

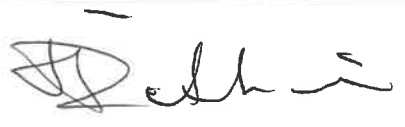


Roebourne District High School 2024 School Council – TERM 3

Minutes of Meeting				Acknowledgement to Country: Liz
Date:	5 September 2024 TERM 3			Business arising previous minutes
Time:	3:00pm			<ol style="list-style-type: none"> 1. Design an AFL shirt adding a story, Liz advised that a shirt will be designed for the new buildings by the students. 2. Art for redevelopment – Ross and Danielle forwarded contact information of the Wickham artist to Liz and Suzanne. 3. Information forwarded to Danielle regarding chairperson role. 4.
Location:	Roebourne DHS Meeting Room			
Chair:	Liz Ritchie (in absence of Chairperson)			
Attendees Community	Ross Humphries, Susan Grylls,			
Attendees Parents	Samantha Churnside, Bobbi-Jo Sedgwick			
Attendees Staff	Lexi Cassin, Leanne Fyfe, Suzanne Evans, Liz Ritchie			
Apologies:	Matt Warth, Beth Smith, Matt Hewitson, Danielle Geary,			
Agenda #	Item	Recommendations	Summary of Discussion	Actions
1	Term 3 update	RDHS School Update Term 3 2024 – Liz Ritchie	<ol style="list-style-type: none"> 1. Personalised pathways for every student 2. Growing strong together 3. Engaged & Excited learners. 4. Academic success for a strong future <p>Structures & Programs in place. Kindilink transitions move over to the RDHS site out of the Child Parent Centre. Will this affect numbers to the program due to other programmes running at the same time with limit numbers in the community to participate for programmes to be effective.</p>	Attached powerpoint RDHS School Update Term 3, 2024

			<p>Curriculum Coordinator for past 2 years to guide support planning for teachers. Tracking students' development using the Multilit programs, intervention with instructional tutoring to extend students and using Minilit to bridge the gap. Tutoring provided by a qualified teacher over 30 minutes to 3 hours blocks with senior students.</p> <p>Connected Learning, on country learning of plants and animals. Engaged and excited learners, Term 3 inquiry topic: Damper through science, languages, HASS and The Arts – visuals. Engaged and excited learners with formalised partnerships, Yandi , Polly Farmer Foundations, STARS, Swans, Big hArt, TAFE & RTOS and 4uFoundation.</p> <p>RDHS has invested in instructional leaders to drive improvement through three roles: Curriculum Coach, Big Picture Coordinator and Student Services Coordinator.</p>	
2	Attendance data & strategy		<p>Roebourne DHS currently sitting with 68% students at risk. The early years show the strongest attendance, with some students who do not attend, reduces the overall percentage for the school.</p> <p>A student support officer will be appointed to work with children with anxiety in attending school.</p> <p>The Chaplain, Student Services and Attendance Officer recently held an event at 5 mile with families to encourage the relationship with the school community.</p> <p>It was asked to brainstorm ideas for building strategies around attendance. It was noted that the RSAS program had evidence of success to work with families in the attendance as this was their sole job. This also provided jobs to community members.</p>	Liz to take suggestions to the Education and Training Balagarni meeting.

				<p>Ideas: Speedway, Go carts, etc. Having identified places around the community for students to be picked up by an attendance provider. Like a bus stop with information, colour, painted by the students. Andover Park could be a pickup point. Students can get them selves to the pickup points. Clear pathways from residential area to school.</p>	
3	Funding and KREI			<p>Appointed a qualified teacher to support tutoring to extend students and OLNA testing. Students have 30 Minutes to 3 hours of tutoring. Curriculum Coordinator appointed for the past two years to support teachers and track evidence of success. Minilit program used to bridge the gap in literacy. We have recently appointed a young Aboriginal school leaver as support staff to build the capacity of local knowledge. 2024 started with RDHS short staffed. 2025 is looking hopeful with a lot of interest from qualified teachers. We are finding it increasingly difficult to employ qualified support staff in special needs. Roebourne DHS is in a financially good position; planning had been in place before the new building development for technology and other minor equipment like shelving and storage to support the organisation of learning in classrooms. Funds held in reserves were transferred to a Bank Term Deposit to earn interest for extra playground equipment.</p>	
Meeting Closed	4:00pm	Next Meeting date	Term 4 21 November 2024	Chairperson signature	Date



on behalf of
Danielle Gray

4/9/24

Roebourne District High School



RDHS
School
Update
Term 3, 2024

Roebourne District High School

2024 – 2026 BUSINESS PLAN

Family and community partnerships with the school are formalised.

A culturally responsive approach to behaviour management and student wellbeing is embedded in the school.

Structures and practices are in place that privilege student voice, choice and leadership.

Together, the school and community recognises and responds to challenges, & celebrates learning and success.

Growing Strong Together

A two-way, inquiry based program (Connected Learning) is developed, documented and implemented.

RDHS will be an accredited Big Picture Education Australia school.

RDHS Attendance Strategy is clearly articulated and implemented by all stakeholders.

