

Ingham State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

At Ingham State High School our motto is "Quality Educational Outcomes for All". Ingham SHS strives for excellence, inclusiveness, empathy, integrity, loyalty and participation in order to achieve clear accountable outcomes within a safe and supportive environment. Ingham State High School has both Junior Secondary and Senior Secondary departments. Our school explicit improvement agenda is based on four main aspects.

1) Literacy and Numeracy (with a particular focus on reading). Our aim is to ensure that all students are able to have an appropriate level of literacy and numeracy that not only allows them to access the curriculum at the school but also to be able to participate in either further training or the work force upon successful completion of secondary studies.

2) Student Outcomes. Our goal like yours is to ensure that all students are challenged to achieve outcomes that not only match their ability but push these students to strive for further success.

3) Quality Teaching. At Ingham State High School our Pedagogical model (how we teach) is based on the "Dimensions of Teaching and Learning". This model ensures that our classes have consistent practice across the school and that the elements of "good teaching" are clearly visible in all classes.

4) Indigenous Education. At Ingham State High School we aim to improve all student outcomes. Indigenous education is about ensuring that cultural perspectives of the indigenous culture are embedded across the school. The indigenous education aspect of our Explicit Improvement Agenda further reinforces our aim to ensure students from all backgrounds and situations are included as part of our inclusive approach to education.

Underpinning this explicit improvement agenda is our whole school values and rules program which is explicitly taught and modelled in our ASPIRE program and throughout all curriculum areas. The school is big enough to offer a comprehensive range of subjects yet still small enough to provide the personal touch. ISHS provides a wide choice of activities for students to participate in including cultural pursuits, community activities and sporting and academic pursuits. ISHS has an enviable academic record. Our PILOT centre allows our senior secondary students to study certificate qualifications, associate diploma, diploma and university courses as part of each student's tailored education program.

The students of ISHS continue to have excellent sporting success with school teams going on to compete at regional level and individual students achieving both State and National representation in a range of sports. The school support team includes a Chaplain, Guidance Officer, Community Education Counsellor, Youth Worker and Nurse. The school facilities upgrade is ongoing with significant investment going into the establishment of our recently awarded Trade Training Centre which will provide us with both a Science and Agricultural facility that would be the envy of most Australian schools. Ingham State High School is an industry leader in the areas of Automotive and Engineering.

Ingham State High School is the largest secondary facility in the Hinchinbrook Shire and has a long and proud tradition of offering top class secondary education to our students.

Principal's Foreword

Introduction

The intent of this report is to inform the local community, and other interested parties, about the characteristics of our school. This report includes data such as Year 12 Outcomes, NAPLAN results, our attendance percentages and enrolment numbers to give the reader a snapshot of our school. It also provides information on our staffing, our curriculum and our finances. Hard copies of the report are available, by request, through the school office.

School Progress towards its goals in 2016

The 2016 AIP outlines 4 key priorities:

- Quality Teaching
- Literacy (Reading and Writing) and Numeracy
- Indigenous Education
- Inclusive Practices

The school implemented the following actions organised within focus areas of Successful Learners, Teaching Quality, Principal Leadership and Performance, School Performance, Regional Support and Local Decision Making to achieve the key priorities.

1. Interrogated the school Pedagogical Framework to explicitly identify school curriculum and lesson design, and instructional and management expectations and strategies.
2. Developed and implemented Professional Learning Communities (PLCs) to build teacher capability through collaborative practice, including observation, coaching and mentoring.
3. Built data and learning walls to promote clarity and accountability around the learning journey of staff and students.
4. Embedded the reviewed Responsible Behaviour Plan for Students.
5. Implemented a school wide wellbeing framework.
6. Embedded Inclusive schooling practices.
7. Commenced a recruitment process to employ two pedagogical coaches to focus on school wide practices to implement effective strategies and address learning requirements to meet student literacy and numeracy needs.
8. Consolidated and extended the breadth and depth of school community partnerships and involvement in the teaching and learning process.
9. Formed a Strategic Attendance Action Group to implement a process for monitoring and meeting targets.

