



---

# Waimate High School #362

## Analysis of Variance Report

2017



### Areas of focus:

- Excellent Student Attainment in National Standards
- Excellent Student Attainment in Literacy
- Excellent Student Attainment in Numeracy
- Excellent Student Attainment in NCEA and as graduating students

## Focus: Excellent Student Attainment in National Standards

### Strategic Aim:

All learners at Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

### Annual Aim:

Increase the number of students who are at or above in Reading, Writing and Mathematics

### Target 1:

The target group of Year 7 and 8 students who are below the Reading, Writing and Mathematics standard at the end of 2016 will have made more than one year's progress at the end of 2017.

### Data:

#### % Students Achieving At or Above the National Standard at the end of 2016 and the end of 2017

Reading	2016		2017		Writing	2016		2017		Mathematics	2016		2017	
	Year 7	Year 8	Year 7	Year 8		Year 7	Year 8	Year 7	Year 8		Year 7	Year 8	Year 7	Year 8
All students	76%	76%	75%	77%	All students	58%	64%	61%	74%	All students	75%	76%	64%	84%
Males	69%	65%	76%	63%	Males	31%	48%	57%	44%	Males	69%	78%	72%	76%
Females	80%	85%	73%	86%	Females	75%	78%	67%	93%	Females	79%	74%	53%	89%
Maori	75%	83%	40%	80%	Maori	75%	67%	20%	80%	Maori	100%	67%	80%	100%

### Overall review:

Looking at the Year 7 cohort of students who were in Year 7 in 2016, and comparing them to the overall data at the end of year 8, increases were achieved in all areas. These increases were: Reading 1%, Writing 16% and Mathematics 9%.



## Waimate High School Analysis of Variance

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p><b>Reading</b> Ability grouping for journals where we covered specific reading strategies in a small group environment.</p> <p>Across writing we unpacked different text types and looked at how different text types are formed and the different components within each text – this was done in the ALL groups and as whole class.</p> <p>Literature circles for top readers.</p>	<p>In 2017, the Year 7 &amp; 8 department identified 17 target students in reading. Of these students, according to our Asttle Reading Test, 7 students made accelerated progress. 8 out of 17 students made either one or two sub levels of progress in reading in 2017.</p> <p>Reading groups has worked well in 2017 – we will continue to develop this in 2018, starting in term 1 with reading rotations. Teachers are able to identify ‘at risk of not achieving students’ easily in a smaller setting.</p> <p>As reading links in nicely with writing, in 2017 we begun to make those links with our ALL groups – this will be a continued focus next year as we move into our second year of ALL.</p> <p>This is a self-monitored approach and has worked well to engage our top readers.</p>	<p>Our data was consistent for reading (2016 – 76% of students at or above, 2017 – 77% of students at or above).</p> <p>Homeroom teachers are planning together and working closely to meet the needs of our learners in reading. We work alongside our SCT to identify at risk learners and she offers specific help to those students. We regularly discuss reading strategies in our department meetings that have worked well.</p>	<p>In 2018, we will use the ‘Nelson Comprehension Texts’. These texts are designed to help the students delve deeper into texts and practice using the strategies we learn in class. They also fit nicely with our writing programme in they tell the students what type of text they are reading and ask specific questions about why it was written in a particular way.</p>