Formalised partnerships with external organisations enhance the educational opportunities for our students.

Personalised Pathways for Every Student

Quality education and practices in the Early Years underpins positive learning trajectories.

Individual documented plans and targeted intervention supports are in place for students.

Year on year progress in Literacy & Numeracy learning is understood and achieved.

Young people finish school with an actionable post-school plan in place.

Academic Success for a Strong Future

High impact teaching strategies for all students are embedded through the RDHS Instructional Playbook.

The whole-school expectations for curriculum planning and delivery reflects research and culturally responsive practice.

Rigorous assessment and use of data is used to inform all levels of planning within the school.

Teaching staff demonstrate consistent application of highly effective practice, underpinned by the RDHS Coaching

Engaged & Excited Learners

Personalised pathways for every student.

Quality education and practices in the Early Years underpins positive learning trajectories.

Structures & Programs in Place

CPC

The Gurlu Gurlu Maya Child and Parent Centre (lead by DoE office of Early childhood), facilitated by One Tree Community Services. RDHS is the host school and chairs the Local Advisory Committee.

KindiLink

RDHS is funded under a targeted initiative to facilitate KindiLink for 0-3 years. Teacher and AIEO employed by the school deliver the program, currently at the CPC, with the plan to transition to the Early Years hub in 2025.

Kindy Transition

Supporting a smooth transition to school is a priority with funding from the KREI utilised to provide a supported enrolment and transition program in Term 4 for students (and parents) starting Kindy the following year.

NQS

RDHS's Early Years operational plan includes an NQS action plan, this is to move the school to achieving all standards (as opposed to working towards) as identified in the annual NQS self-assessment.

Curriculum & Assessment

Foundational Literacy and Numeracy skills are a core curriculum. Closing the Gap (federally funded) partnership with MultiLit provides consistency in Literacy instruction and assessment across the Early Years. These assessments provide data for verifying the Year 1 Phonics assessment.

Health

Partnerships with WACHS for on-entry screening. School Nurse attends onsite twice per week. Referral processes are in place for allied health services. NDIS early intervention funding is being accessed by a number of families which brings some challenges managing external health providers onsite.

AEDC

AEDC data collection occurred in Term 2, 2024. This data is used to inform KindiLink planning and priorities. Last data collection occurred in 2021. Plans will be reviewed when the data is released in 2025.



Academic success for a strong future.



High impact teaching strategies for all students are embedded through the RDHS Instructional Playbook. The whole-school expectations for curriculum planning and delivery reflects research and culturally responsive practice.



Structures & Programs in Place

Teaching for Impact

As recommended through our 2022 PSR report, we use the Teaching for Impact frame to guide curriculum planning, delivery and assessment. This is clearly evident in our operational level of planning, guiding classroom practice.

Scope & Sequences

Our L3 Curriculum Coach has led the development of contextually relevant scope & sequences for key learning areas, Social Emotional Learning, our 'Connected Learning' program and the Big Picture design for learning. These guide teacher planning and classroom delivery.

Instructional model

The key elements of 'Teaching for Impact' combined with language from the Big Picture learning cycle have informed the RDHS instructional model. This articulates our planned learning cycle and lesson design.

Planning Tools

Consistency between classrooms is being established through the provision of planning tools. These include powerpoint teaching templates, unit overviews, weekly workpads, interactive planners and term planners.

