



Central Okanagan  
Public Schools

Together We Learn

# School Community Student Learning Plan

**Vision:**

Together We Learn.

**Purpose:**

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

**Overarching Goal:**

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

**Resources:**

[District Strategic Plan](#)  
[Spirals of Inquiry Playbook](#)  
[Equity in Action Agreement](#)



Equity in Action Agreement  
for Truth & Reconciliation  
2020 - 2025



Sheldon Louis / KSS Art Students / Timothy Meyer, Art Teacher  
KSS Mural Project

Fostering Indigenous student success through the lens of equity



Central Okanagan  
Public Schools  
Indigenous Education





# School Community Student Learning Plan



Central Okanagan  
Public Schools  
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School

All

School Year

All

Principal

LeeAnn Yapps

Vice Principal



Student Population

301



Children in Care

0



School Level

Elementary School



School Type

Dual Track French Immersion



ELL

30



SPED

24



Grades

K Gr.1 Gr.2 Gr.3 Gr.4 Gr.5 Gr.6



School Based Teachers

21



Administrators

1



Indigenous

40



Family of Schools

Rutland Family of Schools



School Based Support Staff

7

School

All



School Community Student Learning Plan



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School Learning Story

Background

2022-2024

In 2022, we began to reflect more deeply on our beliefs about belonging. We asked ourselves: Would students be more engaged if they felt a stronger connection to their school and its community? Could fostering a greater sense of belonging lead to greater success in learning?

Over the next two years, we focused intentionally on fostering a stronger sense of belonging within our school community. We introduced explicit learning opportunities around key social-emotional skills, such as conflict resolution, being an upstander, making friends, and joining group activities. We also launched cross-grade “Big Friendly Groups” to help students build lasting connections with peers from different classes and age groups. Throughout this period, a wide range of whole-school initiatives were put into practice, all aimed at creating a supportive environment where every student could feel seen, valued, and connected.

2021-Ongoing

École Belgo Elementary is currently enrolling approximately 300 students for the 2024-2025 school year. Approximately 100 of our learners are enrolled in the English Program (K to grade 5), while the others are enrolled in the French Immersion Program (K to grade 6).

Four years ago (2021), an analysis of our student data revealed that many of our learners where experiencing significant challenges with reading. In response, we made reading a central focus of our work, taking a deeper look at the specific obstacles our students faced. This led us to explore how we could better support them- not only as individual learners but also through targeted strategies at both the classroom and whole-school levels.

School Scan

How we will gather Evidence

In June 2022, we conducted a student scan focused on reading. As a foundational step, we ensured that staff were consistently collecting student reading data, establishing a baseline from the 2021–2022 school year that continues to inform our progress. This data now plays a key role in guiding the supports we provide to students.

In January 2023, we conducted a staff empathy scan to better understand how we can support learners in both French Immersion and English programs.

We continue to analyze Written Learning Update data for reading in both French and English, and regularly compare results from PM Benchmarks, GB+ assessments, and ELP data to refine our instructional strategies. Additionally, we consider FSA data, which is particularly meaningful given the high participation rate among our Grade 4 students.

In the 2024–2025 school year, we surveyed both students and staff to gain deeper insight into perceptions of numeracy. Students expressed confidence in their math abilities, demonstrated a growth mindset, and recognized the value of learning from mistakes. However, many shared that they struggled to see how math connects to real-world situations, often perceiving it as limited to traditional pencil-and-paper tasks. Staff echoed the importance of strengthening their understanding of numeracy and identified it as a valuable area for ongoing professional development. It’s worth noting that, until now, numeracy had not been formally identified as a learning priority at Belgo.