<p><b>Writing</b></p> <p>Each Year 7 and 8 Homeroom teacher identified four target students who were below or well below the National Standard for writing. This was our ALL group and our task was to accelerate their learning so they are working at or closer to at than they would have been if they weren't doing the programme. We used the LLP's to assess where the students were at at the start of the programme and we used these as guides for where we wanted our students to be at by the end of the intervention. Together with the students we set goals and collected all of their writing together so we could celebrate their learning.</p>	<p>ALL programme: We identified 16 students to target for writing in 2017. Our students had a faster rate of progress than previous history. They all made accelerated progress. 75% of students that took part in the intervention increased by at least 3 sub levels in their Asttle writing sample. 7 students rate of progress now brings their achievement to a level that is consistent with, or beyond, the expected benchmarks.</p>	<p>We found that the students in the ALL groups developed more confidence in their writing abilities, meaning that most of them had more of a positive attitude towards writing. ALL is goal focussed which motivated the students to identify weaknesses and focus on these so they could tick them off and show how they have met these with their pieces of writing. The front loading strategy worked well for our students as it gave the students time to process and understand what we were teaching before the rest of the class was taught. This meant that they became experts which in turn increased their confidence.</p>	<p>We will run this intervention again in 2018. There will be less time for set up and learning how to run the programmes next year so we will be able to get straight into the intervention. We will run more than one programme throughout the year, and look at them being 10 weeks instead of 15 weeks long. We will set up writing workshops so all writers can join into these as they need to. This means that we are covering more students. We hope to build in more one on one time into our writing lessons so we can give each student targeted help and support and identify when they are struggling and implement appropriate strategies.</p>
<p><b>Mathematics</b></p> <p>Mix of group teaching, individualised and whole class teaching meant that we catered to all students needs and were able to identify the students who were struggling.</p> <p>As a syndicate we planned together (Year 7 and Year 8) – this meant that we were constantly assessing and talking about students achievement and strategies that worked.</p>	<p>In 2017, we identified 16 students to target for mathematics. Of these 16 students, 4 students made accelerated progress (they shifted at least two stanines in PAT maths test). 11 out of 16 students made an increase of one stanine in their PAT test.</p> <p>For the Year 7 cohort in 2016, 75% of students achieved at or above in Mathematics, in 2017, 84% of these students were at or above the National Standard.</p>	<p>Having more learning conversations about the students was a goal we had from our time with Steve Rees. The collaborative planning and shared office space has meant that this is happening on a regular basis. This means that the students learning is at the front of everything we are doing and thinking about.</p>	<p>With only 64% of Year 7 students at or above the National Standard we will need to work hard to get these students making accelerated progress in 2018 to increase the percentage of students at or above. We will do this by providing intensive group work and regular check ins to make sure the students understand what they are learning about.</p> <p>In 2018 we will begin to teach maths collaboratively.</p>

<p>Extension maths students participated in the Maths Problem Solving Challenge with the SCT</p>	<p>Collaborative planning has meant that we have been accountable for meeting deadlines and have worked hard to meet the needs of all learners as well as having regular discussions about learning.</p> <p>Our Year 7 maths team was placed 2<sup>nd</sup> at the Aoraki Maths competition.</p>		
<p><b>Planning for 2018:</b> It will be nice to start the year in our new building. Build on our collaborative planning to include collaborative teaching. Continue revamping of units to include SOLO as well as assessment criteria sheets. See evaluation section above.</p>			

## **Focus: Excellent Student Attainment in Literacy**

### **Strategic Aim:**

All learners at Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

### **Annual Aim:**

Increase the number of students achieving at or above the expected curriculum level in e-asttle literacy

### **Target 2:**

The group of Year 9 and 10 students who are below the standard in literacy at the end of 2016 will have made accelerated progress by the end of 2017.

### **Baseline data:**

#### **Year 9**

- 11 students were identified as below the NM in reading.
- 15 students were identified as below the NM in writing.

