



St Michael's School Ashburton

2020

Annual Report to the School Community



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Contact Details

| | |
|--------------------|---------------------------------------|
| ADDRESS | 268 High Street Ashburton VIC 3147 |
| PRINCIPAL | Meredith Bennett |
| PARISH PRIEST | Father Laurence Cortez |
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| E NUMBER | E1159 |

Minimum Standards Attestation

I, Meredith Bennett, attest that St Michael's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

11/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision

ST MICHAEL'S PARISH SCHOOL: A SAFE COMMUNITY OF ANIMATED LEARNERS ENLIGHTENED BY FAITH IN GOD

Strategic Intent

Through a distinctively Catholic lens, St Michael's commits to the full flourishing and animation of learners. Teachers will develop a growth mindset and build deep pedagogical knowledge and capacity. As active agents, teachers will collaborate using data, research and evidence to ensure maximum progress and growth for all. St Michael's will authentically engage our parents and forge strong partnerships establishing connected and innovative communities of life-worthy, hopeful and meaningful learning.

School Overview

St Michael's School is a Catholic Parish Primary School of the Archdiocese of Melbourne. St Michael's School is situated at 268 High Street, Ashburton, one kilometre west of Warrigal Road, and in proximity to the main Ashburton shopping centre and both the Alamein and Ashburton railway stations. The student intake areas comprise parts of Glen Iris, Burwood, Solway, Alamein, Ashburton and Ashwood. These suburbs are predominantly residential areas.

St Michael's School is established and maintained specifically to serve St Michael's Parish faith community and is an integral part of the St Michael's Parish community. We positively and actively recognise the strength of our vibrant community and are enriched by the partnerships between staff, parents, students and parish. We firmly believe that Catholic school communities like ours - teachers, staff, parents - are most effective when the community works together to educate the whole child emotionally, academically, socially and spiritually.

We identify ourselves as a community of learners where all students are personally known, encouraged and challenged by a dedicated, caring staff. In 2020, we have 14 classes - 2 Preps, 4 One/Twos, 5 Three/Fours and 3 Five/Sixes.

We had a number of students receiving Nationally Consistent Collection of Data for Students with a Disability (NCCD) funding. Our students were verified and submitted by our principal as part of the school's 2019 NCCD August census. Throughout 2020, staff at St Michael's made learning and social/emotional adjustments and support for these students in learning situations and through playground observations.

Each student at St Michael's has his/her learning enhanced through participation in the following specialist areas: Visual Arts, Physical Education, Performing Arts, Mandarin and Science and Digital Technologies. Throughout the year, students were also supported in their learning through one on one and small group Multi-Sensory Literacy learning opportunities, Reading Recovery and Maths Intervention.

A focus for 2020 was inducting a new leadership team into the school and preparing for our school review to assist with providing future directions for our school.

Principal's Report

As principal of St Michael's in 2020, I am proud to provide this report in relation to our achievements. As a school community, I am proud of the way we came together and supported each other throughout the COVID pandemic and remote learning. The ongoing changes to the way we delivered our learning and teaching and worked with our students and families, is a credit to all involved.

Throughout 2020, St Michael's continued to achieve high standards and results for our students and to be leaders in research and the implementation of new initiatives based in research. These included:

