

Leamington School Analysis of Variance - 2018



| Area | Background | Focus Areas / Things wanting to achieve <div style="display: flex; justify-content: space-between; font-size: small;"> New Initiative Development Area </div> <div style="display: flex; justify-content: space-between; font-size: x-small;"> Consolidation Area Maintain Area </div> <div style="display: flex; justify-content: space-between; font-size: x-small;"> 2017 2018 2019 2020 </div> | | | | Outcome |
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Initiatives specifically targeted at Using Achievement Data to raise achievement

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| <p>Continue to monitor student achievement in literacy and numeracy and target programmes appropriately, with a particular emphasis on:</p> <ul style="list-style-type: none"> - Maori - Boys | <ul style="list-style-type: none"> ➤ Literacy and Mathematics has been identified as part of core business for Leamington School. Assessment data consistently shows variance in gender. ➤ Investigations into disparity between Maori and Non Maori student achievement is on going, particularly Maori boys.. ➤ Challenges in achievement suggest pre-literacy skills, and engagement for boys and Maori in particular. ➤ Involvement in CCoL has identified shifts in writing achievement for Maori and boys as an outcome. | <p>Continue to closely monitor student achievement in literacy and numeracy and provide targeted interventions as required (including Booster Groups).</p> | | | | <p>Complete</p> <p>Final Results</p> <p>Reading</p> <p>Math</p> <p>Writing</p> <p>Whole School Results At or above (based on progressions)</p> <p>Boys Reading 81/124 (65%)</p> <p>Boys writing - 75/123 (61%)</p> <p>Boys math - 100/124 (81%)</p> <p>Maori Reading - 24/40 (60%)</p> <p>Maori writing - 30/66 (45%)*</p> <p>Maori Math - 26/40% (65%)</p> <p>*Note - there is a difference in numbers to other Maaori due to a different proportion of children identifying as Maaori in this data set due.</p> |
| | | <p>Raise achievement in Literacy and Numeracy, particularly focusing on children identified as having indicators of future underachievement which could lead to difficulty accessing the curriculum</p> | | | | <p>Complete - Booster groups in Numeracy have shown an increase in achievement relative to other areas. in 2019 we will develop a targeted literacy booster group program based on the Numeracy booster group.</p> |
| | | <p>Closely monitor children underachieving through short grained TAI to raise achievement.</p> | | | | <p>Completed through PLIC process.</p> |
| | | <p>Achievement Targets based on National Standards achievement expectations</p> <ul style="list-style-type: none"> • Maintain and extend where possible achievement for all boys and Maaori above 80% in Year 4 and above in reading, writing and math. <p>(At or above the National Standard)</p> | | | | <p>See above.</p> |

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| | | Develop a database of potential early indicators that could help build a picture of causes of underachievement beyond easily recognisable markers. | | | | | Complete. We now have a database of needs of children that sit outside of academic attainment. This did not point to any clear patterns that could lead to underachievement. The only conclusion that we could draw is that a great many of our underachieving students have a wide range of other factors that contribute to their success. However, the same can be said for other student also. We will continue this into 2019 to see what other opportunities arise. |
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| Booster Groups | <ul style="list-style-type: none"> ➤ Achievement data shows that children that have had booster group intervention make accelerated progress. ➤ However, due to the administrative responsibilities of those that do booster groups, these often fall away at times through the year. ➤ Staff specifically employed to run booster groups prevent this fall away factor. ➤ The purpose of a booster group is to allow a short boost to help a student maintain momentum in a typical class program and increase self-efficacy. | Continue the effective implementation of booster group program in literacy and numeracy. | | | | | Complete. Reports to the BOT submitted through the year. |
| | | Use data to monitor the ongoing effectiveness of the booster group program. | | | | | As above |
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| | | Make a recommendation to the BOT about the continuation of the booster group program into future based on data and budget recommendations. | | | | | Complete. Recommendation is to continue and extend to literacy if finances allow. |
| | | Longitudinal data collected on students who are involved in Booster groups to monitor their progress over time to help better understand their progress post intervention. | | | | | Ongoing. School wide data in numeracy is higher than other monitored curriculum areas. |

