


Pinehaven School Charter Documentation 2021

	Our Vision: He manukura mō apōpō Nurturing and developing future leaders			
	Our values: Manawaroa - Resilience	Whakaute - Respect	Māia - Courage	Pono - Integrity
Students with a healthy mindset who are planners, collaborators, innovators and go-getters!				
A community who: <ul style="list-style-type: none"> ★ recognises that there are many forms of leadership and everyone has leadership potential in some area ★ inspires children to develop the imagination and courage to believe in themselves and their future ★ inspires children to believe they can work with others to create a better world ★ inspires staff to be leaders in education 				
Strategic Goals	Grow our capability as learners	Deepen the Learning		Expand and strengthen connections
Definition	Students and staff understand what they need to learn and why, as well as what individual and team strengths are, and what we need to work on next. It is important we instil a growth mindset in our learners.	Everyone’s passions and interests are at heart when planning learning programmes. Learners have choices in what, how, where and with whom they learn. Taking action with our learning is a key part of creating excitement and meaningful learning.		Students can access a range of resources to support learning. Students have strong connections with our local environment and see themselves as Kaitiaki of this. Whānau are fully involved in two-way partnerships that support learning and their voice is heard.
Rationale	Students and staff should focus on continuous improvement – <i>better never stops</i> and we aim to strengthen our culture where stretch and challenge are the norm.	Deep learning occurs when you are highly engaged in learning activities and when learning is used to create new knowledge and/or take action around learning.		The people in our community and our local environment offer plenty of scope for enhancing learning. In the past, we haven’t always fully maximised these resources in ways that suit our community.
Outcome	All members of the school community focus on, and support each other, work from a strength-based position, demonstrate a growth mindset and become more independent in learning.	Learning is powerful, retained, and impacts positively on ours and the lives of others		We have strong connections with our community that support authentic learning that is meaningful to students. Students are Kaitiaki of our environment, local stories and school.
Core Practices	Quality Teaching Quality Leadership Effective Partnerships Progress & Achievement for all			

Road Map

Goal	2021				2022				2023
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Grow our capability as learners	Goal setting established				Goal Setting practices embedded with clear induction processes into 'our way' for new staff				
		Te Ara Whakamana PLD			Mana Enhancement Model Implemented across the school				Strength based practices embedded
	PGC Confirm	Professional Growth Cycle Trial and review			Professional Growth Cycle & Coaching updated and embedded				
Deepen the Learning	NPDL professional learning completed				Induction on NPDL for new staff / Practice embedded reviewed				Parents understand NPDL
		Take Action: Atua Garden & Showcase learning			Units planned to take action with learning				
				Local curriculum documented	Parent/Mana Whenua Feedback on Local Curriculum			Implementation & Review ongoing	
Expand and Strengthen Connections	Parent skills/interest register established			Updated and utilised					
			Transition processes reviewed	Experts in learning become regular part of planning and delivery					
	Hauora Programme established			Aotearoa NZ Histories/Mana whenua stories included in local curriculum					

Annual Plan 2021

Grow our capability as learners

3 year success measures:

- 100% of 2023 Year 4-6 students can talk about their strengths in relation to our Learner Profile and how this impacts on their learning
- All children confidently able to talk about their learning goals in an age appropriate manner
- All teachers have implemented the Te Ara Whakamana model in classrooms to ensure a strength based approach to learning