| Type of Student learning | Description                                                                                                                                                                       | Trends and Patterns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Empathy Interviews       | (2022-2024)<br>Staff Empathy Interviews                                                                                                                                           | <p>Support staff are consistently focused on managing urgent situations, leaving limited capacity for proactive or instructional support.</p> <p>We face an ongoing shortage of support staff, with CEA coverage falling short almost daily.</p> <p>As a dual-track school, we navigate unique and often invisible complexities. The needs of our French Immersion and English programs differ significantly—in student support, staffing requirements, and family engagement. Bilingual support staff are essential but difficult to secure within current budget constraints.</p> <p>These challenges make it difficult to prioritize deeper learning, as much of our energy is spent responding to immediate needs.</p>                                                                                                                                                                                                                                           |
| Student Learning Surveys | (June 2022 & June 2023 & June 2024)<br>Surveys completed with a cross-section of students K-6                                                                                     | Students see themselves as confident readers and enjoy the activities we do at school that make reading joyful and engaging. They are eager to do more and often share ideas for new reading initiatives. Many read regularly at home and show a strong interest in graphic novels and book series.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Empathy Interviews       | (2022-2024)<br>Interviews with all students (at a class level); specific questions asked and discussed in a class discussion; one staff asking questions & one staff taking notes | <p>Students have expressed a strong interest in having more clubs and whole-school activities that allow them to connect beyond the classroom.</p> <p>While many students enjoy being part of the school community, not all fully understand what “belonging” means or how it feels.</p> <p>A number of students have shared that they would like the school to recognize and celebrate the diverse cultural and religious events that are meaningful to them, such as Diwali and Ramadan.</p> <p>Some students report feeling disconnected or unsure of where they fit in.</p> <p>While teachers are doing a great job fostering inclusive classroom environments, there is a need for more opportunities that encourage cross-grade and cross-program interaction to strengthen the sense of belonging across the broader school community.</p> <p>-students liked after school activities like the Halloween Dance, Winter Wonderland, Fun Fair, Movie nights</p> |
| Student Achievement Data | 2022-2023<br>Observations<br>Assessment before and after small group intervention                                                                                                 | <p>Students benefit from additional time to review and practice phonics skills following group instruction.</p> <p>They experience success when using decodable texts aligned with a structured scope and sequence.</p> <p>Teachers recognize the need for explicit instruction in reading skills and strategies to support student progress.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Student Achievement Data | (June 2022 & June 2023 & June 2024)<br>Written Learning Updates                                                                                                                   | English Program: There is significant improvement of reading skills. With consistent support, students improve from Tier 3 to Tier 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

Student Learning Priority 1

Focusing

▲ Patterns and Trends from the School Scan

While the majority of our learners are currently reading below grade level, most students enjoy reading and perceive themselves as confident readers.

▲ Student Learning Goal 1:

(2021-present) Improving the reading for all learners while fostering the joy of reading

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

▲ Foundational Skills

Literacy

Evidence of Impact

What evidence will we collect?

| Type of Evidence | Short Description                               | Consideration of Equality Inclusion                                                                                                                                                                                                       |
|------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quantitative     | Written Learning Updates (ongoing)              | Looking at the ongoing growth and patterns with every learner.                                                                                                                                                                            |
| Qualitative      | Monthly Reading Challenge (2021-2024)           | Ensuring that students who may not do this challenge at home have the opportunity to do it at school, have their photo included on the bulletin board as well as have the chance of winning the monthly prize                             |
| Qualitative      | Student Surveys completed in June 2022 and 2023 | Ensuring that indigenous students have a voice.<br>Students enjoy reading. They see themselves as strong, capable readers.                                                                                                                |
| Quantitative     | GB+, PM Benchmarks, ELP (ongoing)               | Ensuring that data collection is comprehensive and reflective of all learners.<br>Taking an intentional and analytical approach to data, with a focus on understanding the underlying factors behind student performance.                 |
| Qualitative      | Empathy interviews with staff (2022 and 2023)   | Ensuring all voices are heard—not just the most vocal—by creating inclusive opportunities for input.<br>Conducting interviews in small groups to foster a sense of comfort and encourage more meaningful participation from all students. |

Taking Action and Learning

Leading Professional Learning

- FI ELP support by Joanne Brunel and Joanne Lapointe to ensure that all teachers use best practice in targeting and supporting learners
- Adrienne Gear workshop (August 2022) for all interested staff
- ELP support for Intermediate teachers so that they can continue to support struggling readers with fundamental skills
- ILT meeting with primary French Immersion teachers to discuss ways to better support as well as building capacity in instruction
- Targeted time for teachers to learn about reading practices that can be used in class to support phonetics in FI & English
- Desire to learn more about the 'Science of Reading' to create a scope and sequence in both French Immersion and English programs
- Learning of EGSI tool (Fall 2024)
- Collaboration efforts with staff groupings to better use decodables (FI primary teachers) and new assessment tools (instead of GB+)

School Level Strategies Structures

- increasing student access to good-fit books for all readers by bringing all leveled books to one centralized location
- more decodable books for students to practice their sounds and reading strategies at their level
- whole school activities to foster the joy of reading and creating visibility
- hiring a class support teacher to help support learners, provide release time for assessment and support initiatives
- collaborative time available weekly for teams of teachers to look at inquiry, target their learning or work on short-term initiatives (purchasing new good-fit books and guided reading, looking at better assessment tools, comparing resources)
- non-enrolling team meeting time to review the learning priorities and discuss next steps
- inviting Linda Lovista to come and help students create a whole school book with the idea of inciting students to write, publish and share their own personal and class books with others
- collaboration with specific classes and bookstore
- ensuring that school spending is centered around reading and literacy (reading river, decodable books, guided reading)