- Adapting to remote learning as a result of lock down restrictions.
- Adapting to parent feedback during and after each remote learning period to improve the quality of the learning and support we were providing.
- Providing onsite learning support for students who were vulnerable or had parents who were deemed essential workers.
- Inducting a new leadership team of Principal, Learning and Teaching Leader, Learning Diversity Leader and Literacy Leader to work alongside our existing Deputy Principal and Religious Education Leader, Wellbeing Leader and Maths Leader.
- An Executive Leadership team consisting of the Principal, Deputy Principal/Religious Education Leader, Learning and Teaching Leader, Maths Leader, Student Wellbeing Leader, Digital Technologies Leader and Learning Diversity leader and a leadership team that includes level leaders for each year level and specialists.
- Continued Student/Parent/Teacher Conversations to discuss student progress and learning goals.
- Documentation and sharing of student learning with parents and caregivers through SeeSaw and goal setting sheets.
- Ongoing implementation of Respectful Relationships as a lead school.
- Students receiving the Sacrament of Confirmation on the 24th, 25th and 26th of November in smaller outdoor settings.
- A successful online Art Expo which showcased the artistic talents of our students.
- Student leadership roles for Year Six students and Student Representative Council members from across the school.
- Student voice and participation through positions on the school's Respectful Relationships and School Wide Positive Behaviour Support teams.
- Graduate teachers completing their VIT accreditation and presenting their professional projects to members of the leadership team.
- Participation in the Research Leads professional learning offered through Catholic Education Melbourne.
- Holding Prep transition meetings and sessions via Google Meets.

- Adapting our Prep transition to ensure that all new students could visit us onsite whilst ensuring that we were adhering to COVID restrictions.
- Celebrating and farewelling our graduating Year Six students in a COVID safe manner.
- Ongoing partnerships with our parish community.
- Continued facilitated planning for all year levels with leaders of the different spheres. This occurs through back to back planning which is a timetabled priority to ensure that we continue to achieve high learning outcomes for all of our students.
- Ongoing in person and online learning walks were conducted.

These activities are a snapshot of school life at St Michael's in 2020 and demonstrate our commitment to looking after the wellbeing of all in our community. All of our initiatives demonstrate that we use to research to make informed decisions.

Education in Faith

Goals & Intended Outcomes

To enable the full flourishing of all students

To recontextualise the Catholic education in faith in ways that encourage dialogue and learning that will nurture our Catholic identity

- That staff, students and parents will understand and strongly value the importance of Catholic faith and traditions.

Achievements

Our CEM SIS data from 2019 identifies that:

- 58% of our students answered positively in relation to how our teachers present RE. This is just below the CEM average of 61%.
- 57% of our students felt comfortable discussing RE in the classroom. This is slightly above the CEM average of 52%.
- 81% of our parents answered positively in relation to how much emphasis is placed on the Catholic ethos at St Michael's. This is slightly below the CEM average of 86%.
- 62% of staff said that the Principal invited discussion on the Catholic Ethos of the school. This is above the CEM average of 59%. 86% of staff believed the Principal shared her faith perspective compared to the CEM average of 71%. 71% of staff said the Principal created an atmosphere of trust to share their faith perspective. This is below the CEM average of 74%. 90% of staff responded positively to the Catholic Religion being respected at the school which is slightly above the CEM average 89%. 86% of Staff responded positively to the importance of participation in prayer which is above the CEM average of 82%.
- 94% of students believe they often pray together. This is above the CEM average of 84%.
- 86% of students believe the Catholic church celebrations and traditions are part of school life. This is above the CEM average of 74%.

VALUE ADDED

Our 2020 School Review identified the following achievements that added value to our school:

- The school is committed to providing many opportunities for students to celebrate the faith through engagement in daily prayer, meditation and liturgies. The students have been involved in creating Prayers of the Faithful for the various whole school and class Masses.
- Leaders and teachers have developed their understandings of Pedagogy of Encounter and this is reflected in the detailed inquiry-based learning unit planners which have a religious education focus embedded, clearly linking emphasis upon life and faith.
- The school's Catholic identity generally reflects the preferred stance of being a recontextualised, dialogical school.

- Students are involved in several projects and community partnerships which evidence Catholic Social Teachings and bearing witness to the Catholic faith. These can be authentic opportunities for increasing student voice and agency.
- The parish and school enjoy a strong relationship. The parish priest and the pastoral associate are very supportive of the school and work well during the Sacramental preparation programs.

Learning & Teaching

Goals & Intended Outcomes

To maximise learning for all students through high quality teaching and shared practice, which is supported by evidence and research.