Initiative	12-month milestone	Key actions	Accountable	Timeframe
1a Ensure clear goal setting for learners	<ul style="list-style-type: none"> • Systems implemented across the school for Learner Profile and Foundation Learning goal setting for students • All teachers have clear systems in place for individual and/or class goal setting • All students have goals related to the Learner Profile • Learner profile used within reports • Years 4-6 students self-assessing in relation to NPDL/Learner Profile • All children can talk about their learning goals, what they are and why they are important 	<ul style="list-style-type: none"> • Facilitate sharing practice/planning around goal setting • Establish systems for goal setting across pods (in relation to the Learner Profile/Te Whare Tapa Wha, Reading, Writing & Maths) • Use learner profile for student goal setting and self-assessment • Years 4-6 systems for self-assessment by students in relation to the Learner Profile and/or NPDL rubrics • Leadership team share goal setting practice and evidence • Rooms tours where teachers share their practice in goal setting • Teachers share practice around goal setting has developed and used • Walk throughs to look at the goal setting practices in place • Visits to classrooms for informal chats around their goals as a learner • Goals are shared with parents and visible in the classroom • Children to refer to their learning goals at the three-way conferences 	Principal Teachers/HL Teachers Y4-6 Teachers Principal Teachers Hub Leaders LC Team Lead P, DP & AP Teachers Teachers	Term 1 - TOD Term 1 Ongoing Termly 2 x per term Term 1 Termly Termly Ongoing Termly Term 2
1b Build on students' strengths and interests	<ul style="list-style-type: none"> • Students experiencing high levels of interest and engagement in learning • Teachers can articulate the strengths and interests of learners 	<ul style="list-style-type: none"> • Ensure learner licenses are in place and children are progressing • Termly data around placement on learner licence systems • Transition meetings at the beginning of the year for Whānau to share information about their child 	Teachers/HL LC Team P/DP/AP Teachers	Term 1/ongoing Termly February Term 1/ongoing March TOD

	<ul style="list-style-type: none"> Whānau participate in regular opportunities to talk about their child's strength, progress and learning Students can talk about their strengths and 'work ons' as a learner (including subject specific) All teachers trained in the use of Te Ara Whakamana strength-based mana enhancement model 	<ul style="list-style-type: none"> Systems established and implemented for finding out from students their interests, strengths Application for PLD hours for Te Ara Whakamana All staff included in Te Ara Whakamana PLD Mana Enhancement Model trialled across all levels of the school, with a plan for use in 2022 Student Learning Survey – feedback to teachers Lead the use of the Maths Learning Progressions Framework to support teacher curriculum knowledge and identification of strengths 	Principal Principal Teachers/LC LC Team LC Team	Term 1 Terms 2 & 3 Terms 3 & 4 End of Term 1 Ongoing
1c Strengthen processes for professional growth, coaching and problem solving capability throughout the staff, progressing towards a 'culture of coaching'	<ul style="list-style-type: none"> Professional Growth Cycle confirmed and implemented Teacher strengths and 'work ons' identified and used for improvement Staff see value in coaching and problem solving for performance and growth Staff see themselves as having a role in helping others grow Coaching is used regularly to promote staff and student growth (longer term) 	<ul style="list-style-type: none"> Whole staff professional development in coaching/problem solving Leadership development in coaching Celebrate and practice coaching and problem-solving opportunities Provide professional development on how to use coaching for restorative chats with children Provision of structured opportunities for coaching for performance and growth within the professional growth cycle Strengths survey carried out with staff Action Research to include growth focus for staff Staff professional learning for Te Ao Māori (MAC provision utilised) 	Principal Principal HL, AP, DP, P Principal Principal Leadership Principal Leadership Principal	Terms 1 & 2 Termly Monthly Term 3 Ongoing Term 1 TOD All Year Ongoing

Deepen the learning

3 year success measures:

- 100% of students across the school can talk about their real life learning where they have 'taken action' of some kind each term
- All teachers have a shared understanding of deep learning and what it looks like at Pinehaven School
- Clear authentic outcomes have happened as a result of learning programmes across the school (each year at least 2)

Initiative	12-month milestone	Key actions	Accountable	Timeframe
2a Take authentic actions as a result of learning	<ul style="list-style-type: none"> Students can talk about real life learning taken place in 2021 (identify what was relevant to them, related to their interests and impacted on others) Atua/Pou garden completed Class gardens used for kai Showcase of learning shared with parents/community members Community Matariki Celebration 	<ul style="list-style-type: none"> Continued shared teacher brainstorm about integrated topic, identifying real life learning opportunities Ensure programmes are planned to include real life learning opportunities (Garden to table, Atua Garden, Matariki/Seasons/Space & Showcase to meet a need/problem) Lead and support staff in the Matariki Celebration/unit of work, including driving the use of leveraging digital Lead and support staff in the development of the Atua Garden Ensure there is a continued approach to passion projects in years 4-6 Informal opportunities for passion-based learning in years 1-3 	DL Team HL & DL Team DL Team DL Team Y4-6 Hub Leader Y0-3 Hub Leader	Termly Termly End of Term 2 End of Term 4 Ongoing Ongoing
2b Implementation of Deep Learning programmes (NPDL)	<ul style="list-style-type: none"> Further growth in the NPDL schools' conditions assessment Growth in the NPDL teacher assessment tool Full participation in NPDL by all staff Evidence of the four quadrants Participated in NPDL moderation 	<ul style="list-style-type: none"> Professional development provided for staff in NPDL/Digital Tech Participate in New Pedagogies for Deep Learning PD with CORE Fully implement planning using an NPDL lens NPDL celebrations at staff meetings Provide opportunities for all staff to attend Deep Learning Lab Walk through classrooms regularly to see Deep Learning in action and talk to children about their experiences of this 	DL Team Key Leaders Teachers DP Principal DL Lead, P, AP, DP	Ongoing Ongoing Ongoing Ongoing July Ongoing