Taking Action and Learning (cont)

Classroom level Instructional Strategies

- explicit focus for Tier 2 and Tier 3 learners in Daily Five
- additional support for K, grade 1 and grade 2 learners still not meeting within ELP
- additional classroom support in specific classrooms
- platooning support for FI grade 1, 2 & 3 learners
- release time for class support teacher and primary FI teachers to discuss how to support readers during Daily 5 (create sustainable practices and activities that can continue in years to come)

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

| District Strategic Plan - Priorities                      | Description |
|-----------------------------------------------------------|-------------|
| District Strategic Plan - Equity & Excellence in Learning |             |
| District Strategic Plan - Family & Community Engagement   |             |

| Resource Type         | Resource Description                               | Estimated Budget  |
|-----------------------|----------------------------------------------------|-------------------|
| Staffing, Supplies    | bilingual classroom support teacher (2022-2024)    | 50000             |
| Staffing, Supplies    | completing leveled books for all levels (per year) | 6000              |
| Other                 | new furniture and carpet for library               | 5000 + 3000       |
| Staffing, Supplies    | reading river bookshelves and bins (per year)      | 2000+ 5000 + 3000 |
| Professional Learning | workshop with Adrienne Gear                        | 2000              |



Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

We are encouraged to have comprehensive reading data for all of our students, giving us a clear understanding of where each learner is on their reading journey.

At the same time, we continue to reflect on why some students are not showing the expected growth in reading.

A key area of need is providing students with more time and structured opportunities (scope and sequence) to practice and develop their reading skills.

Recommendations for next steps for this School Student Learning Priority

- Scope and sequence for reading in French & English (including the library scope and sequence) (we are having conversations at the district level about this- this is coming and we may need to wait or do our own scope and sequence)
- More practice time built in to allow consolidation of skills (Daily Five)
- Opportunities for staff learning re: Daily Five (K/1)
- Need more street level data for class level joy of reading (surveys)
- Engaging parents about reading at home (foster a joy of reading at home)
- Learning about pedagogical documentation (documenting conversations)
- Consulting with an expert in whole school reading improvement (July 2024)
- Continued support in targeted support in classes as needed
- Using ESGI to determine focus and next steps in ELP support (2024-2025)



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

Our scan revealed that many students have limited connections with their classmates and peers outside of school hours. Students have expressed—and demonstrated—challenges in engaging positively with others during play, joining group activities, and navigating social situations. Many also struggle with conflict resolution and collaborative problem-solving.

This learning priority first emerged as a central focus during and following the COVID-19 pandemic, with the goal of rebuilding a strong sense of school community and belonging. Over time, it has become deeply embedded in our daily practices, school-wide events, and structural supports. Today, parents, students, and staff recognize it as an integral part of our school culture. As such, while we will no longer identify it as an explicit learning priority, we remain committed to sustaining and nurturing its foundational role within our school community.

Student Learning Goal 2

(2021-2024) Belgo is a place where all students feel a sense of belonging and play a role in creating a caring community.\*\*

\*\* While we continue to deeply value belonging and fostering a sense of community, it is no longer a formal school learning priority.\*\*

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

Foundational\_Skills

Literacy  
Numeracy

School

All



School Community Student Learning Plan



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Evidence of Impact

What evidence will we collect?

| Type of Evidence | Short Description                                        | Consideration of Equality Inclusion                                                                                                                                                                 |
|------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quantitative     | attendance                                               | We have kept track and contacted guardians of students who are chronically late. We have noticed a change since doing this. We follow-up with families where we have seen an decline in attendance. |
| Qualitative      | Parent Scans throughout the year                         | Trying to get a cross-section of parents to get good representation                                                                                                                                 |
| Qualitative      | Student Scanning after Club Days                         | March & June<br>Capturing how students feel about clubs;                                                                                                                                            |
| Qualitative      | Survey of new families after Pre- K Exploration Sessions | Being intentional to ensure representation from our Indigenous families and our new families                                                                                                        |
| Quantitative     | Survey of new families after Pre- K Exploration Sessions | Being intentional and explicit in ensuring representation from our Indigenous families and families considered at risk.                                                                             |