- That student outcomes will improve for all students demonstrating expected levels of growth

Achievements

Our 2020 School Review identified the following achievements that added value to our school:

- St Michael's has sound processes in place, to track the progress of every student. It will be important that new staff to the school are supported in developing their data literacy skills so that consistency of good practice can be maintained. The staff regularly engage in professional conversations around student progress and it will be important in the future that data is discussed frequently to further inform teacher effectiveness.
- Data walls have been established which exhibits the progress of all students in literacy and numeracy and is continuously updated and referred to as teachers plan.
- In addition to the school's strong emphasis on data collection and analysis, it is suggested that the school continue to develop their moderation practices in order to build consistent understandings in reporting against the achievement standards.
- The school has focused much of their professional learning upon the collection and use of data and how to use learning sprints as a way of developing effective teaching and some staff have utilised the Case Management approach (Lyn Sharratt) to focus upon particular students. It is suggested that this learning is shared amongst all new staff so that a more consistent uptake of these strategies is evident.
- NAPLAN trend data indicate that the school is consistently above the state in Reading , Writing and Numeracy.
- St Michael's has a high percentage of students (26%) on the National Consistent Collection of Data (NCCD) register. The school has nine learning support officers who are employed to support the classroom teacher and also administer the Multisensory Literacy (MSL) intervention program. Teachers and LSO's are also supported by the learning diversity leader and the school has practices and documentation in place to support students who need adjustments made to their learning.

STUDENT LEARNING OUTCOMES

- High expectations for all students - all students can learn given sufficient time and support.
- Learning walks by the principal and deputy principal to establish best practice in classrooms.
- Data walls for Literacy and Mathematics to assist teachers and leaders to put faces to the data and to track and monitor growth.

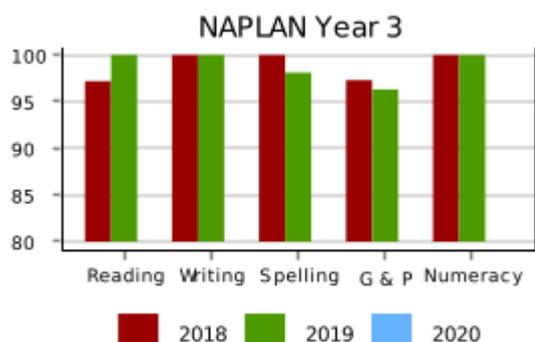
- Continued data wall updates and introduction of QR codes to link student data.
- Use of Horizons of Hope, Respectful Relationships, renewed RE & Vic Curriculums to design and track student learning.
- Parent/child/teacher conversations for students to inform their parents about their learning strengths and challenges and to set goals for future learning.
- Two-hour planning time for each team is provided in a block to allow for collegial discussion, moderation, teamwork and consistent planning.
- Continued work on embedding learning intentions, success criteria and this is because as well as feedback.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-------|-------|-------------|------|-------------|
| NAPLAN TESTS | 2018 | 2019 | 2018 – 2019 | 2020 | 2019 – 2020 |
| | % | % | Changes | % | Changes |
| | | | % | * | * |
| YR 03 Grammar & Punctuation | 97.3 | 96.3 | -1.0 | | |
| YR 03 Numeracy | 100.0 | 100.0 | 0.0 | | |
| YR 03 Reading | 97.2 | 100.0 | 2.8 | | |
| YR 03 Spelling | 100.0 | 98.1 | -1.9 | | |
| YR 03 Writing | 100.0 | 100.0 | 0.0 | | |
| YR 05 Grammar & Punctuation | 100.0 | 94.6 | -5.4 | | |
| YR 05 Numeracy | 96.8 | 100.0 | 3.2 | | |
| YR 05 Reading | 100.0 | 100.0 | 0.0 | | |
| YR 05 Spelling | 100.0 | 97.3 | -2.7 | | |
| YR 05 Writing | 100.0 | 100.0 | 0.0 | | |

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To enable the full flourishing of all students

- That students are optimistic, resilient, confident, motivated and connected learners.
- That families will be empowered and actively engaged in the learning of their children.