2c Local Curriculum updated	<ul style="list-style-type: none"> Local curriculum clearly documented for all to understand <ul style="list-style-type: none"> Concepts Possible contexts/local Pedagogical practices Processes for planning 	<ul style="list-style-type: none"> Use 2020 review information from parents to update curriculum Determine the effective pedagogy we use to enhance learning at Pinehaven & ensure this is clearly documented, including key approaches (e.g. TWTW, Inquiry Learning, Agency, etc) Work with the Connections Team to gain an understanding of local stories/mana whenua and their place in our local curriculum 	DL Team DL Team DL Lead	Term 1 By end Term 4 By end Term 4
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Expand and strengthen connections

3 year success measures:

- When asked about their involvement in learning, parents describe a partnership/reciprocal approach
- Increased numbers of parents connecting with the school in various ways (e.g. attending hui, trips and events)
- Increased numbers of experts used to support learning programmes

Initiative	12-month milestone	Key actions	Accountable	Timeframe
3a Strengthen learning partnerships with parents/whānau	<ul style="list-style-type: none"> Parent/Whānau participation in at least 3 events around sharing learning/knowledge Increased attendance at Whānau Hui 	<ul style="list-style-type: none"> Meetings for Whānau to share information about their child Expo of opportunities planned/facilitated on the evening of meetings Early notice to all parents about requests for help Whānau Hui planned to engage Māori & Pasifika whānau in meaningful activities & conversations that meet their needs Develop processes for more whānau involvement in transition Lead and support teachers in establishing effective approaches to 3 way conferences that align with collaborative teaching approaches Monitor the numbers of parents involved in trips, events and meetings through the use of a shared google doc Ensure student goals are set in relation to Te Whare Tapa Wha and shared with whānau Opportunities for parents to give feedback to the Leadership Team Develop Iwi and whakapapa maps in the foyer 	Principal P, DP, AP Teachers CT/Māori Leads AP Connections Team Connections Team Teachers P, DP, AP Leadership	February February As necessary Twice in year By end Term 4 Mid Term 2 Established Term 1 for use Term 1 then ongoing Termly Term 1
3b Utilise local environment for learning	<ul style="list-style-type: none"> Library, Quiet Space, Play Pod & Bike Track all used for learning programmes Class gardens harvested and eaten Local stories and resources are used for learning programmes Clear plan for Green Gold EnviroSchools award 	<ul style="list-style-type: none"> Ensure systems are in place to manage and use key areas around the school – Play Pod, Bike Track, Quiet Space & Library Student led development of gardens, including garden to table Ensure the use of local environment and resources are planned for Work with the DL Team to ensure learning activities are co-constructed with students and whānau Review our Enviro Journey and develop plan achieve Green Gold Lead the work around new Playground Markings and utilising environmental learning (e.g. bug hotels central, continued play development, etc) 	Connections Team with HL CT Lead & Team CT Lead & HL CT Lead & HL Connections Team Connections Team	Term 1 & ongoing Ongoing Termly Termly Plan in place by end Term 2 Plan Term 1 Painted Term 2/others end Term 3
3c Maximise the use of experts to support learning programmes	<ul style="list-style-type: none"> Children learn about our bees Children are engaging with experts to support learning throughout the year Children utilising strengths and learning from each other 	<ul style="list-style-type: none"> Link with Marion Saunders to develop the way in which we include our bees in learning programmes Collate information collected at beginning of the year whānau meetings with teachers around parent interests/strengths Ensure Buddy Classes are well established and are focused on meaningful learning activities 	Connections Team Connections Team Connections Team	End Term 2 February Term 1