School

All

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Taking Action and Learning

Leading Professional Learning

- Trauma Informed Practice (Taunya Shaw presented) at April 2023 Staff Meeting
- SOGI Tools for Teachers (Renee Opperman presented) at May 2023 Staff Meeting
- Marilyn Green presented to parents at January 2023 evening (Mental Health and Wellness for Parents). Invitation out to all other Rutland elementary schools to attend
- Staff Book Clubs- Thrivers & Kids These Days invitation out to all staff (12 took part)
- What Schools Could be Symposium
- Making connections to Wayi Wah! during Implementation Day (Chapter 'So Let's Talk About the R Word') in both 2023 and 2024 school year

School Level Strategies Structures

- targeted lessons and activities in classes to support skill development for self-regulation, building friendships, empathy, compassion, integrity, healthy relationships using consistent language with ongoing opportunities for practice
- assemblies to support and practice these SEL skills
- involving classroom teachers in problem-solving and conflict resolution when their students are implicated (for support and to create consistency)
- ongoing discussions about our struggling learners and how we can support them through connections and relationships (discussions and learning at staff meetings)
- Whole school activities that involve our families (Winter Wonderland, Parent Appreciation, Indigenous Peoples Day, Whole School Read-Ins)
- Clubs for grade 3-6 students during the school day
- Primary clubs for K-2 students during the day
- Big Friendly Groups (remixing all of our students into family groups and doing fun activities) with targeted lessons and themes (being an upstander; why it's important to belong; how we can make others feel welcome;)
- Spark Champions (connecting staff with students who may not feel connected)
- Family book club (Thrivers) 2023-2024
- School weekly videos to support themes
- Spirit Day Themes (crazy sock day, 80s decade day, dress like a teacher day, jersey day)

Taking Action and Learning (cont)

Classroom level Instructional Strategies

- targeted lessons and activities in classes to support skill development for self-regulation, building friendships, empathy, compassion, integrity, healthy relationships using consistent language with ongoing opportunities for practice
- intermingling French and English classes together for learning (targeted)
- practicing 'flipping your lid' and having strategies
- focusing on the weekly videos (2022-2024)

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

| District Strategic Plan - Priorities                    | Description |
|---------------------------------------------------------|-------------|
| District Strategic Plan - Family & Community Engagement |             |

| Resource Type         | Resource Description      | Estimated Budget |
|-----------------------|---------------------------|------------------|
| Other                 | Assemblies                | 0                |
| Other                 | Big Friendly Groups       | 200 (each term)  |
| Other                 | K Exploratory Days        | 200              |
| Staffing, Supplies    | Material for clubs        | 300 (each term)  |
| Learning Resource     | Parent Book Club          | 0                |
| Professional Learning | Staff Book Club           | 500              |
| Other                 | Winter Wonderland Evening | 200 (every year) |

School

All

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School Community Student Learning Plan

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

We recognize the need to collect more quantitative data to strengthen this process. While we know that every student is connected to at least two adults within our school community, we must be more intentional in soliciting parent input and feedback. Gathering family perspectives on events like Special Person’s Day is a key part of this ongoing effort.

Recommendations for next steps for this School Student Learning Priority

- Collect more quantitative data
- Develop a survey for students, to hear their voice
- Create a calendar and plan by June 2023 to help move specific activities, events and initiatives into 2023-2024 and beyond
- Ensure that we find time to reflect and not move too quickly
- More collaboration between classes
- Using outdoor learning spaces with various groupings
- Continued big buddy classes
- Big Friendly Groups
- Kindness Club
- Celebrating ELL in our school community (2024-2025)
- Check ins with our students to see if students feel connected
- Spark Champions
- Looking at belonging vs fitting in (2024-2025)
- Recognizing the various holidays and celebrations in an authentic way (2024-2025)
- Rainbow Club (2024-2025) to promote inclusivity and diversity

School

All

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School Community Student Learning Plan



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Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

Students are confident learners who embrace a growth mindset, understanding that making mistakes is a natural and valuable part of the learning process. However, many still perceive mathematics primarily as pencil-and-paper tasks focused on rote learning and algorithms, rather than as a dynamic subject connected to real-world thinking.

Student Learning Goal 3

Students will deepen their numeracy skills by sharing their thinking and engaging in real-world, task-based problem solving using a variety of strategies.

