



2022-2023 - Year 1 School Learning Plan

GENERAL SCHOOL STORY

Lord Byng Secondary school is a diverse learning community made up of over 1400 students. This number is projected to reach over 1427 in September 2023. Of that total there are currently 168 newcomer ELL students that will reach over 226 in September 2023. Many recently arrived ELL newcomers are from mainland China and their first spoken language is Mandarin.

Other recently arrived newcomers are from Mexico, Ethiopia, Vietnam, and a few other mainland European countries with some from the UK and British Isles. The school has also recently welcomed several refugee students from the Ukraine.

Lord Byng offers a strong comprehensive curricular program designed to satisfy university and college entry requirements as well as providing trades and vocational programming for students that select this option with fully equipped metal and woodworking shops as well as a multi-media maker space. The school features excellent performing and visual arts programming, computer sciences, academic programs, and the Byng Arts Mini School Program. The Byng Arts Program runs from Grades 8-12 and has a total enrollment of 420 students with many of those students enrolled cross-boundary in order to attend. The school also has a very active athletics and physical education department with students able to participate in sports activities throughout the school year and at all levels of student sporting aptitude.

The school has an impressive offering of extra-curricular activities, and numerous clubs that celebrate diversity, challenge the student's physical intellectual and creative abilities, and raise awareness of economic, social, and environmental issues, while offering opportunities for service and philanthropic work.

Byng respects and values diversity and embraces inclusion as a fundamental guiding principle of learning. The school is continuing to review its pedagogical practices in line with the new reporting orders from the MOE and is continually creating opportunities that support engagement for all learners. The school has a robust plan to develop and implement core aspects of the new BC Curriculum. This includes ongoing professional development opportunities for staff and through the Collaborative Planning structure that has been utilized to both deepen staff understanding of the new curriculum as well as provide a structure for implementation, targeted directly at impacting learners. The school has a very actively engaged parent community and is well served with community volunteers that support school wide events, graduation, sports events and have been very actively engaged in fundraising for school projects and facility improvements to foster and support Inquiry

Based Learning Projects. The Byng PAC has actively supported the students, staff, and administration as they work towards achieving school goals.

The vision of success for all learning for all our students is to develop their intellectual, emotional, and physical potential to enable them to appreciate their own worth and the worth of others, and to function responsibly and effectively in a changing and increasingly technological Canadian society as Educated Citizens of the 21st Century. The school’s focus has been to articulate and pursue these aims in the broader context of developing in students, the skills and competencies reflected in the redesigned curriculum that will enable them to live a meaningful, happy, and well-balanced life.

The school community acknowledges and values the histories of our Indigenous communities and continues to promote awareness around Indigenous ways of knowing and learning, in our students and staff, through a variety of activities and practices throughout the school year and through the curriculum.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students are:

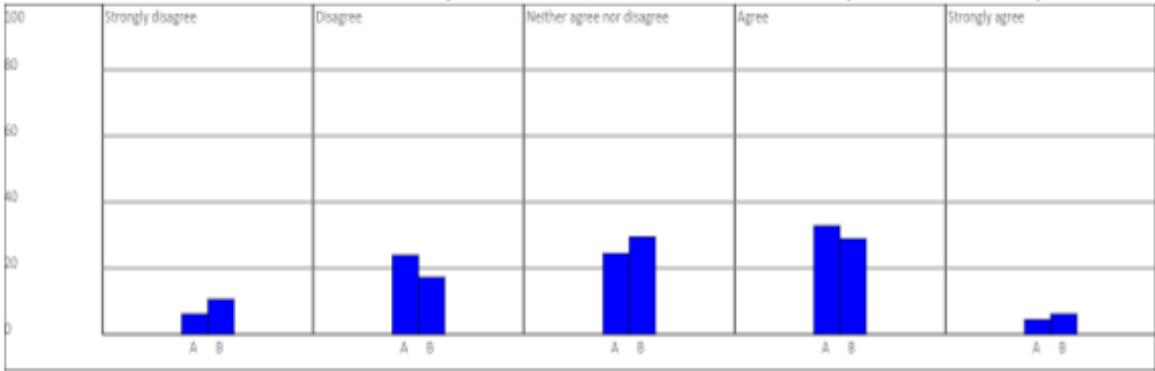
- Diverse learners with diverse abilities/skill sets
- Developing Core competencies and Curricular strengths
- Developing study habits and organizational skills
- Developing self-regulation, outlook on life, Core Competencies
- Developing academic engagement, motivation, and confidence
- Representative of diverse home/life stories and backgrounds
- Community connected and socially engaged.

WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT LEARNERS?

The following survey results were generated through the Ministry of Education’s Satisfaction Survey for the 2022-2023 school year:

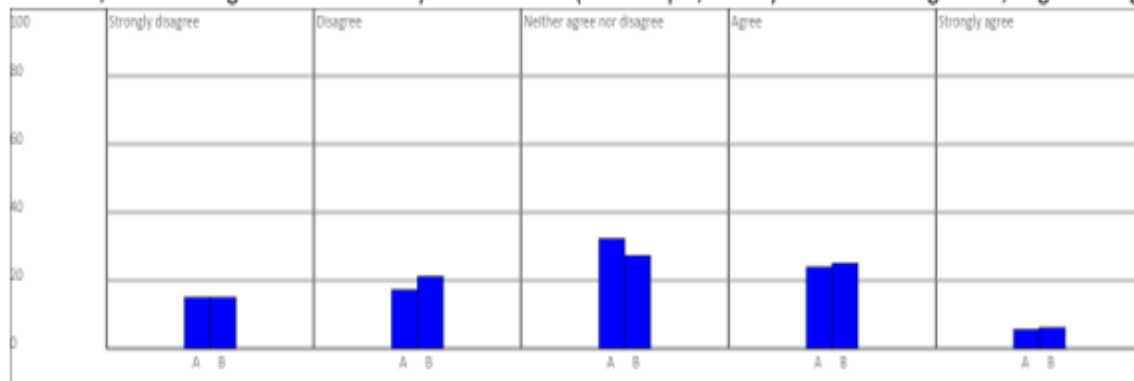
Social and Emotional Learning

I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future.