Programs & Partnerships

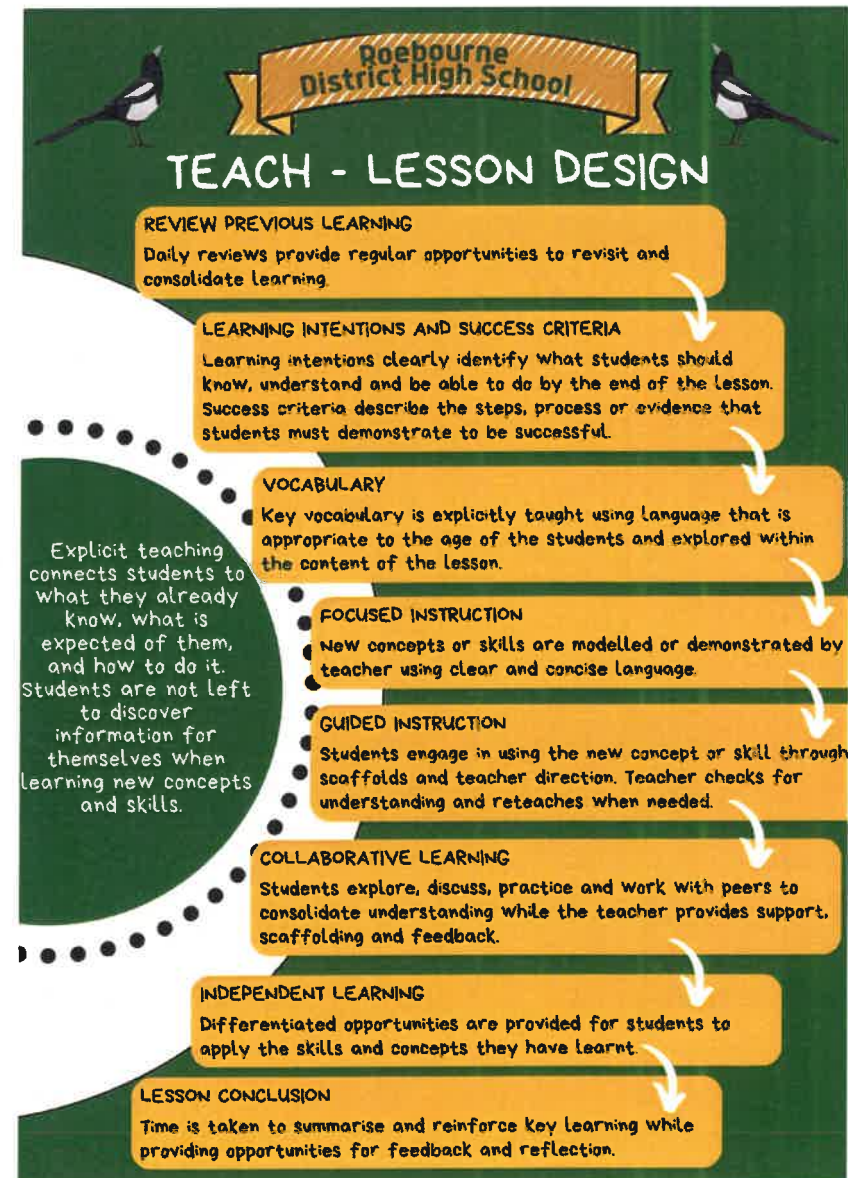
The MultiLit suite of programs provide Tier 1 explicit Literacy instruction as well as intervention programs, including online tutoring. Berry Street Education Model is being embedded through professional learning and curriculum development. Ochre Education maths resources are utilised in the Primary and Maths Pathways in Secondary.

Assessment schedule

Assessment schedules, guidelines and accountability are being established in the school. These assessments and use of data are being used to inform all levels of planning within the school.

Academic success for a strong future.

High impact teaching strategies for all students are embedded through the RDHS Instructional Playbook.



Engaged & excited learners

A two-way, inquiry based program (Connected Learning) is developed, documented and implemented.

CONNECTED LEARNING UNIT OVERVIEW

PRE-PRIMARY

INQUIRY TOPIC : DAMPER

Students will explore how to make Damper, and how other plants can be used for bush medicine

KNOWLEDGE HOLDERS
Who else knows about this unit?
STEER – Miss Bice
The properties of natural and processed materials and the ways they interact and change
Languages – Miss Sonya
The process of making damper and different ways it can be cooked and prepared
Local Experts
Cherylea Walker – Pilbara Bush
Remedy Clinton Walker –
Nurrungga Tours Yindjibarndi Rangers

KEY VOCABULARY What are the Yindjibarndi Word and SAE translations?

Yindjibarndi What are the Yindjibarndi Word and SAE translations?	Yindjibarndi What are the Yindjibarndi Word and SAE translations?	Yindjibarndi What are the Yindjibarndi Word and SAE translations?
Yindjibarndi What are the Yindjibarndi Word and SAE translations?	Yindjibarndi What are the Yindjibarndi Word and SAE translations?	Yindjibarndi What are the Yindjibarndi Word and SAE translations?
Yindjibarndi What are the Yindjibarndi Word and SAE translations?	Yindjibarndi What are the Yindjibarndi Word and SAE translations?	Yindjibarndi What are the Yindjibarndi Word and SAE translations?
Yindjibarndi What are the Yindjibarndi Word and SAE translations?	Yindjibarndi What are the Yindjibarndi Word and SAE translations?	Yindjibarndi What are the Yindjibarndi Word and SAE translations?

Science
How can materials change in different circumstances?
How can materials interact to become something new?
Why do we cook Damper in the coals of a fire?

Languages
How has making Damper changed over time?
How do you make Damper?

HASS
How do different cultures access food i.e. hunting and gathering?
What foods do different countries/-cultures eat? How are they sustainable?

The Arts - Visual
How can we use lines to draw bush medicines?
What art techniques can we use plants for i.e. pressed flowers, plant sculptures, making paint?

STORY TELLING
What are some key events, places and people for this time of year and/or topic?
01 Cassack
Pearling ship wreck
Leprosy Quarantine – Beazout Island and Cassack
02 Culture Camp – Ngarrluma Country
Wage stealing/walk offs (1946 strike, Tony Stuart and Patricia Roberts)
03 Mining
The ways mining has impacted the local area (pollution, sustainability, ecosystems)

RESOURCES What are some useful resources/activities and where can I go for more information on this topic?