#### **Year 10**

- 13 students were identified as below the NM in reading.
- 8 students were identified as below the NM in writing.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Reading SOLO continued to be implemented across the curriculum at Year 9 and 10. While the schoolwide focus has been on writing, a lot of the strategies employed target decoding information in texts.</p> <p>SOLO hot maps have been used to help unpack and collate ideas from texts. SOLO hexagons have also been used to help activate prior knowledge before looking at texts.</p> <p>There has been a focus on key vocabulary across the curriculum using SOLO. There has also been a focus on unpacking assessment vocabulary and SOLO verbs so that students can understand what they are looking at in a written text as well as explicit teaching of text features in exemplars.</p>	<p><b>Year 9 Cohort</b> 58% of students are 'at' or 'above' the National Mean compared with 57% last year. 46% of students made accelerated progress. 20% of students made the expected progress of one sublevel. All the students who were 'just below' made accelerated progress this year. One of the students who was 'well below' made accelerated progress. The rest of the students in this category did not.</p> <p><b>Year 10 Cohort</b> 46% of students are 'at' or 'above' the National Mean compared with 47% last year. 38% of students made accelerated progress. 31% of students made the expected progress of one sublevel. There are fewer students in the 'well below' category than in 2016. 3/5 students in the 'well below' category that we have two lots of data on moved into the 'below' category. 1/5 moved into the 'above' category.</p>	<p>The whole school approach to the employment of SOLO and widespread use of literacy strategies as well as the development of the Learning Team model, seems to be having a positive impact on the rate of progress. This was particularly evident amongst those in the just below category who were targeted by the Learning Teams.</p> <p>While only one student in the 'well below' category made accelerated progress, this was expected as they all made accelerated progress last year.</p>	<p>Further development of the Learning Teams by making greater use of the data gathered from year to year.</p> <p>Transfer of Learning Team data to one place and one format (one note) to make it more user friendly and more easily accessible for all staff from one year to the next.</p> <p>Continued work on embedding SOLO in all areas of the curriculum particularly around the use of HOT SOLO maps.</p>



	<p>2/6 who were in the 'below' category in 2016 that we have two lots of data on moved into the 'at' category. 2/6 are now 'above'.</p> <p>Of the 15 students with two lots of data: six made accelerated progress, three made expected progress, three made no change and three went down.</p>	<p>Three of the six who made expected progress or who made no change had made accelerated progress in Year 9. 2/3 who went down also made accelerated progress in Year 9. Attitude is still quite a big determining factor and all of those students who went down or stayed the same had a lower attitude score.</p>	
<p><b>Writing</b> Both the Year 9 and 10 Learning Teams have been using similar strategies to improve writing. SOLO has been a primary focus for this particularly after Pam Hook's visit. A number of strategies have also been employed from our work with Mal Thompson. Quickwrites have been used across the curriculum as well as structured writing frames. SOLO HOT maps have been used to help organise ideas and scaffold the levels of thinking in the various written tasks. Exemplars were also used to model the required text forms and identify what kinds of features were present at each level.</p>	<p><b>Year 9 Cohort</b> 52% of students are 'at' or 'above' the National Mean compared with 75% last year. 48% of students made accelerated progress. 16% of students made expected progress. 57% of boys and 29% of girls made accelerated progress. Of the 11 students targeted by Learning Teams in writing: five made accelerated progress, two made expected progress, two made no change and two went down.</p> <p><b>Year 10 Cohort</b> 79% of students are 'at' or 'above' the National Mean in writing compared with 74% at the end of last year. 31% of students made accelerated progress.</p>	<p>The schoolwide focus on improving writing has had a positive impact. The Year 9 Learning Team has seen a significant shift in attitudes towards writing amongst both boys and girls. This has been particularly evident in the increased progress of the boys in this cohort. All four of the students who stayed the same or went down had made accelerated progress in the previous 12 months. The two students who made expected progress had also made accelerated progress in the previous 12 months. Because of this, these students would not be expected to make accelerated progress this year.</p> <p>The schoolwide writing focus has also had a positive impact at Year 10.</p>	<p>Greater analysis of baseline data at the beginning of the year in the selection of target students and a more unified approach across the curriculum areas in student selection.</p> <p>More regular sharing of student work/samples and analysis of strengths and weaknesses so that we can intervene earlier if students are not on track.</p> <p>Greater sharing of resources and strategies across the curriculum.</p> <p>Further emphasis on the importance of accuracy in writing across the curriculum, not just in English.</p> <p>Investigation into how we can integrate some of the ALL programme strategies into Years' 9 and 10.</p> <p>We will be looking at when we assess asTTle at the end of the year as attitude is a key factor affecting achievement particularly in Year 10.</p>