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| Effective use of assessment data | <ul style="list-style-type: none"> ➤ We collect a wide range of assessment data to allow us to make informed decisions on student achievement. ➤ Ongoing reflection on how to use this information to form hunches about future action ensures effective intervention | Use assessment map to spread assessment over year | | | | | Complete |
| | | Redevelop assessment analysis tool to support teaching that identifies hitches, next steps and impact of interventions for class, team and achievement challenge students | | | | | Complete. Linc-Ed is causing us to ask many questions about how we use our data to inform tomorrow practice. Moving forward we want to develop learning outcome goals and learner outcome goals. |
| | | Teachers involved in analysis of assessment data and identifying next steps in team meetings | | | | | Complete. Time is often the barrier here - not motivation. Lack of release time to focus on reflection is an ongoing barrier. |

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| Linc Ed Implementation - Working with all stakeholders to ensure the roll out of Linc Ed exploits the potential of the tool to maximise effectiveness for teachers, administration, reporting to parents, assessment - Paula - R | | | | | | | |
| Journal of Development through the Year | | | | | | | |
| | <ul style="list-style-type: none"> ➤ In 2017 the school moved to a new student management system to pursue stronger assessment and reporting functions. ➤ Establishing routines and templates to exploit the features of the tool takes time to allow the maximisation of potential | Implement Linc Ed Student management system across the school to better support student learning through assessment | | | | | <ul style="list-style-type: none"> ● Complete. ● Positive outcomes emerging. ● The learning curve to get the most from this tool took considerably longer than expected. ● Reporting to parents had a positive impact |

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| <p>features.</p> <p>➤ Successful implementation will allow for increased certainty, identification, monitoring and support of our students at risk.</p> | | | | | | according to parent voice. |
| | Teachers upskilled with how to use the tool to its potential | | | | | <ul style="list-style-type: none"> Complete and ongoing |
| | Scales and progressions set up within the tool to match Leamington learning expectations | | | | | <ul style="list-style-type: none"> Complete. Implemented |
| | Reporting to Parents component tested | | | | | <ul style="list-style-type: none"> Complete Implemented |
| | Assessment analysis templates developed for use within Linc Ed | | | | | <ul style="list-style-type: none"> Ongoing |

Initiatives specifically targeted at developing Pedagogy to enhance success as learners - Mike - R

| Leveraging Digital Tools to enhance and extend learning opportunities - Leesa - R | | | | | | |
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| <u>Journal</u> | | | | | | |
| <p>➤ Between 2007 and 2011 the school trialled various technologies to enhance student learning.</p> <p>➤ Mobile technology reduced in price in 2012 meaning that families were able to start purchasing digital tools for their children to support their learning.</p> <p>➤ 1:1 classes began in 2013 and has continued to develop in subsequent years.</p> <p>➤ The increased focus on authentic learning and global learning opportunities in real time will continue to see 1:1 digital learning opportunities expand in the coming years which will see a clear vision for the school developed and built on.</p> | Continual Evaluation of 1:1 initiatives and effective integration of our 6 "C"s in Future Focused Learning Environments. | | | | | <ul style="list-style-type: none"> Completed Ongoing |
| | Moving towards 1:1 for all students in Year 5/6 from 2018 onwards | | | | | <ul style="list-style-type: none"> Completed Moved away from all students 1:1 in Year 5 following parent and learner voice of learning preferences. |
| | Strategic plan continually updated to reflect the direction of the school / pedagogy developments / technology developments | | | | | <ul style="list-style-type: none"> Complete |
| | iPad staff professional development to integrate iPad's into the classroom programme effectively. | | | | | <ul style="list-style-type: none"> Ongoing |
| | Evaluation and extension of iPad initiatives within school moving through 2018 and into 2019 | | | | | <ul style="list-style-type: none"> Ongoing |
| | Upskilling of all teachers across the school in how to use technology to enhance pedagogy to support the children as they move into 1:1 environments. | | | | | <ul style="list-style-type: none"> Ongoing - Focus group in 2019 |
| | Meet as a group regularly to share effective practise | | | | | <ul style="list-style-type: none"> Complete |
| | Work with parents to educate and up skill to support their child at home. | | | | | <ul style="list-style-type: none"> Ongoing |