The school will continue to work towards the following priorities in 2017

1. Implement a school plan for the collection and use of data to support teachers to adjust pedagogy.
2. Implement an Indigenous Education plan

Future Outlook

The focus for 2017 is to work with staff on Quality Teaching and Learning and to improve student outcomes in Numeracy and Literacy (with a specific focus on reading). We will also extend the coaching and mentoring program to facilitate teacher observations, develop a school-wide reflective process and advance collaborative practices.

As part of the instructional coaching cycle we will work in Professional Learning Communities (PLC's) to upskill all teachers on how to teach reading through the elements of pre-reading, during reading and post reading, and the impact that this has on improving student outcomes. We will also invest in teacher development through the implementation of the 21C Mathematics cluster, including the engagement of regional office to support this.

Two pedagogical coaches will be employed by the commencement of 2017 and the targeted reading program for Year 7 will be implemented by the end of 2017. By the end of 2017, all staff involved in the 21C Mathematics cluster will have been supported through the cycle of co-plan, co-teach, co-reflect and co-assess.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	474	251	223	39	93%
2015*	530	287	243	59	92%
2016	482	246	236	58	92%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Our school draws students from 12 primary partner schools located within the Hinchinbrook Shire. The students of Ingham State High School come from a mix of rural and urban backgrounds. Most families are involved with employment relating to the major primary industry of sugar production. The population of Ingham is multicultural with people originating from Italy, Finland, England, Sicily, Ireland, along with several Indigenous groups. The student population is mostly stable, however enrolment continuity is affected by seasonal work.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	22	23
Year 11 – Year 12	18	16	16

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Ingham State High School continues to be innovative in its implementation of study programs in both Junior and Senior Secondary to ensure that our students have access to a curriculum that other students are able to access in the larger metropolitan areas. The curriculum allows for student progression based on student's career objectives. The senior secondary curriculum provides a comprehensive range of high quality choices. Through the PILOT centre, our students have access to study University subjects, Certificate IV and Diploma level courses.

Co-curricular Activities

Students of Ingham State High School are able to participate in a wide range of extra-curricular activities. These include:

- An instrumental music program, choir, signing choir, musicals and drama productions.
- Opportunity to participate in an extensive range of sporting activities including team sports and individual competitions.
- Leadership days and camps for students as well as numerous excursions, either subject-based or for enrichment.
- Bi-annual school ski trip.
- Students also participate in a range of activities which promote academic excellence. They can enter competitions such as Maths / Science and English competitions, ICAS, public speaking quests and foreign language competitions.
- School socials and in senior school the Combined Schools Ball
- Student participation in leadership activities and community involvement is strongly supported.

How Information and Communication Technologies are used to Assist Learning

The school's technology facilities have developed to an outstanding level with wireless networks operating across all buildings. A range of fully equipped computer laboratories, together with the provision of 3G-enabled laptop devices to senior school students.

All computers utilize up-to-date software to integrate new and exciting approaches to learning and teaching across the curriculum. Interactive data projectors and whiteboards exist across the school to assist the teaching and learning process.

Social Climate

Overview

Ingham State High School is a safe, friendly and caring community where striving for excellence, inclusiveness, empathy, loyalty, integrity and participation permeate all aspects of school life. The rights of each individual form the basis of our behaviour built on respect and the acknowledgement of responsibility. Our rules and values program is designed to promote and develop positive relationships between all members of our school community. Ingham State High School is a uniform school espousing the belief that the correct wearing of the uniform assists students to identify with the school and to feel positive about their learning environment.