Achievements

Our 2020 School Review identified the following achievements that added value to our school:

- St Michael's is to be commended for the work they have done to develop and embed child safe policies and practices which indicate the school's ongoing commitment to ensure the safety and wellbeing of the students in their care.
- The school has adopted several approaches and programs to support student wellbeing.
- Generally, most believe that St Michael's provides a safe learning environment where most students are well behaved and respectful.
- The school has built into their curriculum planning the capabilities as well as providing explicit social and emotional lessons each week which will be an opportunity to continue to increase the student's understandings around respectful relationships, link with the behaviour management approach and give further opportunities for student agency and engagement in their learning.
- Increased Year Five/Six leadership opportunities.
- Ongoing opportunities for student voice through Student representative Council and student representation on teams such as School Wide Positive Behaviour Support and Respectful Relationships.
- Parent representation on Respectful Relationships and School Wide Positive Behaviour Support teams.
- Implementation of School Wide Information System (SWIS) to collate and analyse student behavioural data.
- School Wide Positive Behaviour Support team focussed on perceived motivations to gauge why students are behaving in certain ways at certain times.

VALUE ADDED

A number of extra-curricular activities are provided for our students: □

- Art and Tinkering Club
- Library Club

- Electives based on the multiple intelligences
- Mini Vinnies
- Hands on Music lessons
- Tennis lessons
- Additional Google Meets for wellbeing check ins
- Book Club Reading Meets for each year level led by our Literacy Leader

STUDENT SATISFACTION

- Just wondering what I need to write on the palm card and how long does it need to be?
- I was just wondering because I missed the Friday leadership meeting because I didn't know it was on so I just want to know what are the times of all the leadership meetings starting this week and next week so if you could let me know that would be great.
- My name is ***, I am from **** and I believe that *** introduced us.
I have emailed *** about a spelling bee competition I am interested in.
I was thinking that our school could participate . I am very keen to do it.
For more information please see link below.

STUDENT ATTENDANCE

All parents are expected to use the Skoolbag app or contact the school via phone or email to communicate any absence for their child before 10am on the day of the student's absence. Each classroom's roll is complete by 8:55am and at 2:30pm each day. Any unexplained absence is communicated with administration staff. These absences are followed up with an automated SMS, then a phone call the same day. If the absence continues, parents are asked to attend a meeting with the principal. Any non-compliance is communicated to CEM and then strategies would be implemented to support the student's return to school. Every Day Counts letters are sent to parents where students have been absent for extended unexplained absences.

During COVID remote learning, our morning Google Meets were the way staff took the roll for the day. Students were marked as offsite, COVID as reasons for their learning from home. Students who were learning onsite, were marked as per our usual roll protocols.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|---|-------|
| Y01 | 95.5% |
| Y02 | 96.9% |
| Y03 | 96.9% |
| Y04 | 97.5% |
| Y05 | 97.4% |
| Y06 | 97.4% |
| Overall average attendance | 96.9% |

Child Safe Standards

Goals & Intended Outcomes

At St Michael's we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).

We take into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 870. At St Michael's, Child Safety is of paramount importance and has been addressed through the following goals and outcomes:

- to continuously unpack the Child Safety Standards
- to continuously refer to and update the school's Code of Conduct
- to identify and assess risks to child safety
- to implement protocols around the induction of and involvement of volunteers within our school community

As a part of our VRQA School Review, we were compliant with all Child Safety Standards.