Procedure/recipe writing	Add your thought here	Add your thought here	Add your thought here	Add your thought here
--------------------------	-----------------------	-----------------------	-----------------------	-----------------------

KEY CONCEPTS Links to Year 1 SCSA Curriculum

HASS Mapping familiar places (ACHASSK014) Features of local areas (ACHASSK015)	Visual Arts Mapping familiar places (ACHASSK014) Features of local areas (ACHASSK015)	Science Mapping familiar places (ACHASSK014) Features of local areas (ACHASSK015)	Digital Technologies Mapping familiar places (ACHASSK014) Features of local areas (ACHASSK015)
---------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------

SEASONAL CALENDAR
What can we see on the calendar for this time of year?
MONTHS
July
August
September
Garrwarn – Yurluwarningu
Muhlu
Garrwarn – Nuthangga
Garrwarn – Mardulilla
ANIMALS
Bithardni (Galah) nesting
Gurumandu (bungarra) hibernate
PLANTS
Kanji flowers bloom
Garlumbu flowers
Gardangu (Bush Lilly) sap of the Kanji

BUSH PLANNER
What are some key ideas to get my classroom bush planner started?

WATER	SKY & WEATHER
PLANTS Kanji (Acacia) Garlumbu (bush tomato)	ANIMALS Galah

CONNECTED LEARNING

CONNECTING OUR LEARNING TO COUNTRY, COMMUNITY AND CURRICULUM

ONE TERM AT A TIME

- Inviting teachers to think about how this will look in classrooms, starting with the unit "Tracks"
- Drama, Science and Technologies linked through animal sounds, size and movements

PROFESSIONAL LEARNING

- Two-way Science and Living STEM
- Connecting cultural knowledge of local community to STEM curriculum
- Mingullatharndo, 5 Mile Community staff visit

START

PLANNING

UNITS

EXPERTS

DAMPER

LOCAL KNOWLEDGE HOLDERS

- Involving Community in the process through the Advisory Group
- Two-way teaching opportunities created with Community

FIRST MEETINGS

- Starting to gather local knowledge of history, Country, plants and animals
- Thinking about how the curriculum can be used to share this knowledge

FIRST FULL UNIT TRIAL

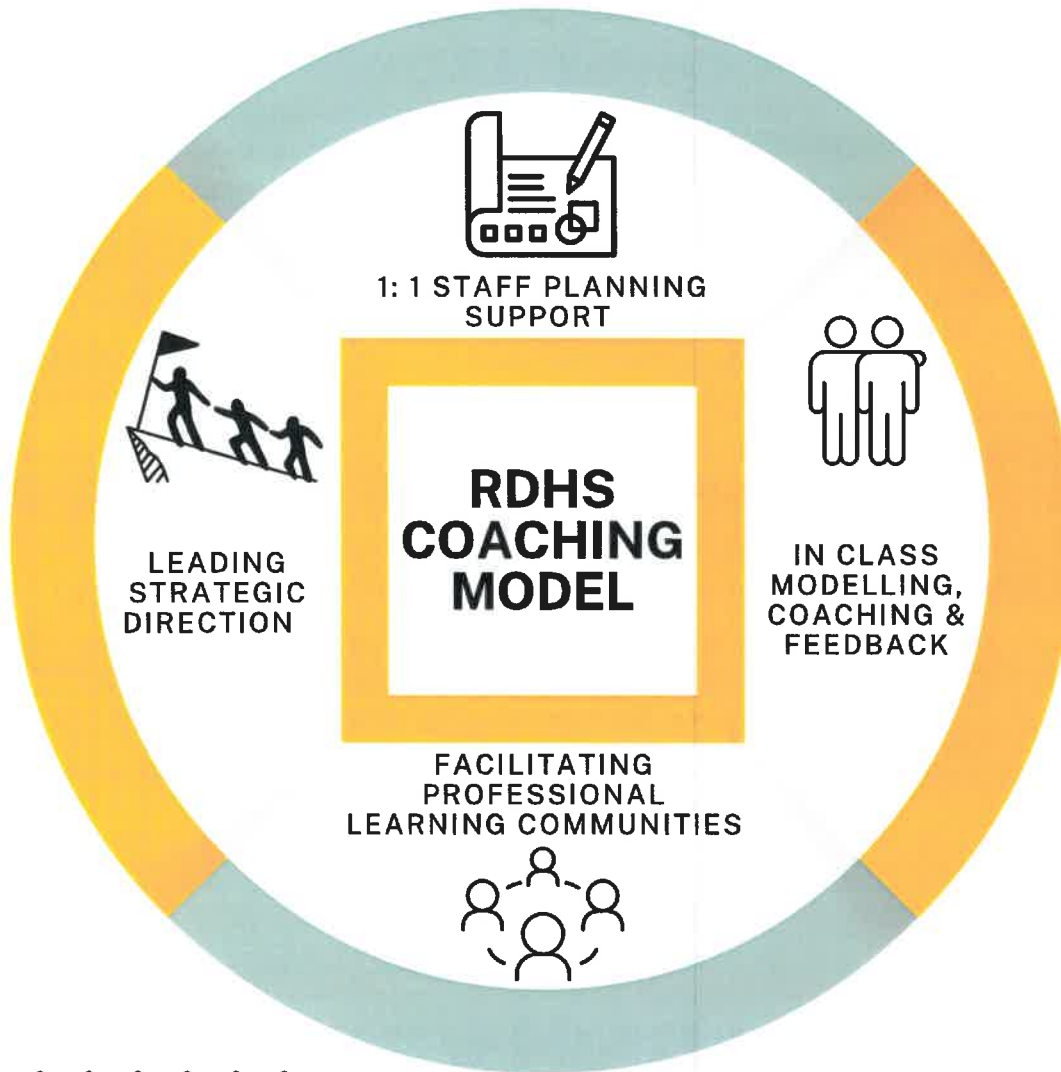
- Term 3 Unit, Damper to be the first unit with On Country visits and Community input for students



Academic success for a strong future.