	<p>44% of students made the expected progress of one sublevel. 19% of boys and 14% of girls made accelerated progress.</p> <p>Of the 12 students targeted who had two lots of data: three made accelerated progress, four made expected progress, three made no change and two went down. 4/12 students are now achieving at the National Mean. 6/12 are achieving above the NM and two are below the NM.</p>	<p>2/4 students who made expected progress had made accelerated progress last year. 2/3 students who made no change had also made accelerated progress in Year 9. Both students who went down had made accelerated progress in Year 9.</p>	<p>Investigate ways of gathering cross curricular literacy samples so that we are looking at greater range of text types not just the describe a process tested by asTTle.</p>
<p><b>Planning for 2018:</b> Further refinement of the Learning Team model will continue in 2018 with greater analysis and use of data. We will also be looking at other ways to collect writing samples for analysis across the curriculum. Work will also continue on embedding SOLO across the curriculum as the common language of teaching and learning.</p>			

## Focus: Excellent Student Attainment in Numeracy

### Strategic Aim:

All learners at Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

### Annual Aim:

Increase the number of students achieving at or above the expected curriculum level in PAT Mathematics

### Target 3:

The group of Year 9 and 10 students who are below the standard in numeracy at the end of 2016 will have made accelerated progress by the end of 2017

### Baseline data:

Year 9 results as a percentage of the cohort

Stanine	November 2015	November 2016	November 2017	<b>Comments:</b> The average increase in PAT scaled score was 4.1 points which is similar to the expected increase of 4.8. The Waimate High School average scaled score was 58.5 points which is lower than the national average of 65.4.  If the seven learners who were just below the standard at the end of 2016, two increased their stanine level by 1, two stayed at the same level but made more than the expected increase in scaled score, two went down by one level and one left during the year. Both of the learners whose stanine decreased in 2017 had shown variable attitude and effort towards their work in more than one subject.  The cohort performed less well in the end of year PATs than would be indicated by their MidYIS assessment at the start of the year, with more of the learners in the lower stanines.
1 to 3	41.9%	47.2%	50%	
4 to 6	58.1%	47.2%	37.5%	
7 to 9	0%	5.6%	12.5%	

Year 10 Results as a percentage of the cohort

Stanine	November 2015	November 2016	November 2017	<b>Comments:</b> The average increase in PAT scaled score was 3.5, which is higher than the expected increase during Year 10 of 1.2 points. The Waimate High School average was 62.2, which is not far below the national average of 66.6.  Of the eight learners who were identified as being just below the standard, three increased dramatically, increasing their stanine level by 2, or in one case 3. Two learners increased by one stanine level, One stayed at the same level, one went down and the other left the school during the year. The learner whose stanine level went down during 2017 has shown little resilience when she finds the learning difficult. The learner who increased the most has had difficulties in Mathematics in the past, and had an individual learning plan.  As a cohort Year 10s have made really good progress with their numeracy skills in 2017. At the end of 2016 47.2% were in stanines 1 to 3, but this reduced to 36.4% in 2017. In 2016 only 5.6% of the cohort were in stanines 7 to 9 compared to 12.1% by the end of 2017. 35.2% of the cohort were in Band D in MidYIS, which is similar to 36.4% in stanines 1 to 3 in November 2017.
1 to 3	43.6%	39.5%	36.4%	
4 to 6	48.7%	55.3%	51.5%	
7 to 9	7.7%	5.3%	12.1%	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p><b>General</b></p> <p>The focus in Learning Teams in 2017 was on writing, Although there is not a lot of writing to be done in Numeracy work, learners regularly wrote about their learning in class. This has helped to show next steps for the learners as well as the teachers. The Numeracy Ninjas programme was continued as Starter Exercises in Years 9 and 10, every lesson in term 1, then semi regularly after that.</p>	<p>Learners are more aware of their own learning, what they understand and what some of their next steps should be.</p> <p>Teachers could evaluate how learners were understanding better</p> <p>Many learners made progress with non-calculator skills. With the Numeracy Ninja 'belts' progress was evident.</p>		<p>Continue with Numeracy Ninjas as in the last two years. Their use is most beneficial when learners choose what topics to go over.</p> <p>Use Maths journals daily for learners to evaluate their own progress. This will also help teachers to evaluate the learning, and what their next steps need to be.</p> <p>With having competent teachers teaching out of their current specialist teaching subject, more guidance will be needed as to levels that learners are at, as well as how they will progress.</p> <p>Put a new combined Y9 and 10 programme into place so that there are no gaps in learning over the two years.</p>
<p><b>Year 9</b></p> <p>In 2017 we continued to focus on Numeracy skills as well as on writing about learning. Learners enjoyed doing the numeracy Ninjas, and seeing their progress. Learners were awarded ribbons based on their Numeracy Ninjas progress. Ixl was used to differentiate learning, as were worksheets differentiated using SOLO.</p>	<p>Learners were proud of their achievement they had made in their Numeracy skills as seen by their Ninja scores, however there were a number of learners who made less than expected progress in 2017. Ixl could have been used better with this cohort, there were a number who found the early lack of specifics given to them difficult. Learners tended to achieve better when specific guidance was given.</p> <p>Of the seven targeted learners for numeracy, five made less than expected progress, one showed expected progress, and one made more than expected progress.</p>	<p>There was a lot of support put into the learning for this cohort, yet there were still a number of learners whose progress in numeracy was less than expected. There were still, however, learners who made accelerated progress.</p> <p>This year's Year 10 cohort showed a similar drop off from Years 8 to 9, but brought it back in Year 10.</p> <p>Three of the learners whose progress was less than expected didn't show a positive attitude towards their learning across the school. One of these showed progress in the mid-year assessment, but didn't do as well in the November assessment.</p>	
<p><b>Year 10</b></p> <p>Numeracy Ninjas were a popular starter activity during terms 2 to 4 after having been done every lesson in term 1.</p>	<p>When learners had the opportunity to go over one or two questions that they had found difficult, they were more</p>	<p>This year's Year 10 cohort were keen to do well, and were often prepared to work collaboratively to progress.</p>	

