning teachers (\$68 832.00)
<b>Targeted student support for refugees and new arrivals</b>	These funds are used to support our EALD program which is for six days a week. They are used to fund additional hours for a Tibetan support officer and to purchase resources that supplement the programs of new English learners for teacher and student use.	\$13810 • Targeted student support for refugees and new arrivals (\$13 810.00)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	117	121	149	167
Girls	85	93	121	143

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	94.4	95.5	93.1
1	96.9	93.5	92.9	94.6
2	95.8	94.8	94.4	95.3
3	95.5	96.3	94.7	94.2
4	96.3	95.2	92.9	93.1
5	96.5	97.2	95.1	94.9
6	94.3	96.9	96.4	92.7
All Years	95.6	95.5	94.6	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Class sizes

Class	Total
KB	18
KS	18
KM	19
KD	18
1F	21
1W	20
1M	21
2Q	24
2/3S	25
3/4W	26
4/5R	28
5L	28
6W	25

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	13.13
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	1.8
School Administration & Support Staff	4.32
Other Positions	0.1

The school currently does not have any staff of Aboriginal background, but does have its staff attend professional learning sessions to continue to raise awareness of Aboriginal culture.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

### Professional learning and teacher accreditation

Teachers attend weekly after-school professional learning sessions and five school development days which cover curriculum updates, technological advancement in education, CPR/ Asthma/ Emergency Care/ Anaphylaxis updates, stage or grade-based teacher planning and reflection.

Teachers regularly attend courses and network meetings on topics such as iPad/learning programs, action learning research projects and History/Geography/Science syllabus implementation. Information provided and any required action is followed-up in weekly executive and stage meetings.

Particular emphasis this year has been on understanding and preparing for the implementation of the new History Curriculum. Units of Work relating to the new History Curriculum have been discussed and created in these sessions.

Once again, teachers attending both school-based and departmental professional learning sessions have had the time spent at each accredited to their online professional learning log.

### Beginning Teachers

The school now employs several beginning or early career teachers. The school has undertaken steps to ensure the ongoing support of our new staff, including school induction and personalised professional learning. The Department has also provided funding specific to beginning teachers, allowing them time to work on their BOSTES Accreditation and work with a mentor within the school.

## Financial information (for schools using both OASIS and SAP/SALM)

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>283 390.00</b>
Global funds	272 430.00
Tied funds	232 984.00
School & community sources	118 956.00
Interest	4 125.00
Trust receipts	3 256.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	63 257.00
Excursions	35 805.00
Extracurricular dissections	15 051.00
Library	13 489.00
Training & development	1 320.00
Tied funds	162 030.00
Short term relief	42 881.00
Administration & office	59 448.00
School-operated canteen	0.00
Utilities	39 326.00
Maintenance	29 588.00
Trust accounts	4 105.00
Capital programs	61 533.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	489 823
(2a) Appropriation	395 525
(2b) Sale of Goods and Services	270
(2c) Grants and Contributions	93 202
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	825
<b>Expenses</b>	-212 737
Recurrent Expenses	-212 737
(3a) Employee Related	-103 572
(3b) Operating Expenses	-109 164
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	277 086
<b>Balance Carried Forward</b>	277 086

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 206 039
Base Per Capita	15 155
Base Location	0
Other Base	2 190 884
<b>Equity Total</b>	302 138
Equity Aboriginal	1 860
Equity Socio economic	20 702
Equity Language	202 964
Equity Disability	76 610
<b>Targeted Total</b>	314 401
<b>Other Total</b>	428 500
<b>Grand Total</b>	3 251 080

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills

and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

<https://www.myschool.edu.au/>

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Parents and teachers participated in various minor surveys to inform the 2015–2017 planning process. The outcomes of the minor surveys were discussed informally at Student Representative Council (SRC), Parents & Citizens (P&C), Staff and Executive Meetings and were used to guide school improvement.