		<ul style="list-style-type: none"> • Ensure continued cross school mixed ability groups and tuakana/teina • Monitor the number of experts used to support learning and in what ways these are being accessed • Lead the development of the Hauora Programme • Identify local role models with our Whānau 	CT Lead & HL CT Lead & Team CT Team Leadership	Ongoing Establish Term 1 for use Term 2 start Term 2
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ACHIEVEMENT TARGETS 2021

Achievement Targets 1 & 2 – Our students as Learners

- By the end of the year, improve the capability of 20 students across Years 1-6 in terms of their ability to collaborate. This will have a particular focus on social and emotional skills, moving them at least 1 progression on the *NPDL collaboration deep learning progression*.
- By the end of the year, improve the capability of 20 students across Years 1-6 in terms of their ability to be self-directed learners. This will involve moving them at least 1 progression on the *NPDL character deep learning progression*.

Background:

In 2018, we developed a revised learner profile, outlining 4 key categories of skills and competencies that we are looking to instil in our students, that set them up as successful learners. We are looking to support students to have a healthy mind-set and be planners, collaborators, innovators and go-getters. Every year since, all children in Years 0-5 completed a self-assessment in relation to the learner profile – what they thought they were good at and a few key things they thought they needed to work on. Classroom teachers then annotated these self-assessments, identifying what they agreed with and if necessary, noting any other areas of higher priority. At the beginning of each year, teachers looked at what themes were emerging for their class, learning hub and across the school to identify key areas that we need to target. Last year, we used the NPDL rubrics in collaboration and character to support our judgements about students in these areas. This sparked robust discussion and moderation, resulting in greater consistency in understandings and use of the rubrics to inform teaching and learning. In 2020, we saw improvement in 2 aspects of the collaboration and character rubrics and this year our focus is on a different aspect of each rubric. 2020 information identifies a need for students to develop social skills, as well as confidence to lead, and work collaboratively with a range of other people, including those with differing opinions. While this data is not 'hard', we have a firm belief that for many children, we won't shift their curriculum progress and achievement without working on improving their learning behaviours. For 4 years, teachers have focused on 'learning behaviour target children' alongside curriculum specific target children. For many of these children, we have had greater success in their confidence as learners and academic progress. While we know these are challenging targets to set, with limited ways to measure progress, but we believe we need to be courageous and continue this focus. This achievement target is not about doing things as we have always done, but looking to strengthen our students' learning behaviours to academic improve outcomes.

Planned Actions:

- Teachers place students in the on the rubric by the end of Week 5 – placements will be moderated with other teachers to ensure reasons for placement are consistent.
- Teachers identify target children who fit within the groups outlined in the achievement targets and identify their 'starting point' on the NPDL progressions. We are focusing initially on students who need to shift from 'limited evidence' to 'emerging' or from 'emerging' to 'developing'.
- Teachers assist students in setting goals in relation to the progression, outlining actions and what success will look like.
- Teachers look at deliberate acts of teaching that can be planned to assist children achieve their goals.
- Parents informed of student goals and what they can do to help their child.
- Monitor throughout the year, the strategies used and the impact they are having.
- Sharing practice as a teaching team around goal setting and strategies used to support target students.

Achievement Targets 3 & 4 – Our students as Readers and Writers

- By the end of the year, extend Māori students so that the disparity of those achieving above is more in line with their non-Māori peers to less than a 10% difference. This means shifting 5 Māori students from at to above expectation, while maintaining the high achievement of the 7 students already above.
- By the end of the year, accelerate the progress of Year 2 & 6 students so that 85% are writing at or above the expected level. This means shifting 15/44 students achieving below expectations at the end of 2020. 3 of these students who we aim to shift are Māori.

Background:

Term 4 data analysis shows 44% of non-Māori, and 28% of Māori students (currently in Years 2-6) achieving above in reading. While our reading achievement is generally reasonably high, this does show an inequity in our data for Māori students. In terms of Writing, we have our Term 4 analysis shows that 20.6% of 2021 Years 2-6 students are not achieving at the expected level. There is a particular need to improve achieving in Years 2-4. There is a need for us to look at strategies to support those who need to be accelerated to ensure they meet expectations. On our January Teacher Only Day this year, teachers looked closely at the Term 4 data and identified the groups of students who need to be accelerated.