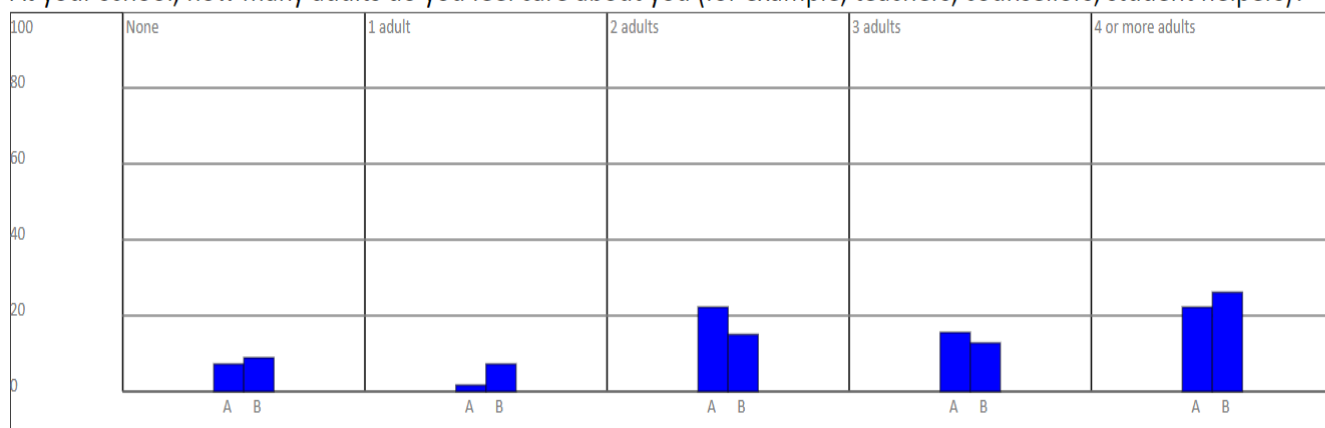
A = Lord Byng B = District

At school, I am learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills).



A = Lord Byng B = District

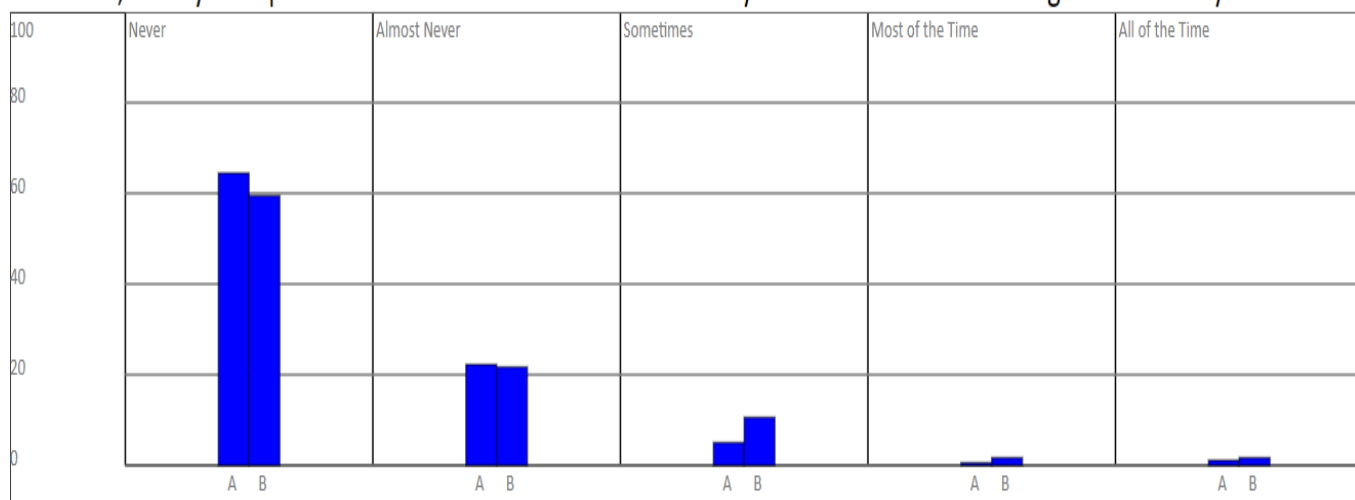
At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?



A = Lord Byng B = District

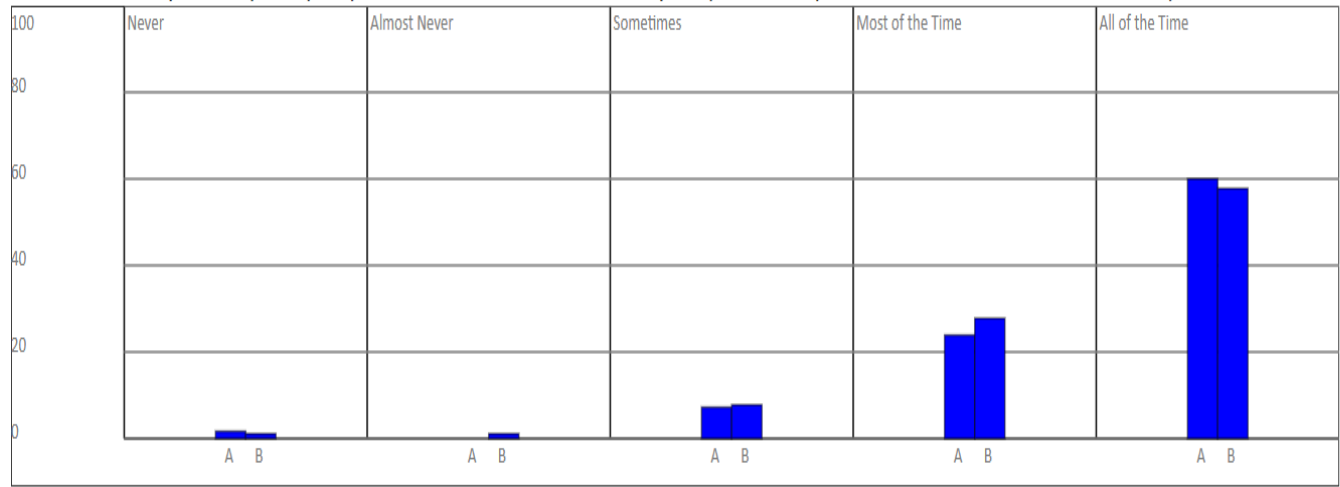
Inclusion and Diversity

At school, have you experienced discrimination on the basis of your sexual orientation or gender identity?