<p>Skill learning was differentiated using ixl, as well as other websites, and worksheets.</p> <p>In the second half of term 4 we again covered an NCEA Internal Standard which kept learners motivated to learn through to the end of the year.</p>	<p>likely to progress in skills that they had previously found difficult. Ixl continued to help learners to achieve at their own level, and to extend where they could.</p> <p>Last year there was concern that the gender disparity of this cohort would continue to impact negatively on their achievement. That has not been the case in 2017. Teaching has been more geared towards boys' learning, and this has paid off. 72% of those who sat the level 1 Internal Achieved the standard, with 32% gaining a Merit or Excellence. Some of those who did not achieve will be working on Level 1 Numeracy in 2018.</p> <p>There were nine numeracy target students in this group. The learner who was well below the curriculum level did not make expected progress. Of the others, two made less than expected progress. The other six all made accelerated progress with four of them making a lot more than expected progress.</p>	<p>One of the learners who didn't make expected progress had issues with attendance and attitude in 2017.</p> <p>A pattern that has been noticed is that a number of our learners mature later than the national average with their understanding of numeracy meaning that the progress made in year 10 is generally above the expected.</p>	
<p><b>Planning for 2018:</b></p> <ul style="list-style-type: none"> <li>• Keep using the Numeracy Ninjas programme as it does have positive benefits</li> <li>• Bring in Maths Learning Journals to be completed every lesson and left with the teacher.</li> <li>• Continue to embed SOLO in all areas of learning.</li> <li>• Continue with ixl for skill learning.</li> <li>• Monitor numeracy target students as part of the planning meetings of the year 9 and 10 teachers in a similar way to how overall target students have been successfully monitored in Learning Teams.</li> <li>• To really get a good picture of where the 2017 Year 9 learners are at, in 2018 we will test with e-asTTle as well as with PAT to get a full picture of where these learners are at.</li> </ul>			

## Focus: Excellent Student Attainment in NCEA

### Strategic Aim:

All learners at Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

### Annual Aim:

Increase the number of students leaving school with NCEA level 2 or better

### Target 4:

The group of NCEA students identified as being at risk of not achieving NCEA level 1, 2 or 3 will be supported to ensure they achieve their goals.