Student leadership is fostered through a very active Student Executive, School Captains, a house structure with House Leaders and The Inter-Year Program (TIP) Leaders. A Junior Secondary leadership model expands the student leadership structure to include Junior Secondary Captains, Junior Secondary House Captains and Student Council.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	88%	93%
this is a good school (S2035)	100%	96%	91%
their child likes being at this school* (S2001)	97%	96%	84%
their child feels safe at this school* (S2002)	95%	96%	90%
their child's learning needs are being met at this school* (S2003)	95%	87%	88%
their child is making good progress at this school* (S2004)	95%	81%	91%
teachers at this school expect their child to do his or her best* (S2005)	95%	94%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	88%	84%
teachers at this school motivate their child to learn* (S2007)	95%	88%	81%
teachers at this school treat students fairly* (S2008)	87%	73%	77%
they can talk to their child's teachers about their concerns* (S2009)	95%	86%	93%
this school works with them to support their child's learning* (S2010)	92%	86%	82%
this school takes parents' opinions seriously* (S2011)	95%	84%	80%
student behaviour is well managed at this school* (S2012)	89%	82%	75%
this school looks for ways to improve* (S2013)	97%	88%	93%
this school is well maintained* (S2014)	95%	96%	93%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	90%	96%
they like being at their school* (S2036)	87%	81%	88%
they feel safe at their school* (S2037)	94%	84%	92%
their teachers motivate them to learn* (S2038)	90%	79%	92%
their teachers expect them to do their best* (S2039)	97%	89%	99%
their teachers provide them with useful feedback about their school work* (S2040)	92%	82%	90%
teachers treat students fairly at their school* (S2041)	73%	74%	80%
they can talk to their teachers about their concerns* (S2042)	78%	66%	87%
their school takes students' opinions seriously* (S2043)	75%	68%	84%
student behaviour is well managed at their school* (S2044)	74%	68%	84%
their school looks for ways to improve* (S2045)	91%	81%	96%
their school is well maintained* (S2046)	81%	87%	94%
their school gives them opportunities to do interesting things* (S2047)	88%	83%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	90%	86%
they feel that their school is a safe place in which to work (S2070)	97%	90%	97%
they receive useful feedback about their work at their school (S2071)	83%	69%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	73%	77%
students are encouraged to do their best at their school (S2072)	98%	94%	97%
students are treated fairly at their school (S2073)	96%	96%	95%
student behaviour is well managed at their school (S2074)	86%	56%	78%
staff are well supported at their school (S2075)	68%	52%	75%
their school takes staff opinions seriously (S2076)	70%	53%	72%
their school looks for ways to improve (S2077)	90%	83%	98%
their school is well maintained (S2078)	95%	87%	78%
their school gives them opportunities to do interesting things (S2079)	89%	73%	84%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Ingham State High School greatly values the input and contribution made by the parents of our students. Parents are encouraged to participate in the school through membership of the P & C, and other committees. The school recognises the importance of parent involvement and holds a range of activities including breakfasts, morning teas, lunches and information sessions to encourage parents into the school to foster a strong relationship between parents and staff.

Parent and community engagement is clearly demonstrated through the support of the Beacon program which embraces the philosophy that students put their hands up not out. The Beacon program relies on community support and engagement with the school.

As a fully inclusive school, Ingham State High School works closely with students, parents and other stakeholders to ensure that students with diverse needs are catered for both with curriculum adjustments and support inside and out of the classroom.

Respectful relationships programs

Ingham State High School values students getting along, being organized, being confident, showing persistence and developing resilience. The school has a gender neutral uniform and encourages all students to behave in a way that demonstrates safe and respectful relationships.

The emotional and physical wellbeing of our students is crucial to their success at school, as adolescents, and in their future lives. Ingham State High School has developed a Positive Youth Development (PYD) Program embracing the following philosophies that physically and emotionally healthy students are:

1. happy
2. able to deal positively with life's challenges
3. experience a sense of connectedness with the school and others, and
4. are well placed to develop into well-balanced and successful young adults

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	78	151	59
Long Suspensions – 6 to 20 days	5	7	1
Exclusions	3	1	0
Cancellations of Enrolment	0	1	2

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school aims to reduce the school environmental footprint wherever possible. Staff are encouraged to turn off lights, fans and air conditioners when not required and to minimise water wastage. Low emission lighting has been installed when lights needed replacement and there is a water catchment system installed in T block. Garden refuse is used for mulching and planting is taken from within the school where able.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	322,224	0
2014-2015	420,307	865
2015-2016	457942	6580