| Leveraging "Learning through Play" to extend and enhance cognitively responsive learning opportunities - Paula - R | | | | | | |
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| <u>Journal of Development through year</u> | | | | | | |
| | Collecting Teacher voice and clarity about the function of play based learning and its impact in its broadest sense | | | | | <ul style="list-style-type: none"> Complete |
| | Inform key stakeholders about the basic concepts of Learning through play | | | | | <ul style="list-style-type: none"> Complete Ongoing |
| | Develop a shared vision, understanding and action plan of the function and its noticeable impact for the learner. | | | | | <ul style="list-style-type: none"> Ongoing Complete |
| | Teachers trial Play based / learning through play to help determine its impact on the learner | | | | | <ul style="list-style-type: none"> Complete |

Co- Teaching Pedagogy - Firm up shared Pedagogy across the school for key “noticeables” of effective practice across every learning environment - Who?

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| * | <ul style="list-style-type: none"> ➤ Through the building of several new buildings across the school we have the opportunity to trial several modern learning environments. ➤ Further research into what MLE comprises, pedagogy that is associated with this and best practices indicate that this aspect of learning is going to continue to grow exponentially in the foreseeable future as it is able to best cater for children's learning needs. | Continue to develop ILE shared pedagogy / vision / non-negotiables across the school to strengthen effectiveness for meeting children's learning needs. | | | | | <ul style="list-style-type: none"> ● Completed ● Ongoing ● Evolved into Learning Eco-System |
| | | Explore ways our existing classes can be best utilised to create ILE / FLS spaces (changes to classes, furniture etc.) | | | | | <ul style="list-style-type: none"> ● Ongoing |
| | | Develop the revised School Vision that compliments our Leamington Learner concept. | | | | | <ul style="list-style-type: none"> ● Complete ● Ongoing |
| | | Community education into the benefits of collaborative learning spaces to shape community misconceptions. | | | | | <ul style="list-style-type: none"> ● Ongoing |
| | | Inquiry into effective practice to enhance relationships and engagement. | | | | | <ul style="list-style-type: none"> ● Ongoing |

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| Second Language Options - Sunny - R | The community survey in 2014 indicated that parents would like to see second language options explored for children across the school. | Explore what second language opportunities for students. | | | | | <ul style="list-style-type: none"> ● Lack of resources has made this difficult ● Exploring links to learn Mandarin |
| | | Pursue ways to effectively integrate these opportunities into the opportunities available for children. | | | | | |

Development of Outdoor learning areas - Mike - R

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| <ul style="list-style-type: none"> ➤ As we explore learner agency and self regulated learners, we become increasingly aware of the opportunities physical spaces both inside and outside of the classroom bring. ➤ Recent learning about cognitive development and appropriate learning contexts for early learners highlights the opportunities that present when learners are engaging in environments the provoke learning conversations, problem solving interactions and development of self efficacy and success for all. ➤ Physical restraints of classroom size are nullified when we can exploit outdoor learning spaces. ➤ Development of outdoor learning spaces allows children to engage in the creation and maintenance of learning spaces that can include rich cultural identity. | Development of a water play based learning area to support play based learning programs. | | | | | <ul style="list-style-type: none"> ● Nearing completion |
| | Development of a provocation based learning area to support play based learning programs. | | | | | <ul style="list-style-type: none"> ● Ongoing |
| | Development of a “Kawa” garden area to deepen our interconnectedness to a bi-cultural NZ | | | | | <ul style="list-style-type: none"> ● Not started |
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Initiatives specifically targeted at developing people - Mike - R

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| <p>Team health - Mike - R</p> <ul style="list-style-type: none"> ➤ Healthy teams multiply intelligence. ➤ Many aspects of a normal team derail team health through the way they deal with conflict, manage time. ➤ Leadership that supports team health is going to be central to maximising student achieving possibilities. | Continually bring team health to the forefront of effective leadership. | | | | | <ul style="list-style-type: none"> ● Complete ● Ongoing |
| | Develop a questionnaire that illuminates team health | | | | | <ul style="list-style-type: none"> ● Q12 being used |
| | Insert team health as a core component of leadership job descriptions | | | | | <ul style="list-style-type: none"> ● Complete |
| | Explore ways to maximise meeting effectiveness. | | | | | <ul style="list-style-type: none"> ● Ongoing |
| | Social Club organises at least one staff function per term. | | | | | <ul style="list-style-type: none"> ● Complete |
| | Opportunities for staff to socialise at the end of the week. | | | | | <ul style="list-style-type: none"> ● Complete |
| | Activities planned for during school time to bring staff together to socialise and have fun. | | | | | <ul style="list-style-type: none"> ● Complete |