### Baseline data:

#### NCEA Summary Data

#### Merit and Excellence Certificate Endorsements for 2015, 2016 and 2017

		NCEA level 1	NCEA level 2	NCEA level 3
2015	Merit	8 28.6%	3 12%	6 37.5%
2016	Merit	5 18.5%	2 8%	4 40%
2017	Merit	12 32%	2 6%	2 9%
2015	Excellence	3 10.7%	2 8%	0
2016	Excellence	3 11.1%	3 12%	1 10%
2017	Excellence	3 8%	2 6%	2 9%

**Pass Rates:****Comparisons for 2015, 2016 and 2017**

	NCEA level 1	NCEA level 2	NCEA level 3	UE
2015	82%	80.6%	69.6%	56.5%
2016	71.1%	86.2%	68.8%	56.3%
2017	75%	82.1%	85.7%	64.3%
National	84.2%	88.7%	82.4%	59.9%

**Pass Rates for Males and Females**

2017	NCEA level 1	NCEA level 2	NCEA level 3	UE
Males	63.2%	87.5%	66.7%	66.7%
Females	92.3%	80%	90.9%	63.6%
2017	75%	82.1%	85.7%	64.3%

2015 NCEA level 2 or better 80.5%

2016 NCEA level 2 or better 69.8%

2017 NCEA level 2 or better This data is not yet available.

Target group numbers:

Year 11 16 students    Year 12 15 students    Year 13 5 students

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> <li>• Every senior teacher will identify Target students and these will be monitored regularly at Department meetings and HODs will feedback to RELA also.</li> <li>• Staff will work with students to set specific learning goals in their subject.</li> <li>• Teachers will focus on writing as both the school and COL focus. A parallel focus will be SOLO to allow students to have clarity around where they are at and what is needed to move to the next level.</li> <li>• Senior teachers are all also involved in Learning Teams at Year 9 and 10 and through this process will see the monitoring processes and practices being used.</li> <li>• Closer monitoring of students will enable staff to identify student weaknesses and therefore identify strategies to address this through PLD and school systems.</li> </ul>	<p><b>Year 11</b> 16 students identified as target students. 89% Lv1 gained Literacy and 84%Lv1 gained Numeracy. 75% of Yr 11 gained NCEA Lv1.</p> <p><b>Year 12</b> 15 students identified as target students 2 left during the year. 82% of Yr 12 gained NCEA Lv2. 94% of Yr 12 had Lv1 Literacy and 94% had Lv1 Numeracy.</p> <p><b>Year 13</b> 5 students identified as target students. 96% gained NCEA Lv2. 87% of Yr 13 gained NCEA Lv3 100% had Lv1 Literacy and 96% Lv1 Numeracy.</p>	<p>Of the 16 students 11 met their specific goals. Of the remaining 5 1 had attendance issues 2 achieved their goal in one subject but not the other. 1 student made some progress but didn't achieve their goals. 1 student has mental health issues.</p> <p>Of the 15 students 9 met their specific goals. Of the remaining 6 2 Students are ESOL students. 1 student has mental health issues 1 gained an apprenticeship. 1 partially achieved their goal 1 achieved in practical subjects but not in target subject.</p> <p>Of the 5 students 2 met their specific goals. Of the remaining 3 2 achieved their goal in one subject but not the other. ! change career pathway that didn't require Lv3 so changed focus.</p>	<ul style="list-style-type: none"> <li>• We need to implement more rigorous processes and increase accountability of all teachers to ensure the level of support is in place.</li> <li>• Identified target students will be closely monitored by teachers and this will be overseen by HODs, LAs and the Pastoral Manager.</li> </ul>
<p><b>Planning for 2018:</b></p> <ul style="list-style-type: none"> <li>• Each teacher will identify four target students who they will work with closely.</li> <li>• Department meetings will regularly require teachers to report on: What they have tried. What strategies have worked. What didn't work. What will you do differently?</li> <li>• Target student information will be located on OneNote to ensure ease of access and cross curricular sharing.</li> <li>• Teachers will use this information plus their own research to really know their learners.</li> <li>• Regular contact with parents will ensure the home and school are working together towards the student goals</li> <li>• We aim to develop a common language of learning across curriculum areas to increase the effectiveness of strategies.</li> <li>• Each teacher will receive regular feedback from their target students (at least once a term)</li> <li>• Teachers will have regular check-ins with their target students around progress feedback and next learning steps.</li> </ul>			