Teaching staff demonstrate consistent application of highly effective practice, underpinned by the RDHS Coaching Model.



RDHS has invested in instructional leaders to drive school improvement through the following Level Three Program Coordinator roles:

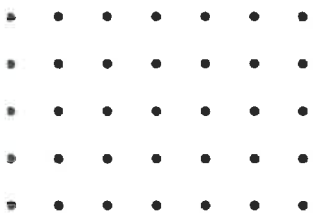
- Curriculum Coach
- Big Picture Coordinator (DoE HALT initiative)
- Student Services Coordinator

We also coordinate and support external coaching opportunities for staff:

- Big Picture Learning Australia – coaching visit per term funded through KREI
- MultiLit coaching support
- Statewide Services

Roebourne DHS is involved in the Complex Behaviour Support Coordinator project – funded 0.2 FTE in 2024

Roebourne staff are supported by leadership to engage in the Karratha Education Network PLC projects.



Engaged and excited learners



Formalised partnerships with external organisations enhance the educational opportunities for our students.

Partnerships

Yandi

RDHS has been authentically involved in the 6718 Yandi for Change group. We are active participants in the Education and training Balagarni and the Principal participates in the leadership table meetings.

Polly Farmer Foundation

PFF delivers a Primary Learning Club (under the banner of Follow the Dream). This is an in-school model that provides tutoring, STEM club, school radio program and incursion/excursion opportunities.

Stars

Stars is a jointly funded girls engagement program. Funding is Commonwealth, state and school (through the KREI). It is largely a pastoral care program for female students Year 4- 12.

Swans

Swans provides secondary male students with 1 contact period per week and offers a few projects for the students to get involved in. It is currently funded through KREI and they receive from NIAA funding for their out of school youth services.

Big hART

Big hART facilitate Digital Arts interested-based projects that our students can opt into each term. They draw on their network of artists to provide expert mentoring and workshop delivery. Students incorporate their projects into their portfolios.

TAFE & RTOS

We utilise VETiS school allocated hours, Aboriginal school-based traineeships and our VET targeted initiative funding to engage students with skill sets and certificates in area of interest.

4u Foundation

Formally known as the IF foundation, they have a history of partnership with the school through the REI (prior to the KREI). They are providing some Artist in Residence, choir and drama opportunities for our students.



Growing Strong Together



A culturally responsive approach to behaviour management and student wellbeing is being embedded in the school.

Key Initiatives

Reducing violence

2021 saw a high number of suspensions in the school due to violent and aggressive behaviour towards staff and students. There was a clear need to focus on creating a safe and orderly environment.

Action Plan

Growing Strong Together team formed an action plan developed to embed trauma informed, culturally responsive practices at a classroom level, through operational processes and in strategic planning. School Psychology service highly involved in the process.

Team

Student services team consists of our Coordinator, Attendance Officer, Student Support Officer (starting this term), Chaplain, School Psych & Complex Behaviour Support Coordinator.

Berry St

Professional learning, implementation of whole school strategies, explicit SEL lessons and development of scope & sequence and curriculum planning documents linked to the Personal and Social capabilities in SEN reporting.

ACSF

RDHS utilises the Aboriginal Cultural Standards Framework to self-assess progress towards a culturally responsive school. Cultural Awareness PL has been priority and utilising the AIEO team as cultural advisors to guide planning.

Collaboration

The school is clearly articulating our role in student health and well-being. We view challenging behaviour and attendance as indicators of a need in this area, rather than in isolation. This requires referrals and engagement with other agencies and organisations. We are a key stakeholder in the Roebourne Child and Youth at Risk Meetings.



Growing Strong Together



RDHS Attendance Strategy is clearly articulated and implemented by all stakeholders.

Strategies

Breakfast 	Health Needs 	KindiLink 
Fruit & Lunches 	Transport 	Explaining Absences 
Clothing 	Therapeutic supports 	Family involvement 
Hygiene 	Cultural responsiveness 	Celebrating success 

The school implements a range of universal strategies to address the following:

- Students' immediate needs can be met at school.
- Physical, psychological and cultural safety is prioritised in the school environment.
- We are attempting to establish positive attendance patterns are established in the early years.
- School - Family communication forms the basis of our approaches to responding to low attendance and disengagement.

Student Services Team are undertaking a 'family engagement' approach for students requiring Tier 3 supports for engagement with school.

We are trialling an out-reach engagement program for senior students who have been chronically disengaged with school.