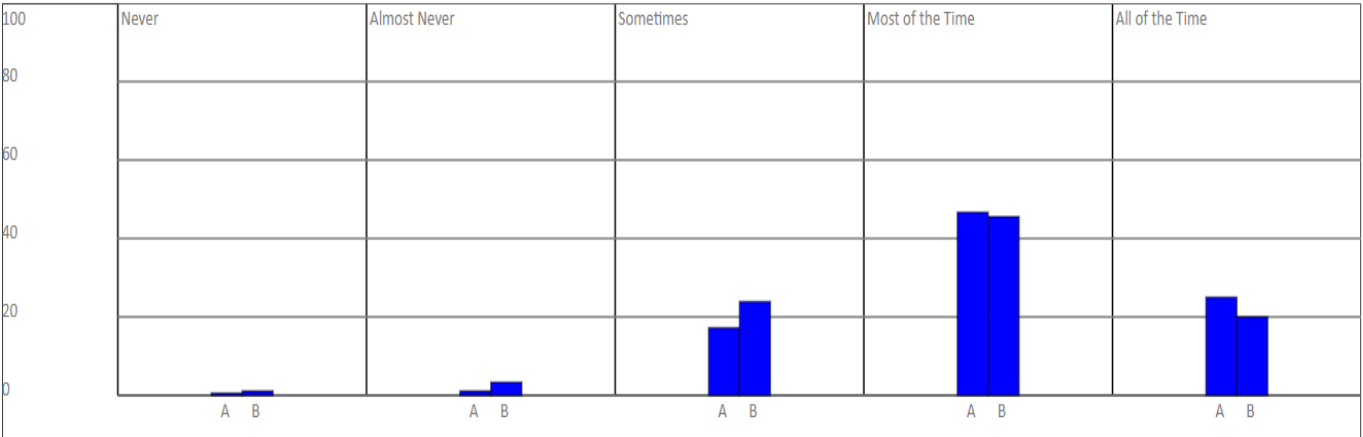
A = Lord Byng B = District

At school, do you respect people who are different from you (for example, think, act, or look different)?



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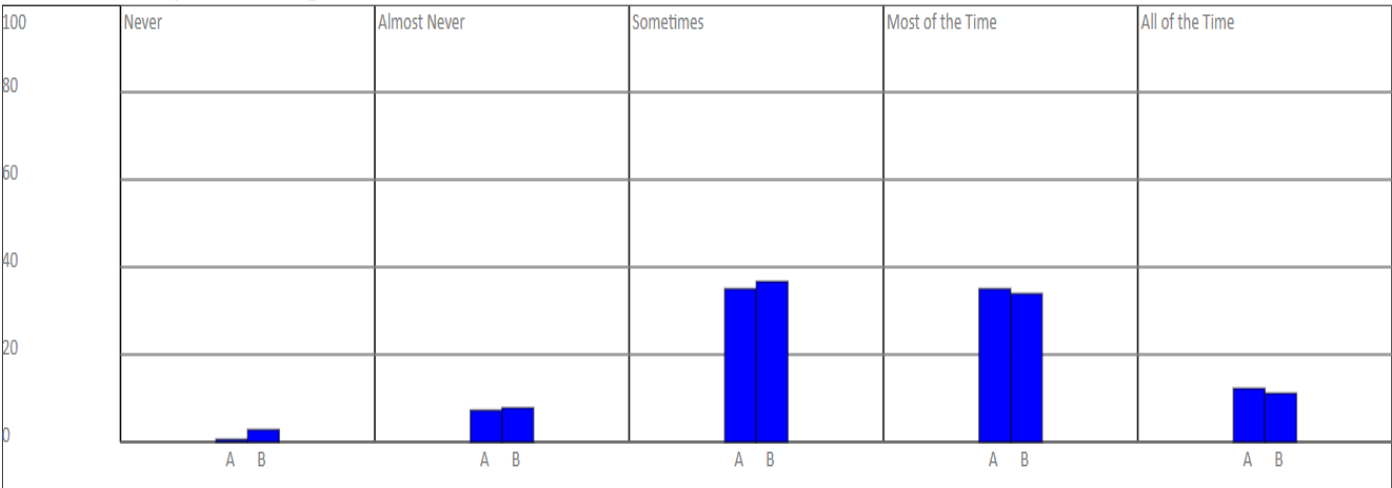
Do you feel welcome at your school?