Planned Actions:

- Small Year 4 classes to allow for greater differentiation.
- Year 3 intervention group to be planned and delivered in Term 1 – DP providing extra support.
- Year 5/6 teacher to establish some boys' writing groups in order to better engage them.
- Writing groups established by the end of Week 5 Term 1.
- Foundation Learning Team to use Murray Gadd's resources and website to pose reflective questions for teachers and provide professional learning.
- Monitor the progress of children across the school, targeting as needed for those who need to accelerate to shift at least 2 sub levels in the year.
- Target student coaching will include a discussion around how successful strategies are/will be used with other students.
- Integration and meaningful contexts for writing for real life audiences.
- Students will be tracked termly by teachers and Leadership Team. This includes continued tracking of 2015-2020 target children who are still here.
- Use of gender grouping and mixed ability grouping where appropriate.
- Professional development around deep learning, learner agency, integration & culturally responsive practice.
- Year 1 and 2 teachers will continue to ensure regular practise of writing "words I know" and word generation occurs.
- Goal sheets very clear to children.
- Teachers to gather student voice around what makes literacy more engaging, interests, etc., with a particular focus on Māori students who we could extend.
- Collaborative teaching to make use of teacher strengths, target teaching and increased frequency.
- Use of *Seesaw* for sharing writing with parents and whanau.
- Continued work on targeting learning behaviours that are impacting on achievement.
- Continue to implement effective teaching strategies, including ensuring students get an opportunity to engage in daily writing as authors.

Achievement Target 4 – Our students as Mathematicians

- By the end of the year, accelerate the progress of Year 2 & 6 students so that 85% are achieving at or above the expected level in Mathematics. This means shifting 18/49 students achieving below expectations at the end of 2020. In particular, there is a need for girls to accelerate.

Background:

At the end of 2020, data based on overall teacher judgements showed that 76% of Year 1-5 students (Year 2-6 2021) were at or above expectations in mathematics. Teachers have looked at the students underachieving and identified a number who could make progress with targeted teaching and close monitoring. In the past, we have had a significant number of girls not achieving. While we saw a reduction in disparity between boys and girls, there are greater numbers of girls represented in those underachieving. There is a particular need to accelerate the Year 2021 Year 4 cohort of students where we have a large number of students below. In recent years, it would be fair to say there has been some confusion as to what assessment and teaching tools to use to support students in their maths learning. There is a need for us to support teachers in this area.

Planned Actions:

We are concerned about the large numbers of students, particularly in Year 4, who are achieving below. Specific strategies for individuals and groups of students have been discussed and planned. In addition, the following actions are planned:

- Teachers will use a balance of rich tasks and teaching of specific skills/knowledge/strategies. Rich tasks will allow children to engage in problem solving with carefully chosen contexts and real life problems, mixed ability/strength based groupings, use of talk moves, growth mindset focus, good mathematician qualities, etc.
- The Foundation Learning Team will facilitate further professional development in the use of the maths progression framework to support teacher judgments and understanding of what needs to be taught to students.
- Small Year 4 classes to allow for greater differentiation.
- Targeted Maths programme in place to support students underachieving.
- Year 3 intervention group to be planned and delivered in Term 1 – DP providing extra support.
- The use of student voice with regards to what would make maths more engaging for them.
- Coaching will include a discussion around how successful strategies are/will be used with other students.
- Professional development around learner agency, cultural responsiveness & known strategies for improving Māori enjoying success as Māori.
- Use the model of 'learn it, practise it, prove it' to provide ownership of learning to students.
- Communication and involvement with parents and whanau recognising the importance of the role they have to play in their child's learning.
- Students will be tracked termly by teachers and Leadership Team.
- Continued tracking of all students, in particular girls and those 2014-2019 target and intervention children who are still on our roll.
- Continued work on targeting learning behaviours that are impacting on achievement.