Achievements

- A zero tolerance to child abuse, which is documented in each relevant policy.
- A student Wellbeing Leader and Learning Diversity Leader who worked together to support the learning and social/emotional needs of all of our students.
- All staff contracts and job advertisements include a commitment to Child Safety.
- All staff, priests and volunteers sign the school's Code of Conduct.
- Pass Tab electronic sign in for all students arriving late or leaving early from school.
- Pass Tab connected to Working with Children identification which must be completed for all visitors to the school.
- All visitors must wear a number visitor lanyard.
- All staff wear school name tags.
- Ongoing updating and monitoring of the school's Working with Children database.
- All volunteers completing a Volunteer Application form.
- All staff complete the Mandatory Reporting online Module online.
- Display of and access to PROTECT resources.
- Parish Priest training and commitment to Child Safety and Child Safe Standards.
- Commitment to Child Safety posters displayed around the school.
- SWIS database to track behaviours of students and areas of concern.

- Ongoing professional learning in the area of Respectful Relationships.

Leadership & Management

Goals & Intended Outcomes

To sustain a performance and development inquiry culture that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement. □

That the performance and development culture of the school is strengthened and embedded. □

That school climate particularly in relation to role clarity and staff empowerment will improve.

Achievements

- Updated staff and parent handbooks at the beginning of the 2020 school year.
- Weekly executive leadership meetings and fortnightly whole leadership team meetings with a focus on school improvement .
- CEM staff attendance at designated leadership meetings throughout the year.
- Diary planner for events and professional learning for each term.
- Focused and strategic professional learning planned for each Professional Learning Meeting.
- Principal and Deputy Principal attendance at School Advisory Council meetings where a presentation under the five spheres and a presentation for one sphere per meeting are tabled.
- Principal and Deputy Principal continuously updated SAC in relation to school's VRQA review.
- All teachers are released for back to back planning to ensure consistency across the level.
- Facilitated planning sessions each week to support a consistent team approach to planning.
- Review meetings with individual staff members and principal to provide feedback from learning walks and performance.
- All staff involved in professional learning in accordance with the School Improvement Plan and specific professional needs of staff.
- A commitment to using current research to inform and guide new learning and teaching directions within the school.
- Staff attendance at Sacraments, Parents and Friends events and out of school hours events.
- A commitment to ongoing professional learning and feedback, which includes feedback as a part of all Professional Learning Meetings.
- Expectations of consistency, persistence and insistence in high expectations and best practice.
- All staff were part of a team for the school's VRQA review.
- All staff were timetabled to meet with the school's external reviewer to share ideas and feedback.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Online Disability Discrimination Act and Disability Standards professional learning
- Mandatory Reporting Module
- ReLATE Day One training
- Learning Sprints - Simon Breakspear
- Reading and Maths moderation
- Principal network
- Deputy Principal network
- Learning Diversity network
- Literacy network
- Maths network
- Cybersafety Project

Number of teachers who participated in PL in 2020

30

Average expenditure per teacher for PL

\$400

TEACHER SATISFACTION

- Thank you for all of the late nights, crazy hours, awesome ideas, 100% dedication and million other things that you have done this term!
 I am very grateful to be working in a school with such fantastic leaders like yourselves.
 I hope you have a wonderful break over the holidays and have a chance to unwind and relax.
- I just want to say a big thank you for the lovely candle gift that surprised me this morning.
 Your words were so kind. You really have given so much to our school.
 I really value and appreciate how lucky we are.
- That is great, thank you for reaching out to *** I know he would really appreciate it.
 Have a great weekend.
-

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 89.5% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 75.7% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 27.8% |
| Graduate | 16.7% |
| Graduate Certificate | 5.6% |
| Bachelor Degree | 94.4% |
| Advanced Diploma | 11.1% |
| No Qualifications Listed | 5.6% |

STAFF COMPOSITION

| | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 29.0 |
| Teaching Staff (FTE) | 24.9 |
| Non-Teaching Staff (Headcount) | 13.0 |
| Non-Teaching Staff (FTE) | 8.2 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

School Community

Goals & Intended Outcomes

To strengthen the collaborative partnership between home, school, faith and the wider community to support learning and wellbeing

- That families will be empowered and actively engaged in the learning of their children.