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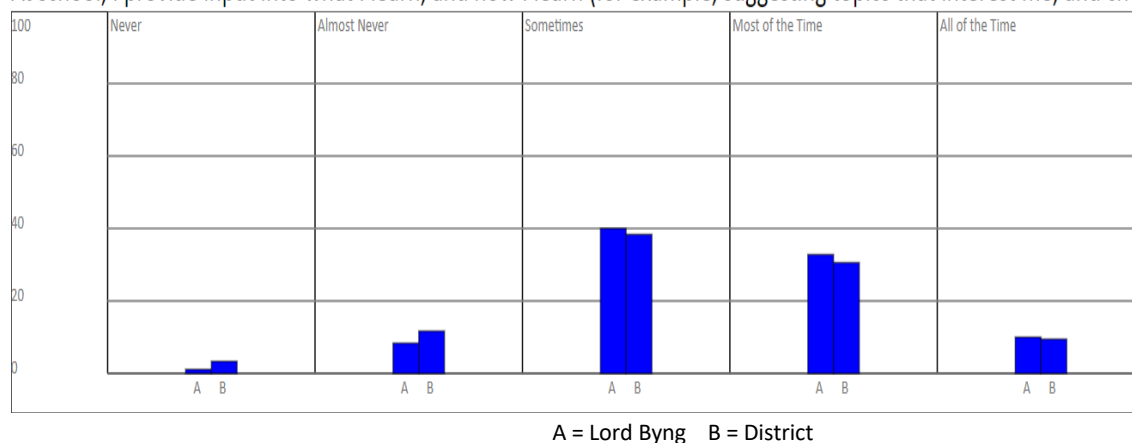
Student Engagement

At school, are you learning to be a critical thinker?

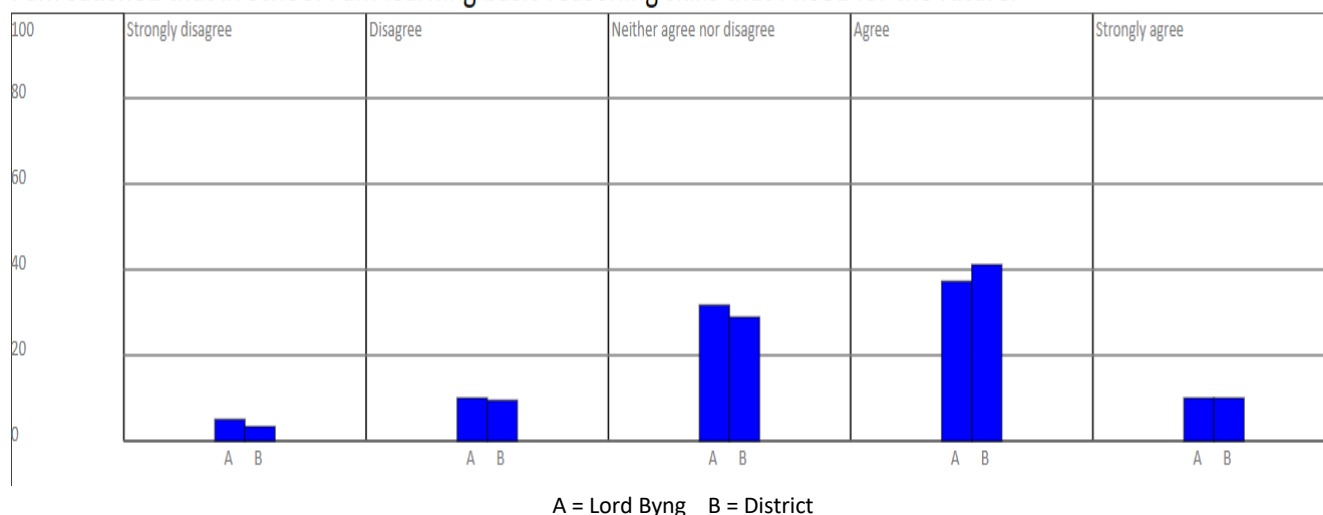


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At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects).

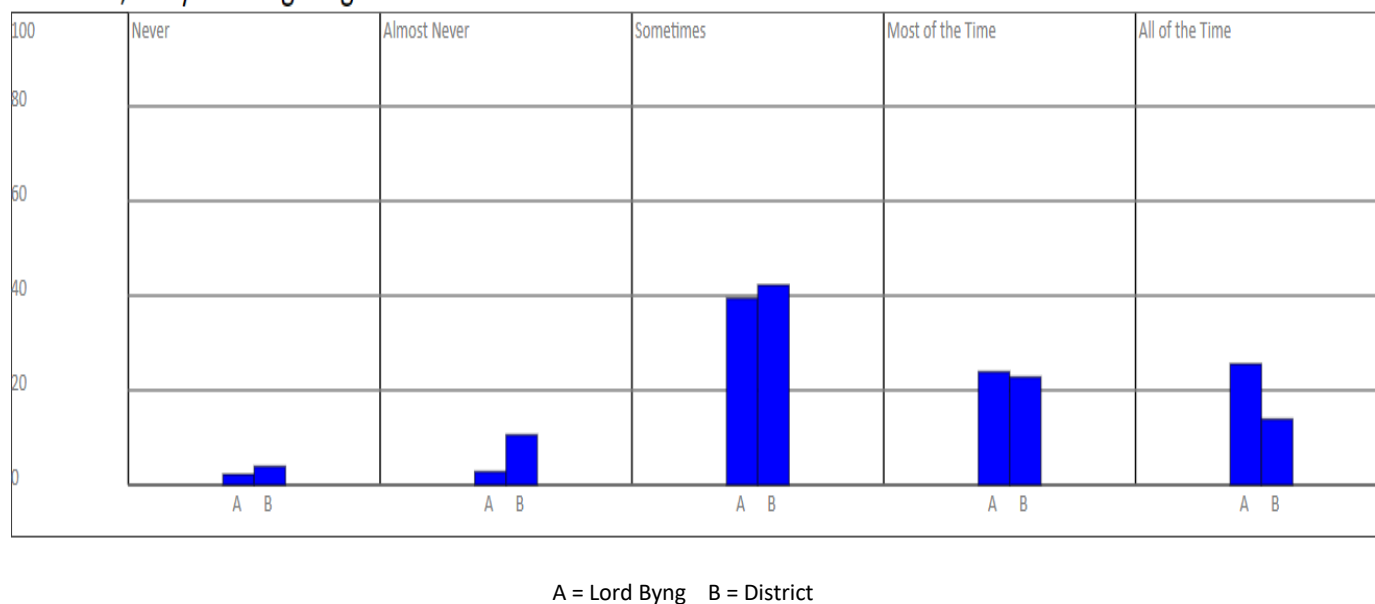


I am satisfied that in school I am learning basic reasoning skills that I need for the future.