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

Foundational Skills

Numeracy



Evidence of Impact

What evidence will we collect?

| Type of Evidence | Short Description                                                                   | Consideration of Equality Inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualitative      | Fall 2024 Staff Surveys                                                             | Teachers have expressed a desire for further professional learning to deepen their understanding of how to best support numeracy development in their classrooms.                                                                                                                                                                                                                                                                                                                 |
| Qualitative      | Fall 2024 Student Surveys                                                           | Students demonstrate confidence in their mathematical abilities and exhibit a growth mindset, recognizing that mistakes are an essential part of learning. However, survey results indicate that many students view mathematics primarily as a pencil-and-paper activity, disconnected from real-world contexts. Additionally, they tend to believe that math problems have only one correct answer, suggesting a limited perception of mathematical thinking.                    |
| Quantitative     | -Fall 2024 Whole School PRIME Numeracy Assessment<br>-Fall 2025 PRIME reassessment? | The results from the assessment indicate that many students struggle to clearly communicate their mathematical thinking. While they may be able to perform calculations or arrive at correct answers, they often have difficulty articulating the reasoning behind their strategies, using appropriate mathematical language, or justifying their solutions. This suggests a need for increased emphasis on mathematical discourse, explanation, and reflection in the classroom. |
| Quantitative     | FSA Numeracy Results                                                                | They provide consistent and yearly information.                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Quantitative     | WLU Data                                                                            | Report card data may not fully reflect students’ mathematical understanding, as it can be skewed by an instructional focus that emphasizes content knowledge over curricular competencies. This suggests a need for continued professional learning and practice to support teachers in balancing both content and competencies in their assessment practices, ensuring a more accurate representation of student learning.                                                       |



Taking Action and Learning

Leading Professional Learning

- Continued professional learning and practice to support teachers in balancing both content and competencies in their assessment practices, ensuring a more accurate representation of student learning.
- Ongoing collaboration with the Instructional Learning Team to examine best practices and effective strategies, as well as explore high-quality resources.
- ILT and lead teachers modeling class-level practices at staff meetings.
- Providing collaboration time for teachers to meet as teams.
- More learning about UDL.

School Level Strategies Structures

- Sharing of the new learning priority with staff (and staff meetings), with the parent community (at PAC meetings and in eNews).
- Ensuring that school spending clearly reflects numeracy as the top priority.
- Making Numeracy visible around school, students and community.
- Updating math manipulatives and purchasing new resources (as needed).
- Identifying strategies to ensure the diverse needs of all learners are effectively met.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Focus on Peter Liljadahl's task-based approach to meet the needs of all learners (grades 2-6).
- Focus on Number Talks and Counting Collections (K-3).
- Ensuring that student have access to manipulatives and know how to use them.

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

| District Strategic Plan - Priorities                      | Description                                                                            |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------|
| District Strategic Plan - Equity & Excellence in Learning | Identifying strategies to ensure the diverse needs of all learners are effectively met |
| District Strategic Plan - Family & Community Engagement   |                                                                                        |

| Resource Type         | Resource Description | Estimated Budget |
|-----------------------|----------------------|------------------|
| Professional Learning | Staff release        | \$3000           |

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

The BGE Teacher Learning Team has been meeting weekly to reflect on our learning priorities and determine next steps. Throughout the year, we have examined our practices, analyzed data, engaged in professional learning, and gathered input through staff and student surveys. This process has informed the development of our goal, which we are now in the process of sharing with our staff and school community.

We acknowledge that our WLU data lacks reliability, as it reflects a focus on content rather than a comprehensive assessment of students' curricular competencies. We need to ensure that our practices and more reliable.

Recommendations for next steps for this School Student Learning Priority

- Providing ongoing learning for staff (at staff meetings and Implementation Day)
- Engaging our families
- Making Numeracy Priority visible around the school (class, student and school challenges)
- Finding more ways to collect data and analyze (see next point)
- Trialing the Early Numeracy Assessment and Continuum (even with a couple of interested teachers) to then introduce it to all staff

School

All



*Student Learning Priority 4*



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**Foundational Skills**



**Patterns and Trends from the School Scan**



**Student Learning Goal 4**



School

All

Evidence of Impact for Priority 4



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Type of Evidence   Short Description

Consideration of Equality Inclusion

Leading Professional Learning

School Level Strategies Structures

Classroom level Instructional Strategies

District Strategic Plan - Priorities

Description

Resource Type

Resource Description

Estimated Budget

School

All

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Checking for Impact for Priority 4



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Reflection on our collected evidence on our impact for this School Student Learning Priority

Recommendations for next steps for this School Student Learning Priority



Principal Reflection