Personalised Pathways for Every Student



Young people finish school with an actionable post-school plan in place.



OUTREACH PATHWAY PLAN

EXPLORING INTERESTS

- Interest workshops
- Workplace visits
- Community activities
- Finding mentors
- Job tasters

WANT TO MAKE A CHANGE!

- Connect with advisor
- Gather your team
- Meet regularly
- Start a plan
- Health & well-being goals

ENTRY LEVEL COURSES

- Cert II level courses
- Industry specific
- Workplace learning

YOUTH EMPLOYMENT

TRAINING

INTERESTS

JOB

SKILLS

EMPLOYMENT

- Entry level job
- Traineeship
- Apprenticeship

START

INDEPENDENCE PORTFOLIO

- Get all your IDs
- Tax File Number
- Bank account
- L plates & driver licence

ID

JOB READY TRAINING

- Adult Literacy & Numeracy
- Short courses
- 'Cards'
- Tag-along work days
- Internships
- Cert I courses





RDHS will be an accredited Big Picture Education Australia school.

The Story so far

- In 2018, as part of the West Pilbara Plan, the WA Department of Education (DOE) engaged the services of Big Picture Learning Australia (BPLA) to support the school to implement BPL. The school's intentions at that time were: to better meet the interests and needs of students, provide clear documentation of student work and progress, and to increase the number of students successfully completing school.
- Three advisories were introduced to start 2018. One for Year 7/8, one for Year 9/10 and a Senior School Advisory. Students worked in advisory for a large part of each day. Staff had a focus on developing relationships with students and families over time. There was a commitment to developing a better understanding of cultural practices and ceremony.
- Leaders worked with BPL Coaches and DOE Principal Consultants to consider how the alignment of the BPL design and the Aboriginal Cultural Standards Framework (ACSF) could help them to be more culturally responsive. In the first two years, BPL implementation was supported by agencies outside of the school.