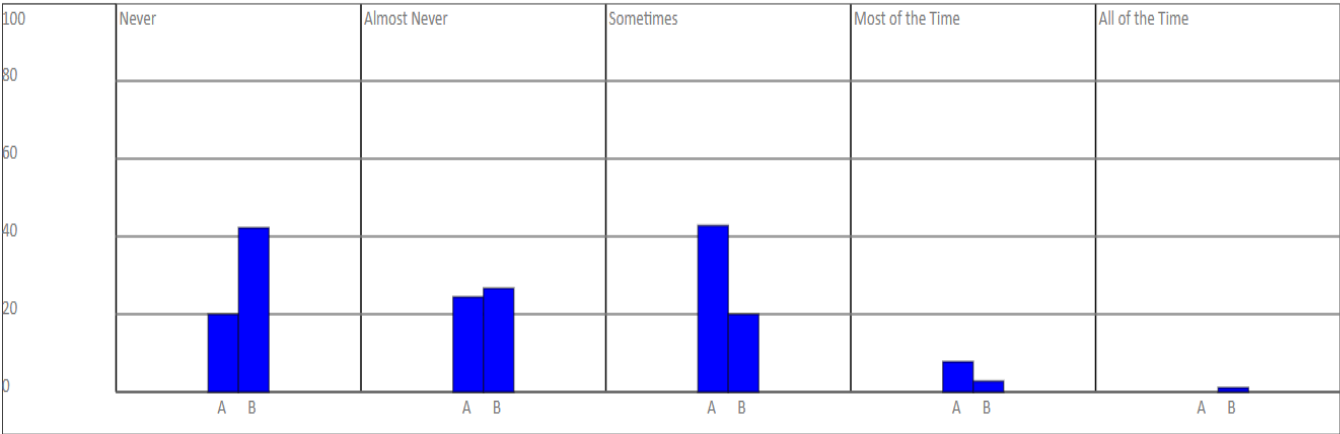


Reconciliation Through Indigenous Teaching and Learning

At school, are you being taught about local First Nations?



At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?



A = Lord Byng B = District

WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE?

Lord Byng’s inquiry questions/goals are fully in line with the VSB Ed. Plan 2026. Student engagement is central to the school’s goal of building curiosity and imagination (engagement), making learning accessible (inclusion), social and emotional wellbeing and Reconciliation Through Indigenous Teaching and Learning.

Our school has a very diverse student population with diverse learning needs. Hence, a wide range of programs, activities, and interventions have been designed to address student engagement, social responsibility, and collective leadership supported by strong community connections.

Additional Supports for Exceptional Students Include:

LALS: The school is continuing to develop and enhance learning opportunities for exceptional students through the LALS District Program in alignment with the Inclusion and Diversity Pillar of Learning. Students are integrated into mainstream classes and are supported with the help of SSAs. Students in senior grades are supported in transitioning from high school and into career and life with the support of the VSB Student Services Team that provide workplace learning opportunities as well as facilitate transitions into adult learning environments: VCC, Gateway to Adulthood Program.

Youth Facilitated Programs: A wide range of support programs have been put in place to address and accommodate the needs of our youth that may require additional support. This includes the Vancouver Coast Health and VSB SACY Program as well as the Safe and Caring Schools Programs. Our Counselling team also provides important support to students throughout the year through assemblies, one on one student support to address a range of social and emotional issues. The Peer Counselling Program also provides an important bridge for students in Grade 8, as well as the annual Grade 8 Camp in October that provides an opportunity for students new to the school to create new friendships and to develop positive relations with adult school staff.

New Canadian/ELL Learners: The unique social, emotional, and academic needs of ELL leaners has required the development of some important learning adaptations at the school. Supporting these needs are the multi-level ELL programming, ELL Reading and Writing Levels 1, 2 & 3, ELL Social Studies (to be introduced in September 2023), ELL Science. The school has also introduced the SIOP model of

inclusion to support fully integrated ELL learners in mainstream classes. This SIOP model allows students to transition more effectively into the regular class and school environment with the assistance of a dedicated Sheltered Instruction Observation Protocol (SIOP) support teacher.

To support the diverse learning needs of the community and to promote student agency, rigor, and the transferability of skills the school is focusing on Inquiry learning that's reflects the Four Pillars of Learning.

Through hands on project-based learning staff will be able to enhance the creative and critical thinking of all learners and to provide students with learning opportunities that focus on the use of multiple intelligences that promotes collaboration and communication.

The school already has several exemplars of this learning in place:

- LEAF
- Capstone 12 Personal Projects
- Community Partnerships & Project Based Learning

Developing and extending these learning opportunities is the goal of the three-year planning process and is reflected in the collective goal of each department at the school (see pgs. 15, 16 & 17).

In keeping with the new Ministerial Reporting Orders, we are supporting both staff and students in the shift towards strength-based reporting that contains student reflection on their growth in the Core and Curricular Competencies. Through an emphasis on gaining Proficiency, or a complete understanding of the material, in their subject areas, students will take ownership and responsibility over their learning.

Our Grades 8-12 Career Education program helps students develop the skills to produce high quality Capstone projects in their senior years. This final project and the assessment and learning required to complete this work, is now the highest accomplishment for our students and is being introduced to our students in their Grade 8-11 Career Education Program and finalized and completed in Grade 12 through the CLC 12 personal project.

INQUIRY QUESTIONS

The following inquiry questions have been developed to align with the Four Pillars of Learning:

Truth and Reconciliation Through Indigenous Teaching and Learning

How do we authentically promote, embrace, and engage with the First Peoples Principles of Learning in our classrooms?

Social and Emotional Learning

How do we nurture the social and emotional wellbeing of all our students?

Inclusion and Diversity

What pedagogical practices can we use to support all our learners?

Student Engagement

How do we build student curiosity and imagination in the process of lifelong learning?