## Policy requirements

### Aboriginal education

Aboriginal perspectives are incorporated in many areas of classroom work across the Key Learning Areas (KLAs) in all years K–6.

Each year to commemorate NAIDOC Week, activities are organised which include art competitions, playground drawings of Aboriginal designs and visits by Aboriginal artists and performers. Cultural performances and workshops highlight the richness that the traditions of the Aboriginal people bring to Australian society.

### Multicultural and anti-racism education

Dee Why Public School has a vibrant and diverse group of children from more than 40 different language backgrounds.

2016 saw this diversity celebrated in *Harmony Day* in March. The students participated in a special assembly where the many different cultures were acknowledged through a display of flags made by the children, and videos created to explain the cultural background of several students. Class activities were designed to share the valuable contributions made by the many different ethnic groups represented at our school.

### Other school programs

Dee Why Public School is committed to providing its students with access to a range of opportunities that would be expected in a much larger school. The school

staff demonstrates high skill levels and commitment in a range of areas including the performing arts, visual arts, music and sport.

## Respect and Responsibility

Dee Why Public School strongly supports the 'Values of Public Education'. These are reflected throughout the school in classrooms and assemblies, resulting in a strongly inclusive culture. Leadership opportunities are offered to all students and the school looked to expand the student leadership roles in 2016.

We continue to implement the PBEL program for behaviour management which has seen many positive outcomes in the school. All students are explicitly taught the three expectations of their behaviour at school and they know how to meet these expectations. Posters have been placed around the school grounds which help to remind the students how they can ensure that everyone is able to achieve their best at school.

## Programs for students with additional educational needs

Our **Mild Intellectual Disability Class (IM)** provides quality educational programs for students with a mild intellectual disability. A special education teacher and a full time learning support officer provide individual literacy and numeracy programs which enable the students, ranging from Years 3 to 6, to maximise their learning. Programs in the other KLAs are designed and implemented with the students' special needs in mind. There are opportunities for integration in mainstream classes and full participation in all school programs and events with students this year involved as school leaders, members of the choir, the PSSA teams, the SRC and special dance groups.

The **Early Intervention Class (EI)** is a class for preschoolers with a learning disability. It is housed in a purpose built teaching environment which includes an outdoor play area with soft fall, outdoor play equipment and sunshade. The teacher and learning support officer work with up to sixteen students throughout the week in a two and a half hour morning session and then teacher home visits/preschool visits in the afternoons.

**Reading Recovery (RR)** is an effective and very intensive early intervention literacy program for Year 1 students which is based on each student's specific strengths. Through daily lessons with our specialist RR teacher, students are helped to make rapid improvement in both reading and writing. After 16 to 20 weeks of teaching, students generally exit the program with a reading level equal to their peers. All students are monitored closely after leaving the program to ensure that progress is sustained.

## Learning and Support (LaST)

The Learning and Support Teacher, through the school's Learning and Support Team, provides specialist assistance to students in regular classes with additional learning and support needs. Many of these students come from diverse cultural, linguistic and socio-economic backgrounds. The role is underpinned

collaborative and consultative approach so that the student and/or their parent or carer is actively involved in the student's education, alongside class teachers, therapists, counsellors and any other specialists working with the student.

## Schools as Community Centres (SaCC)

Northern Sydney Region's *Schools as Community Centres* project (SaCC) opened in 2007. The SaCC program is an interagency NSW government initiative located in the grounds of Dee Why Public School. This innovative program provides a range of community services to Dee Why families including supported playgroups, parent information sessions and technology courses, transition to school programs and a health service.

## Achievements

### Arts

Choral singing continues to be a major focus at Dee Why Public School, with two choirs in the school: a Year 2 choir and a primary choir which participated in the Primary Proms Concert at the Sydney Town Hall. All choirs performed at a variety of school functions.