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	48	28	<5
Full-time Equivalent	45	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	14

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	31
Diploma	3
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$39,991

The major professional development initiatives are as follows:

- Whole school access to Queensland Curriculum and Assessment Authority training and events
- Growth Coaching
- Mentoring Beginning Teachers training
- Developing Growth Mindsets in the classroom
- Habits of Mind
- Quality Teaching and Learning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	75%	78%	75%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

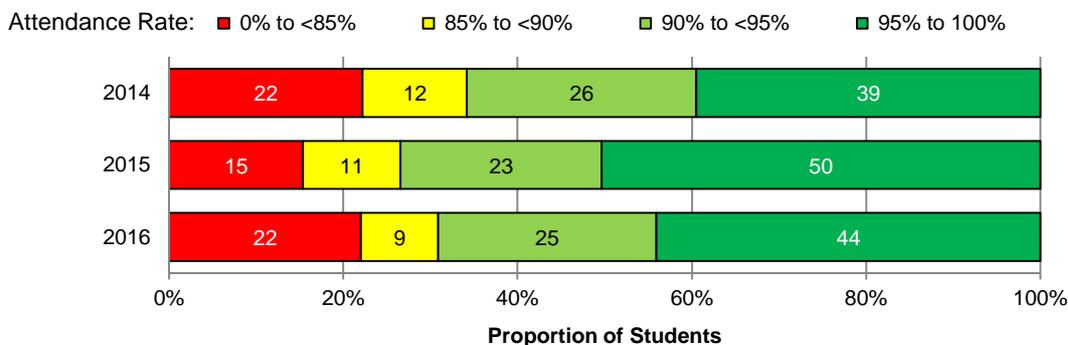
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									93%	88%	86%	89%	88%
2015								92%	90%	92%	87%	89%	90%
2016								92%	90%	84%	90%	91%	89%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Roll marking occurs at the start of each day during form or assembly. Attendance at classes through the day is confirmed by teachers electronically marking rolls every lesson. An accurate determination of student attendance lesson by lesson is readily available. There is a rigorous and documented daily follow up for students found to have been not attending either whole or part days. Parents are formally contacted in cases of an absence of 3 consecutive days without explanation.

In an effort to improve attendance, Ingham State High School adopted attendance challenges and awarded students who demonstrated outstanding attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked radio buttons: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	81	92	63
Number of students awarded a Queensland Certificate of Individual Achievement.	3	0	2
Number of students receiving an Overall Position (OP)	35	35	25
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	40%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	24	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	77	91	60
Number of students awarded an Australian Qualification Framework Certificate II or above.	53	79	60
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	71	88	61
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	60%	71%	80%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	74%	69%	52%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	96%	100%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	94%	94%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	1	13	12	9	0
2015	6	11	7	10	1
2016	1	10	2	12	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	73	48	9
2015	69	59	47
2016	27	60	22

As at 3rd February 2017. The above values exclude VISA students.

In 2016, students at Ingham State High School had the opportunity to complete a variety of Vocational Education and Training Qualifications which included: Certificate II Retail; Certificate II Engineering Pathways; Certificate II Automotive Vocational Pathway; Certificate II Workplace Practices; Certificate II Hospitality; Certificate II Sampling and Measurement; Certificate III Business and Certificate III Information Digital Media Technologies.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	97%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	133%	40%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.inghamshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Early leavers from Ingham State High School move to a variety of activities including, full time employment, apprenticeships and traineeships. Some students engage with job service agencies, while others complete certificate courses with TAFE or other RTOs. Some students continue to work with the school Guidance Officer or other support staff who assist them in contact with various support agencies and continues to provide career counselling for them.

Conclusion

Ingham State High School prides itself on the strong relationship it has with not only the school community, but also the wider community. Our school vision is to create an environment where students and teachers learn and grow, through collaboration and reflection, to enhance quality teaching.