WHAT IS OUR PLAN?

The Byng learning community will take an organic approach to addressing the inquiry themes and goals that align with the Four Pillars of Learning.

The action plan involves implementation of clear objectives for the school:

Social and Emotional Learning

- Build capacity around student self-regulation.
- Foster resilience in our students so that they may be able to embrace their failures, face their fears and confront challenges in life.
- Encourage students to take ownership of their actions through strategy development, planning, and agency.

Inclusion and Diversity

- Foster student engagement to improve learning opportunities for all students.
- Encourage students to represent their learning in a variety of ways.
- Create learning environments that support all learners and are welcoming and inclusive.
- Create access points for all learners (Universal Design for Learning).
- Organize our classes to instill confidence in all our learners, those who are approaching, meeting and exceeding expectations.

Student Engagement

- Help students to see the importance of learning beyond extrinsic rewards.
- Help students develop intrinsic motivation through discovering their passions and talents.
- Support students in developing strengths around inquiry-based learning.
- Create opportunities for students to find their passion and interests.

Reconciliation Through Indigenous Teaching and Learning

- Celebrate, acknowledge, and engage with Indigenous Teaching and Learning pedagogy through the integration of First Peoples Principles of Learning into all curricula areas.
- Embrace, support and facilitate dialogue and relationship building with Indigenous communities through Inquiry based projects.
- Foster understanding for Indigenous “lived experiences” through creating authentic community connections with our local Indigenous communities.

WHAT SUPPORTS WILL WE NEED?

The following supports/resources will be needed to address the goals of the 2023-26 School Plan:

- Professional Development and in-service training through Collaborative Planning time & through professional development opportunities.
- Learning resources that align with the redesigned curriculum (multi-media, texts, materials for project-based learning).
- Learning resources that support the implementation of the Indigenous Education Graduation requirements (novels, texts, multi-media resources, resources for guest speakers).
- Resources to support events and experiential learning opportunities: Capstone Exit Interviews, Capstone Fair, field trips, project support, technology support.
- Continued development and creation of community partnerships: Musqueam Nation, Vancouver Art Gallery, Holocaust Education Centre, Museum of Anthropology, University of British Columbia.

HOW WILL WE KNOW WE'RE ON TRACK?

Success at Lord Byng will be measured through the outcomes being evaluated on an ongoing basis. Indicators of successes will include:

- Student Surveys: Satisfaction Survey Ministry of Education, frequent assemblies and exit surveys.
- Project based learning outcomes and student feedback.

- Student reflections on their learning through exit interviews, Core Competency reflections.
- Peer to peer feedback, staff, and community feedback.
- Anecdotal information gathering.
- Department and staff feedback.
- Data collection that reflects the Pillars of Learning.

HOW WILL WE SHARE THIS INFORMATION?

- Staff Weekly Updates, sent to staff each Monday.
 - Parent and Student Newsletters are sent out every Friday to parents and students.
 - PAC Meetings.
 - Staff & Department Head Meetings.
 - Reviewed at Collaborative Planning meetings.
-



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures, and contributions among all learners.

WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

The school has worked to develop a range of opportunities and supports that enhance and contribute towards staff and students understanding Indigenous Worldviews and knowledge. These are integrated into curriculum and instruction as well as daily rituals and practices such as the use of the Land Acknowledgement at school events.

Other actions that support these understandings include:

- Establishing **Reconciliation Through Indigenous Teaching and Learning** as one of the Four Pillars of Learning, to be integrated into all subject areas and curriculum and established as a foundation of learning at the school.
- Introducing rich project-based learning opportunities with Indigenous Knowledge Keepers, Elders, VSB District staff from the Indigenous Education Department.
- Providing staff with frequent and relevant Professional Development Opportunities that support the understanding and knowledge of Indigenous Worldviews and knowledge.

The learners in our community have responded positively to the opportunities to learn about Indigenous Knowledge and Worldviews and have embraced the new graduation courses required by the Ministry of Education for graduation in British Columbia. This year the school had 9 courses enrolled throughout the year in the senior Social Studies and English courses focused on Indigenous content and in the 2023-24 school calendar year there will be 18 courses taking place.

WHAT EVIDENCE OF UNDERSTANDING SHARE YOUR SCHOOL STORY ABOUT ENACTING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

Students at the school have demonstrated a significant shift in their learning to actively embrace Indigenous Knowledge and Worldviews. This is reflected in the number of courses that students have opted to take in the senior elective area, far exceeding the minimum requirements set by the MOE.

Students have also opted to embrace the LEAF Program, a program that was developed by staff at Byng:

Lord Byng Secondary offers students the opportunity to complete their Capstone graduation requirement through the LEAF (Leadership * Environment * Action * First Peoples Principles of Learning) framework. Students completing a LEAF project will use the First People's Principles of Learning, Aboriginal Ways of Knowing and Being, and traditional ecological knowledge to connect with their school, community, or local environment. They will demonstrate leadership skills through the design, implementation, and documentation of a LEAF action project. Once complete, students will receive a LEAF Certificate at the Commencement Ceremony.

This interest to pursue a program that embraces the First Peoples Principles of Learning demonstrates student engagement with Indigenous Worldviews and Knowledge.

HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

The school will continue to build on past strengths and work directly with the VSB Indigenous Education Department to find resources and opportunities to enhance and develop what has already been created. Staff will continue to provide opportunities for parents and community members to learn about this important learning and will look at some ways of sustaining and providing continued engagement through project-based learning opportunities.

This will include:

- Collaborating with artists and knowledge keepers from the community to develop artwork and to engage in the process of reconciliation through action (see figure 1 & 2).
- Develop stronger ties with the Musqueam Nation to develop curriculum and to provide firsthand teachings for students.
- Develop further relationships with northern nations including the Tsimshian and Nishga through recently established connections (Figure 3).
- Continue to provide professional learning opportunities for staff to develop deeper understandings of Indigenous Worldviews and Knowledge.
- Invite students to provide feedback on their learning and what they want to learn more about.
- Have a school open house event to provide parents with an understanding about the school's Reconciliation journey so far.