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| <p>Induction of new staff members - Sunny - R</p> <ul style="list-style-type: none"> ➤ As the school roll continues to grow, and we develop leaders who will take up opportunities in other schools the regularity of new staff members increases. ➤ Maintaining the strengths of the school can only be maintained through effective induction systems. | <p>Induction of new staff members through a coaching and mentoring model</p> <ul style="list-style-type: none"> ○ Cogs ○ Virtues ○ Progressions ○ Language of learning ○ PLIC <p>Spend time with new teachers to find what we can learn from other schools they have been in to enhance our practice.</p> <p>Support New Team leaders</p> | | | | <ul style="list-style-type: none"> ● Complete ● Ongoing ● Within a larger school or 50 employees we will have new staff members every year and through the year ● Development of a Passport for new teachers to learn the stories behind developments across the school. |
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Coaching - Develop a team of coaches to support inquiry across the school - Mike - R

Journal

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| <ul style="list-style-type: none"> ➤ We have found that coaching that illuminates the impact of practice through the voice of the learner has the potential to cause significant shifts in practice. ➤ Strengthening and extending a team of coaches through the school so that every teacher thinks through a coaching mindset will strengthen our inquiry of practice. | Develop a team of teachers as new coaches to support other teachers in their inquiry of practice. | | | | <ul style="list-style-type: none"> ● Complete ● As coaches leave our school we need to train new coaches. ● Needs to be ongoing |
| | Privilege times for teachers to coach and be coached | | | | <ul style="list-style-type: none"> ● Challenge is release time within staffing financial restraints. ● Trying a few different things to create time. |
| | Privilege supporting those who wish to become accredited coaches | | | | <ul style="list-style-type: none"> ● Ongoing |
| | Collecting voice of students about impact of practice to support coaching conversation | | | | <ul style="list-style-type: none"> ● Complete ● Ongoing |

| PLIC - Mike | | | | | |
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| <ul style="list-style-type: none"> ➤ During 2013 the appraisal system was adapted based on work done with the Teachers Council Appraisal initiative. ➤ The PLIC process developed as a result. | Coaches work with teachers on PLIC goals | | | | <ul style="list-style-type: none"> ● Complete |
| | Teachers set PLIC goals inline with Teacher Progressions, COL focus areas, school focus areas and Achievement challenge | | | | <ul style="list-style-type: none"> ● Complete |
| | Sharing practice between teachers | | | | <ul style="list-style-type: none"> ● Complete ● Smack downs proved to have a positive impact |
| | Meeting with teachers to hear first hand success made with PLIC. | | | | <ul style="list-style-type: none"> ● Complete ● Will not continue in its current fashion as now seems artificial and forced. spending time with teachers during Smack Down seemed to have a more positive impact for all. |

Initiatives specifically designed to strengthen learning links with community - Mike - R

| Communication Strategy - Partnering with the invested Leamington Parental Community to help develop shared understanding of the things they would notice around Leamington School that does not match their expectations or experiences - Mike - R | | | | | |
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| <u>Journal</u> | | | | | |
| <ul style="list-style-type: none"> ➤ With the many changes happening in education, keeping parents involved, informed is critical to continual community ownership. ➤ Parents as ambassadors to the community of the educational benefits and innovations of the school is critical to the school being central to the community endorsement. | Oversee the development and implementation of a communication plan that includes face to face meetings, web resources, newsletter resources etc. | | | | <ul style="list-style-type: none"> ● Ongoing |
| | Engaging parents and BOT in the impact of Learner Agency | | | | <ul style="list-style-type: none"> ● Ongoing |
| | Engaging parents and BOT in the impact of Culturally Responsive Practice | | | | <ul style="list-style-type: none"> ● Ongoing |
| | Engaging parents and BOT in reporting through online pathways | | | | <ul style="list-style-type: none"> ● Ongoing |
| | Engaging parents and BOT in the impact and path forward of Play Based Learning | | | | <ul style="list-style-type: none"> ● Ongoing |