In addition, the Recorder Ensemble is a very well established group in the school, with students playing in one tenor, two descant and two treble parts. This group again performed at the Festival of Instrumental Music at the Sydney Opera House.

### Sport

Dee Why students enjoy playing sport and there have been many opportunities for students this year. Our Swimming, Cross Country and Athletic school carnivals were held throughout the year, with District carnivals following. We were well represented at these carnivals.

The Special Swimming Scheme was held in Term 3. The swimmers who attended enjoyed their lessons as well as improving their swimming ability.

Children in 3–6H were invited to attend sailing lessons run by Sailability.

The students in Years 3–6 were involved in a wide variety of sports on Friday afternoons. They learned skills and game play in Tennis, T-ball, Newcombe Ball and Basketball. They also practised track and field events and cross country running in preparation for the carnivals.

In winter PSSA, junior and senior teams played other local schools in both boys and girls Soccer.

## Gifted and Talented Education

Enrichment opportunities have continued to be provided in the performing arts with students displaying their abilities in two choirs, dance groups and one recorder ensemble. The year 2 choir performed at school, while the junior primary group performed at the Primary Proms Concert at the Sydney Town Hall and

the Recorder Ensemble in the Festival of Instrumental Music at the Sydney Opera House.

Four Year 6 students participated in the extension program offered at Cromer Campus of the Northern Beaches Secondary College. A representative group from all classes in the primary school also participated in the University of NSW Educational Assessment Program in mathematics, computer, science and English.

Year 6 participated in the *Design, Make, and Innovate* program at Cromer Campus with several other schools on the Northern Beaches. Years 5 and 6 have also had the opportunity to participate in the Dee Why RSL Orchid Art Program for a semester producing some wonderful artwork.

### **Environmental Education**

The students, staff and parent body have continued to demonstrate their interest and enthusiasm towards Environmental Education and its importance as an integral part of Dee Why Public School.

The Gardening Club meets twice weekly, during lunchtimes. Students K–6 all enjoy interacting with each other and beautifying our school environment. This group of enthusiastic students turns up weekly to water, weed and maintain our existing gardens. They have also improved our gardens by planting new plants and helping to move mulch to vast expanses of our school. We have continued to focus on using easy to maintain, Australian native and water wise plants.

Students have been taught the value of sustainability and healthy eating by planting and maintaining a vegetable and herb garden. A worm farm and compost bins have continued to be utilised to produce compost for the school gardens.

A whole school initiative of cardboard and paper recycling has continued with a classroom collection of recyclables every week.

### **Getting Ready for School Program**

This year, the program was once again developed in consultation with the kindergarten teachers and Meron Waller, the SaCC coordinator.

Prospective parents were invited to a morning session in May called, *The Kindergarten 2017 Information Showcase*. Parents and carers were treated to an informative session hosted by the current school leaders showcasing the many and varied aspects of life at Dee Why Public School. Items included performances by the current Kindergarten students, choir and recorder groups. Parents were invited to stay and chat with the Principal and Assistant Principal for K–2.

In October and November, enrolling parents returned to the school with their children as part of the *Getting Ready for School* sessions and/or the *Getting to Know You Playgroup* sessions. Kindergarten teachers and the SaCC Coordinator made the children feel welcome

and assisted them in getting to know each other a little better. The children then participated in a variety of diagnostic activities designed to guide teachers in class placement and arrange any necessary additional support or enrichment. The children listened to stories on the interactive whiteboard, completed some craft activities and spent time on the computers learning how to manipulate some basic computer technology. The children attended multiple sessions during this period.

All kindergarten students who commenced school in 2016 were involved in the *Best Start Program* which is designed to assess the students' knowledge and inform teachers about the most effective strategies for maximising student learning. Teachers spent time with each student to enable them to gain many insights as to how to present the curriculum in a meaningful and significant manner. This program is extremely helpful in guiding teachers as they strive to deliver quality teaching and learning for all students.