Figure 1 Students and staff collaborated with Musqueam artist Cyler Point and Kwakwaka'wakw artist Jason Taylor to design the new school logo that is shown on the 2021-22 school agenda and was painted by the artists on the new school gymnasium floor.



Figure 2 The first basketball is dropped onto the new gymnasium floor with a face-off between Cyler Point and Jason Taylor.

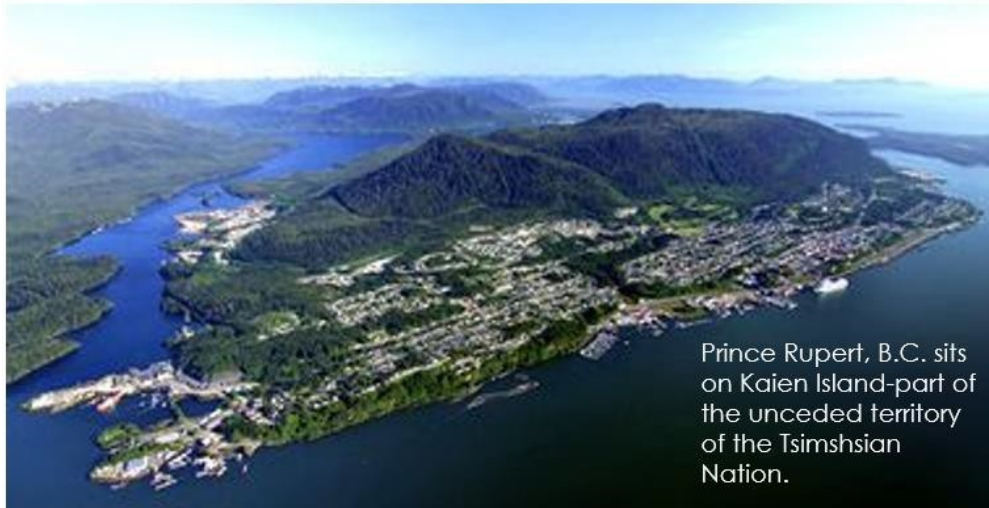


Figure 3 Our school Reconciliation Journey to the North documentary video has been instrumental in shaping our school's mission of Truth and Reconciliation and has provided a powerful opportunity for our school and community to continue to build relationships.

Appendix I

Inquiry Questions (developed by each department during the November school plan in-service day)

Truth and Reconciliation Through Indigenous Teaching and Learning

- How do we shift our modality to reflect Indigenous Ways of Knowing and Learning?
- What Indigenous teaching and learning approaches work best for the process of language acquisition?
- How can we use our classrooms to uplift Indigenous voices?
- How do we incorporate Indigenous teachings into the teachings in the library when working with staff/students?
- What are some ways we can incorporate Indigenous principles of learning into our practice in an authentic way?
- Learn unlearn relearn how do we take the things students have learnt about Indigenous Culture away and how can we tell the story from the perspective from what they have learnt and move them towards, 7 principles of learning?
- How do we authentically introduce the First Peoples Principles of learning through the Physical Education curriculum?
- How do we meaningfully incorporate Indigenous ways of learning rather than knowledge when Indigenous content does not connect well to the curricular content?

- What practices are the most effective in providing a thorough understanding of the history and culture of Indigenous peoples without providing a performative sampling or an inaccurate representation?
- How do we reflect on our learning journey and recognize our own biases?
- How do we incorporate authentic Indigenous oral story telling in the English classroom?

Social and Emotional Learning

- How can we know if our shift in our approach is beneficial to our students social and emotional learning?
- How do we support students' diverse ways of knowing in these new curricula?
- How can we improve on hearing students and ourselves? How can we be more aware of emotional needs? Take a moment to build in breaks and silence?
- How can we encourage a growth mindset in students so that they can make good course selection choices that align with their abilities and future?
- How do we restructure our assessment practices so that students make progress and can improve (assessment for learning)?
- Are we doing enough self-evaluation/enough formative assessment?
- How can students build healthy and positive relationships with their own bodies to draw out introspection and social emotional insight?
- How can we foster more resilience and self-awareness in our students when they are faced with challenging and stressful academic circumstances? Can we help them develop tools to better manage these situations as they arise?
- How to prepare students for minor failures which inevitably mirror life's experiences so that an unmet challenge does not become an impediment for growth but rather an opportunity for self-improvement?
- How can we promote love, respect, and strength in diversity among our students?

Inclusion and Diversity

- How do we allow students to collaborate in groups, and work together and learn from each other through self and peer assessment and collaboration?
- How do we develop a pooled resource for diverse representation in science?
- What methodology enhances the goals of inclusion and diversity the most successfully? What is our plan?
- How can we help all students feel welcome and appreciated in the counselling space?
- How can students innovate and create using the Physical Education curriculum to create emotional safety and inclusion for each other using their diverse backgrounds?
- What are the activities we do in class to embrace and celebrate diversity?
- How do we teach French through the lens of diversity, for example through different accents?

Student Engagement

- How do we decrease student extrinsic motivation and increase intrinsic motivation?
- How do we develop life-long curiosity in our areas of knowledge?
- How do we keep students' learning authentic and not performative?
- How do we enhance and develop authentic student engagement with the Four Pillars of Learning?
- How do we encourage students to move away from extrinsic motivations to learning (marks) and towards more intrinsic motivations (interest and appreciation in mathematics)?
- How do we get students to focus on the process over getting the "right" answer?
- How do we create student led activities that encourage intrinsic motivation?
- What steps can we take to develop more varied activities to help engage various learners with diverse interests and needs?
- How to develop a sustainable desire to learn among students at the various grade levels which becomes an independently generated pursuit?
- How can we support student voice and choice?