Achievements

- School Enhancement Session.
- Extra-curricular clubs conducted included Running Club, Art and Tinkering Club, Book Club, Library Club, and Mini Vinnies.
- Parent helpers in classrooms, on excursions and supporting the school's swimming programme.
- Year Three to Six swimming programme was supported by parents and carer volunteers.
- A successful Year Five/Six camp was held at Waratah Bay.
- Class and year level email groups to enhance school and home communication.
- Year level newsletters shared with families to outline learning for the term.
- Adapted Grandparents' and Special Friends' Day celebration through student artwork and a shared Google Slide presentation.
- Mother's Day stall held in a remote manner - parents purchased gifts online and then these gifts were available for collection the following day.
- Father's Day celebration through Google Slides and student art work.
- Adaptation of school Art Expo to an online platform. A Google Site was shared with parents and caregivers to showcase our students' work.
- Use of school Instagram page to continue connection with parents.
- A designated section on school website with COVID information, relating to ICT supports, contact numbers for student support and updates for families.
- PFA and SAC meetings continued to occur through Zoom or Google Meets.
- Online Prep Information Session and small group attendance onsite for 2021 Preps.
- Operoo App used to support permission notes and greater communication with parents.
- Pre service teachers completed placements through a mix of onsite and online teaching.

PARENT SATISFACTION

- I hope this email finds you well. Firstly, I would like to take this opportunity to say a big thank you to your staff for the great job they are and have been doing. The kids have worked

hard at home to maintain some sort of normality with their school work but are definitely looking forward to returning back to school to see their teachers and friends. And I'll happily drop them off so I can get my house back!!!

- Just a little note to say *** and I are so impressed with the effort *** is going to in home schooling with ***.
- Great idea today,

James is exploding with excitement!!! :)

Just what he needed, thanks heaps and I look forward to the rest of the day

- Thank you to all the staff for their dedication and hard work over the term - especially the ones who stand out in the cold at drop off and pick up!
- Just wanted to say a special thanks for the past weeks, which I am sure have been challenging! I definitely have a greater appreciation for teachers and your patience.

Also well done on trying to keep the children engaged with different google meets to keep them interested. Even for us parents!

- Thanks again for all your hard work over the last many weeks, in running and setting up the remote learning. It has been great to see *** learn well during this difficult time, and he has thrived thanks to the hard work you have all put in.

The twice daily Google Meets has been one of *** favourite times of day, and he has really enjoyed them, though he is very much looking forward to seeing everyone this week and returning to learning in school.

We certainly realise the amount of extra work that has been put in by all St Michael's staff, and we wanted to say thank you. It has been a hard time for everyone, but your efforts have been very much appreciated. On another positive note, it has been very interesting for us to gain an insight into *** learning and how his day works and how he approaches school learning.

Future Directions

As St Michael's School engages in the process of strategic thinking and planning, manifesting in the development of its School Improvement Plan for the next four years, the reviewer recommends that the school:

1. Develop the collective and individual capacity of the leadership team through
 - collaboration with staff in the development of a shared vision for St Michael's School
 - empowering staff in their respective roles
 - review and renewal of professional learning priorities and the agreed strategies
 - building a culture of trust and partnership.
2. Collaboratively develop a consistent school-wide approach to student wellbeing by
 - reviewing existing practices
 - developing agreed upon policies and practices within a framework for social and emotional learning
 - providing professional learning and support for teachers for the ongoing implementation of school-wide wellbeing provision.
3. Build on St Michael's School learning and teaching practices to collaboratively develop and document a whole of school approach to learning and teaching which reflects continuing high expectations. This can be done through
 - consistent application of effective teaching strategies and learning designed to meet the needs of the students
 - focus on increasing student feedback, engagement and agency in their learning.