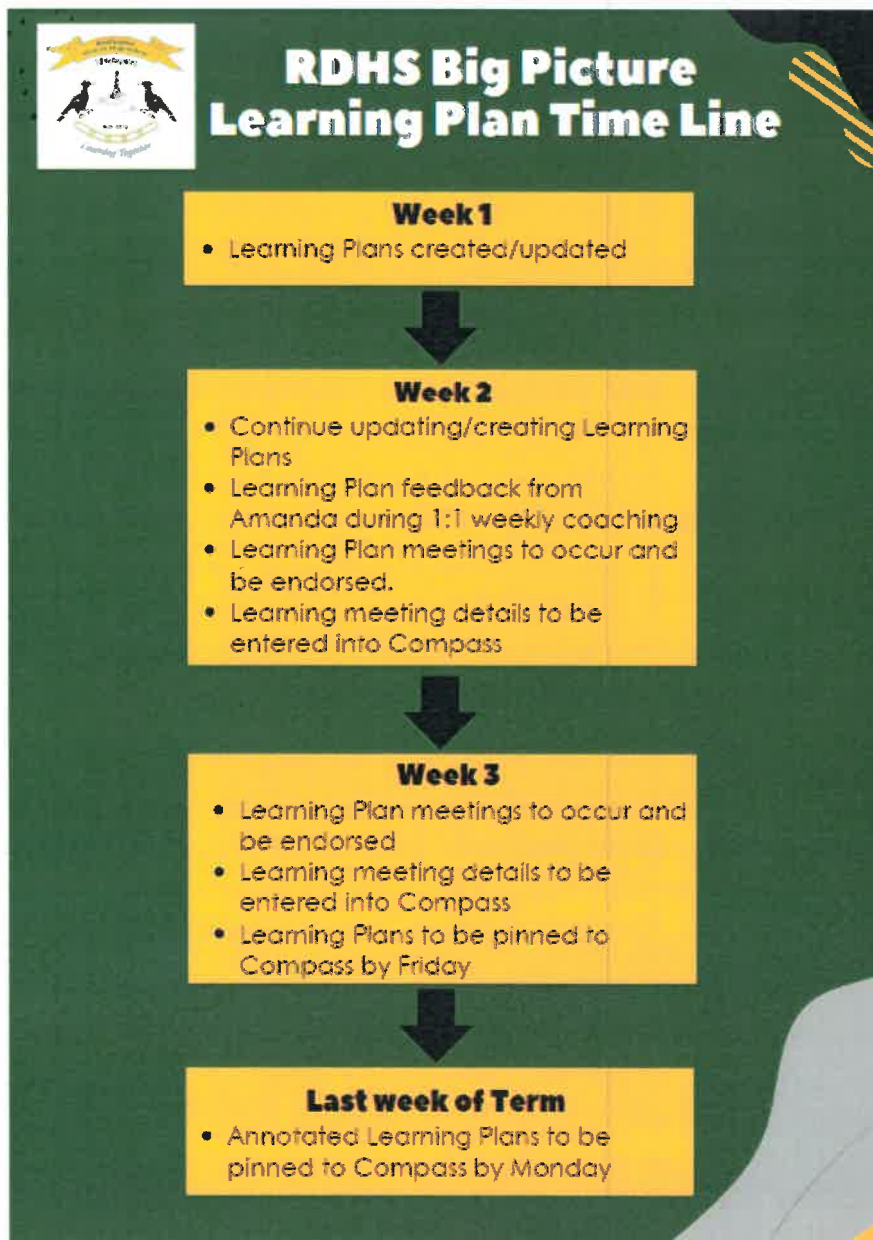
The developing story

- All leaders and staff working with high school students are trained in BPL, this includes Stars and Swans Academy staff. The school hosted BPLA Foundation Courses in 2022/23/24 and RDHS leaders are focused on developing a Big Picture Network in the Pilbara.
- RDHS continues to organise opportunities across the network to join them for training, International Big Picture Learning Credential (IBPLC) moderation and collaborating to develop, strengthen and share resources.
- From 2023, weekly coaching sessions and Teacher Advisory meetings with the school Curriculum Coach were scheduled and prioritised. Staff engaged in journaling, accessed and explored BPLA resources, and worked together to discuss student interest and develop learning plans, project and internship opportunities.
- The Learning Through Internship (LTI) Coordinator worked to connect young people with experts and mentors in community and the world.
- A focus was placed on developing whole school documentation, including a BPL Scope and Sequence Document.
- Staff think deeply and act deliberately to build and strengthen connections with families and community. They understand the opportunities that the BPL design provides them to do so and through the RDHS Coaching Model the work to prioritise the "families are enrolled too" distinguisher is ongoing.

Engaged & Excited Learners



RDHS will be an accredited Big Picture Education Australia school.



Sean's Exhibition Term 2, 2024

Communication

In the Tafe workshop seeking advice from the teacher.

Knowing How To Learn

A snapshot of Sean's exhibition: He invited his mum and sister and showed them the toolbox he constructed as part of a Careers Taster Program earlier this term at the Roebourne TAFE. He reflected on his experience at TAFE in a workshop and how he knows he learns best when it's hands on and real. Sean shared that the experience has inspired him to explore the construction industry and complete his white card so that he can leave school to learn more often.

Sean is pictured with his mum & sister. Holding the toolbox he constructed at Tafe.