Appendix II

Department Alignment with the Goals (Developed by each department during Collaborative Planning)

Each department has set out a three-year plan to integrate the school plan into their curricula areas and in alignment with their instructional practices.

Applied Skills Department: Tech Studies, Home Economics, Information Technology & Business Education
Year 1: Investigate new project-based learning ideas and move forward using the Design Cycle model. Continue to do Inquiry-based learning and incorporate Indigenous ways of knowing into the curriculum using the modality/approach to teaching.
Year 2: Evaluate and reflect on what has worked and continue to develop what has been successful.
Year 3: Embrace failures and celebrate success and continue to expand project learning to support students working on inter-disciplinary projects and preparing for the Capstone 12 exit project in Grade 12.
ELL Department
Year 1: Develop a comprehensive plan for ELL learners that reflects all Four Pillars of Learning: ELL Science, ELL Social Studies, ELL Levels 1-3 Reading, ELL 1-3 Writing, ELC & SIOP.
Year 2: Refine and develop interdisciplinary studies across the ELL Department and communicate and collaborate with all department members and continue to work with the SWIS Worker for community engagement and project-based learning opportunities.
Year 3: Reflect and refine and continue to build on successes.
English Department
Year 1: Reflect and assess collective knowledge within the department that supports the Four Pillars of Learning. Review and assess materials and required resources for the English First Peoples graduation courses and develop unit and lesson planning required for the successful introduction of

courses offered at the school. Support staff with professional development that aligns with the First Peoples Principles of Learning.
Year 2: Introduce and implement new courses and reflect on successes for students and look at new ways for students to demonstrate their learning outcomes student self-assessment, use of curricular and core competencies, use new reporting guidelines to support students developing their “deeper learning”.
Year 3: Reflect and refine what has worked well, continue to develop our understanding of the new curriculum, and become more comfortable on necessary changes that need to be made to the curriculum.
Fine Arts: Music, Choir, Visual Arts, Theatre (Theatre Company), Media Arts
<p>Year 1: Reach out to connect with community resources:</p> <ul style="list-style-type: none"> • VAG Robert Davidson Exhibition • YVR Bill Reid Haida Canoe • Richard Van Camp <p>Continue to model and integrate shared learning opportunities and to foster the concept of reciprocity with peer-to-peer support and encourage student “risk taking” in learning.</p>
Year 2: Continue to work with actors and artists to work alongside students and creating understanding of past and present issues.
Year 3: Review and reflect on where we have gone and how to take the process to the next step.
Library/Learning Commons
Year 1: Collaborate and develop Inquiry Based Projects with departments and develop opportunities for student engagement in the Library/Learning Commons during FIT time. To continue to support and work with supporting student Capstone Project development and supporting the 8-12 Career Life Education Program. Support and celebrate diversity in the library to create a welcoming open environment for all learners.
Year 2: Evaluate and reflect on successes and develop strategy for continued growth.
Year 3: Reassess what is working and continue to develop collaborative school wide strategies to support our diverse learning community.
Mathematics
Year 1: Develop and articulate department goals in collaboration with the department and create grade specifics expectations to support all learners. Develop an open inclusive environment for all learners that respects the diversity of our school community and creates a safe space for all learners.
Year 2: Establish and carry out data gathering to evaluate where we are with the goals that have been set in Year 1. Analyze data and establish findings from the collected data.
Year 3: Re-evaluate our Year 1 goals based on data collected in Year 2. Decide whether we need to revise these goals and in what ways.
Modern Languages
Year 1: Develop and articulate department goals in collaboration with the department and create grade specifics expectations to support all learners. Create a positive community in the classroom and develop a student-centered approach to learning.
Year 2: Developing and expanding on Year 1 goals, providing students with opportunity to take agency with their own personal learning journey.
Year 3. Take a deeper dive into Inquiry Based Learning, encourage students to write their own inquiry goal, and work collaboratively with peers.
Physical Education Department

Year 1: Develop and articulate department goals in collaboration with the department and create grade specific expectations to support all learners through an Inquiry lens of learning. Develop experiential learning opportunities that reflect the First Peoples Principles of Learning. Introduce team building activities that support social and emotional wellbeing.
Year 2: Evaluate and determine successes from Year 1 and continue learning pathway in Year 2 and establish new benchmarks for measuring success.
Year 3: Re-evaluate the successes from Year 1 & 2 and continue to build capacity within the department team for further Inter-disciplinary projects and experiential learning.
Science Department
Year 1: Develop strategies to support students to grasp key science concepts through hands on learning opportunities and to find appropriate pathways to support students experience success with the science curriculum. Introduce opportunities for students to learn through different approaches and modalities that reflect the scientific method and to make learning accessible for our diverse learning community.
Year 2: Build on successes from Year 1.
Year 3: Continue to work on Year 1 & 2 goals.
Social Studies
Year 1: Support staff with professional development and collaborative planning opportunities to successfully implement the new graduation requirements (Indigenous Education). Continue to support the integration of the Four Pillars of Learning into teaching practice.
Year 2: Continue to build department expertise and understanding of the new curriculum content and key concepts.
Year 3: Reassess and re-evaluate successes from Year 1 & 2 and build on strengths. Continue to engage with resources at the school and throughout the district.
Student Services: Counselling and Special Education
Year 1: Counselling: Develop additional resource/strategies to support ways of supporting diverse learners, work directly with Indigenous Education Worker, continue to engage in the school's professional learning community. Special Education: Look at ways to improve service delivery for all learners through ongoing professional development. Evaluate how the current model of service is provided: skills, student support and develop strategies/plan to support service delivery for all learners.
Year 2: Counselling: Evaluate and build on strengths and successes. Continue to develop successful models of support for all students such as the peer counselling model of peer-to-peer support. Special Education: Evaluate and reassess the developments in Year 1, build on strengths and discuss further innovations that align with the Four Pillars of Learning.
Year 3: Counselling: Continue to adapt and reflect on successes.
Special Education: Build on strength and successes for Year 1 & 2.