Core Practices Supporting Strategy

Core Practices	Process	Description
Quality Teaching	Action Research	<ul style="list-style-type: none"> 1 cycle: End Term 1 – Mid Term 4 (Project Teams) Inquiry into teaching practice – focus on measuring the impact of teaching practice on student progress, achievement and/or capability as learners in relation to our strategic direction
	Learning Programmes focus on student needs/interests	<ul style="list-style-type: none"> Integration Teachers systematically find our interests of students (throughout year) Play based learning Inquiry process in use Collaborative planning Use of assessment to inform programmes Leveraging digital to enhance learning Student voice considered when planning extension, remedial and enrichment programmes Opportunities for students to share their learning End of year student survey ahead of planning for the next year
	Learner Agency	<ul style="list-style-type: none"> Age appropriate school wide learner licences Student timetabling (age appropriate) Choices for students in what, where and with whom they learn Student voice used to inform learning in class Learning at Pinehaven Survey & teacher reflection
	Enviro Schools	<ul style="list-style-type: none"> Sustainability a key driver in learning Promotion of sustainable practice Take action at least once a year as a school Take action termly as a hub Students working with bees
	EOTC	<ul style="list-style-type: none"> Planned to support learning programmes Use of outdoor spaces in the school for learning
	Mahi Ngatahi (collaborative work)	<ul style="list-style-type: none"> Collaborative teaching across the school Induction of new staff into hub collaboration Review and plan continued practice development Use of AP/DP to support collaborative teaching as needed Report to BOT on collaborative teaching approaches
Quality Leadership	Provision of Professional Development & Developing Teacher Practice	<ul style="list-style-type: none"> Strategic focus PD linked with Cluster PD Links to action research Professional Reading Professional growth cycle updated and reviewed annually Room Tours Tekkie Brekkies CRT Observations Sharing within hubs – book work, planning, etc Regular classroom visits – informal and formal
	Student Leadership	<ul style="list-style-type: none"> Student leadership opportunities – enviro group, student leaders, patrollers, bikes, Library, Play Pod, etc Student leadership group planning school activities and initiatives Classroom leadership opportunities (age appropriate) Opportunities for student reporting to BOT
	Leadership PD	<ul style="list-style-type: none"> How can we be the best leadership team possible? Ongoing work with M Sweeney Coaching for leaders Understanding our people, their strengths and areas for development
	Property	<ul style="list-style-type: none"> Ensure property contracts met by all parties Conduct emergency drills each term Monitor tree safety Maintenance of heating systems
Effective Partnerships	Continued importance placed on Te Ao Māori	<ul style="list-style-type: none"> Tuakana teina opportunities across the school Build teacher capability – fortnightly Te Reo sessions Meetings start with Karakia/waiata Pōwhiri/Mihi Whakatau to welcome new families and staff Whanau Hui Māori culture and cultural competencies prominent in our environment and practice Ensure all teachers understand aspirations for their children

	Parents enabled to support learning	<ul style="list-style-type: none"> • Communicating with parents – written reports, open door, see saw use, newsletter updates • 3 way learning conversations • Flexible homework provision • Sharing learning goals with parents • Share professional reading with parents as appropriate • Share termly curriculum plans with parents • Encouraging parents to be part of programmes • Parent Evenings • Use of facebook to share learning/events • Open communication between parents and teachers – including regular reminders about concerns procedures • Working in partnership – ‘with’, not ‘to’ • Community consultation with regards to policy/procedure review • Use of Seesaw to share learning
Progress & Achievement for all	Achievement Targets	<ul style="list-style-type: none"> • Developed collaboratively with staff based on data and shared knowledge • Monitored termly – who are we trying to shift? How can we do this? What support? • Target students identified with specific actions planned that are beyond BAU • Target students interviewed by teachers in relation to specific learning outcomes • Coaching for all teachers with regards to ensuring student progress • Regular Hub discussions – who needs support and wat strategies are successful / how do we know?
	Intervention	<ul style="list-style-type: none"> • Provision of staffing to facilitate extension/remedial programmes based on need • Hooked on Books, Early Words & Targeted maths programmes in place • Successful intervention strategies transferred to classrooms by teachers
	Data	<ul style="list-style-type: none"> • Data collated by Leadership and reflective questions posed to teachers • Detailed tracking of progress of all students, as well as cohorts, gender & ethnicity • Provision of achievement data and progress information for BOT • Data collected at the beginning and end of intervention programmes • Tracking of past target and intervention students as they move through the school • Clear IEPs and transition information in place to support students with learning needs