Empirical Reasoning

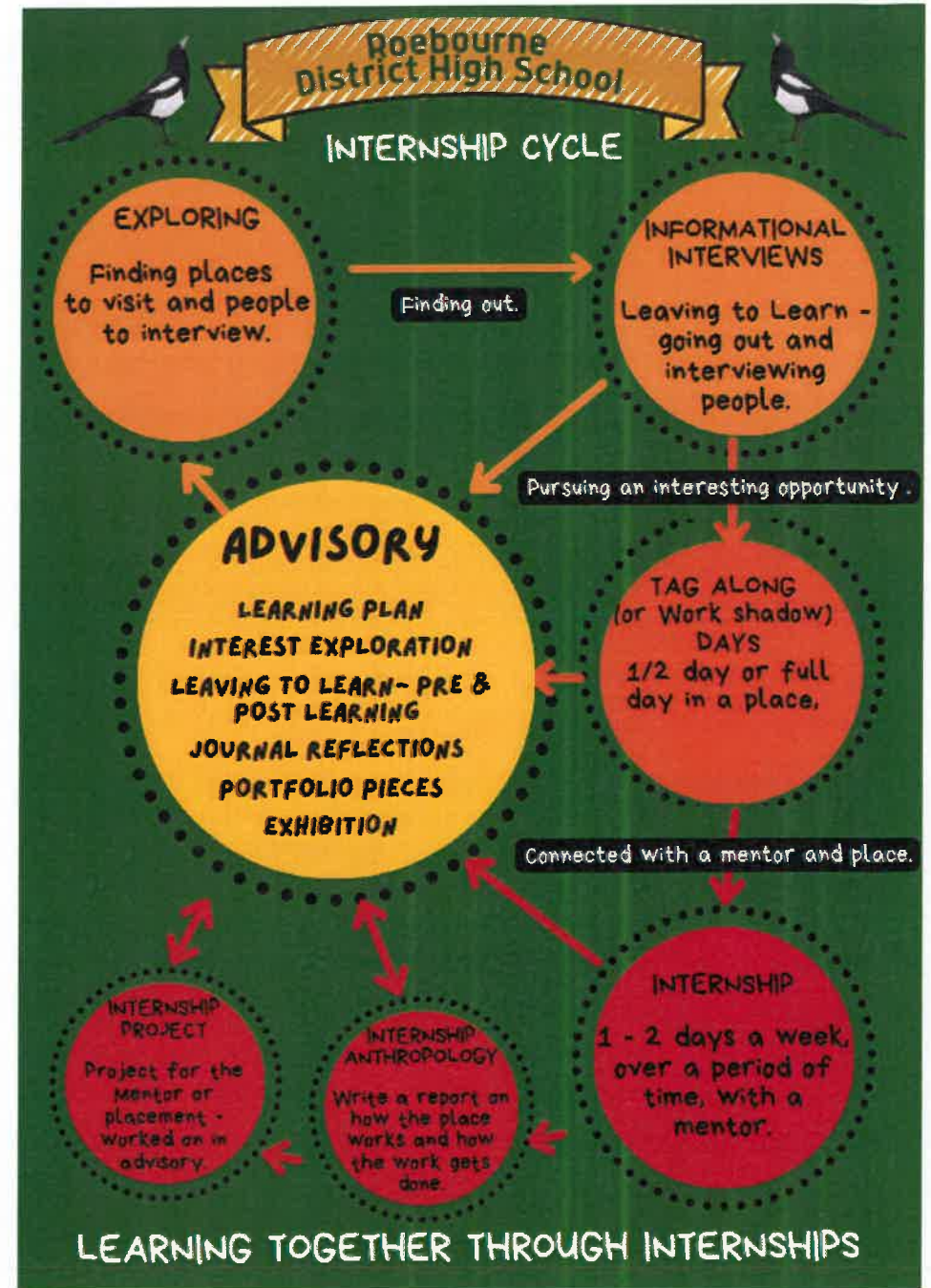
9/10 Advisory



Engaged & Excited Learners

RDHS will be an accredited Big Picture Education Australia school.

- At RDHS, students begin to engage with the Internship cycle from Year 9. We call this 'Learning Through Internship' (LTI).
- Wednesdays are timetabled "LTI" days for the Year 9/10 Advisory, Tues/Thurs for 11/12. On these days, they should be working towards, or on, a tag along day or an internship.
- The Internship Coordinator assists the advisory teacher with connecting students with people and places of interest.
- The Internship Coordinator:
 - Has developed a database of potential workplaces and mentors
 - Produces WPL permission slips and forms from RTP.
 - Conducts site safety checks
 - Supports/plans logistics of getting students to interviews, Tag Along days & internships.
- We are developing more efficient excursion proposal/permission processes to ensure that we don't have barriers to students getting out.
- Students are supported by their advisory teachers, academy staff & internship coordinator to develop their Independence Portfolio. This includes items such as USI, TFN, resume etc.



Engaged & Excited Learners



RDHS will be an accredited Big Picture Education Australia school.

The Future Story

- RDHS are working towards becoming an accredited BPLA school by 2026.
- The appointment of a Big Picture Program Coordinator from 2024, will see RDHS move towards the development of an internal BPL School Coach who works closely with the current Curriculum Coach. The intention behind this particular role is to hold the design in place hence enabling the enactment of the school's latest business plan (RDHS 2024-26), leading the Pilbara BPL Network and supporting staff to embed high impact teaching strategies.
- Refinement of the schools BPL Expectations booklet to better align with their new Scope and Sequence document is underway which, when coupled with, a suite of resources to be shared on social media and in the broader community will aim to continue to build understanding of the BPL design amongst all stakeholders.
- In the senior years, the IBPLC provides culturally responsive and authentic ways to capture the capacity and competencies of young people. This happens both in and out of school; through kin, community and on Country. RDHS is in its third year of having Year 12 students leave with the IBPLC and is committed to developing an actionable post school plan for each student.
- The School Community aspire to raise the profile of secondary schooling at RDHS within the community, the Pilbara Network and more broadly by providing an authentic example of how quality implementation of the BPL design can attend to the challenges that a variety of vulnerable contexts face. They wish to become a school that utilises a coaching lens to sustainably support the professional growth of staff as high impact teachers and emerging leaders with the ultimate goal of improving outcomes for all young people in their care, one student at a time in a proud community of learners.



Latisha Parker

[Create Portfolio](#) [Video Profile](#)

Successful completion of High School at Roebourne District High School - 2022

Advisory Teacher Statement

Latisha is a kind and respectful young person who has strong interpersonal skills and issues group success over individual achievement. This strong moral compass has seen Latisha organically develop into a strong leader among her peers at Roebourne District High School. With a calm, relaxed personality, Latisha leads by example and is not afraid to take on new challenges or take on conversations. This resilience and positive role model behaviour are also evident when Latisha takes to the basketball court. Latisha is always the player encouraging her team members, working hard in defence and in attack, never dropping her head, and always leaves all her effort on the court. Latisha also gives back to the basketball community by running/ volunteering to umpire during the weekend competitions. Latisha displays the attitude and personal qualities that will ensure she is successful as she pursues future employment in the Health Industry.

Assessments

Knowing How to Learn - Level 2
Students at this level take initiative and frame inquiry questions around one area of interest.

Social Reasoning - Level 2
Students at this level recognise that there are different ways of investigating social issues.

Communication - Level 2
Students at this level are prepared to try out new modes of communication in order to expand their repertoire.



What do these areas mean?

Personal Qualities - Level 3
Students at this level are developing increased personal, physical and social awareness. They analyse their strengths and draw from their experience to prioritise what is required for personal growth.

Quantitative Reasoning - Level 1
Students at this level are willing to have a go at using mathematics they are familiar with to understand situations.

Emotional Reasoning - Level 2
Students at this level are asking questions and can plan and undertake processes to explore their areas of interest.