| Cambridge Community of Learning - Mike - R | | | | | |
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| <ul style="list-style-type: none"> ➤ Involvement in Cambridge Community of Learning to help support Leamington Learner vision for school and wider into the community and support all learners educational pathways. | Develop coaching practices across the school to support inquiry into practice. | | | | <ul style="list-style-type: none"> ● Ongoing |
| | Develop collaboration between schools to challenge the "tribal" way of thinking about individual schools. | | | | <ul style="list-style-type: none"> ● Ongoing |

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| | | Teachers engage in a PLIC process focuses around Achievement Challenge. | | | | | | <ul style="list-style-type: none"> • Ongoing |
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| <p>BOT Communication with the Community</p> | <p>Keeping the Community informed of developments within and across the school is a priority with all the changes happening both with property and educational practice.</p> | BOT Newsletter each term. | | | | | | <ul style="list-style-type: none"> • Complete |
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Initiatives specifically targeted at developing opportunities for children and families - Sunny - R

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| Head Lice | | The Community survey from 2013 received a clear indication from the community that they wanted a proactive response to dealing with Head lice. | Put in place a proposed procedure to check head lice routinely across the school | | | | | <ul style="list-style-type: none"> • Complete |
| | | Inform community via newsletter procedures in place for Head Lice and actions being taken to be proactive | | | | | | <ul style="list-style-type: none"> • Ongoing |
| Sports Co-ordinator | <ul style="list-style-type: none"> ➤ Sport continues to be a priority for the community. ➤ The 2016 survey indicated support from the community for a sport co-ordinator. ➤ The BOT has ring fenced money to appoint a sport co-ordinator to help enhance sporting opportunities within the school. | Monitor effectiveness of sport co-ordinator and develop a measure of success. | | | | | | <ul style="list-style-type: none"> • Ongoing • Positive feedback from community |
| | | Monitor impact of opportunities for children to engage in sporting opportunities | | | | | | <ul style="list-style-type: none"> • Ongoing |
| Sport | | Sport continues to be a vitally important area of the school. In recent times the school has experienced success on the sporting field, with many children playing sport both during and after school. | Successful running of Sporting Body Committee. | | | | | <ul style="list-style-type: none"> • Ongoing |
| | | Variety of sports taking place across the school with the aim to have all children involved in sport of some type. | | | | | | <ul style="list-style-type: none"> • Ongoing |
| Librarian | <ul style="list-style-type: none"> ➤ Literacy continues to be a priority for the community. ➤ The 2016 survey indicated support from the community for a librarian. ➤ The BOT has ring fenced money to appoint a librarian to support literacy programs and the establishment of a new library within the school. | Monitor effectiveness of librarian and develop a measure of success. | | | | | | <ul style="list-style-type: none"> • Ongoing |
| International Students | <ul style="list-style-type: none"> ➤ In recent times there has been increased interest from International Students to enroll at Leamington School ➤ The school has to engage in a conversation to determine the strategic place of International Students | Develop a clear strategy for the place of International Students | | | | | | <ul style="list-style-type: none"> • Ongoing • Having students in the first few weeks of school was not well received. • Having students later in the year had a positive impact. • The financial injection into programs had a positive impact. |

Initiatives specifically targeted at essential school infrastructure and operations - Mike - R

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| Funky Kids Club Journal | <ul style="list-style-type: none"> ➤ Before and Afterschool care continues to be an important service within the school for parents. ➤ Continuing to monitor the effectiveness of this program ensures parents can use this service with confidence. ➤ This service has continued to grow in recent years asking for a rethink of the way the FKC is supported within the school | Overall Supervision of the liaison between FKC and Leamington School | | | | | <ul style="list-style-type: none"> • Complete • Ongoing • Having a staff member who works with the program every day and realigning roles has had a positive impact on the program and performance of staff members. |
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| | | Overall development of the FKC program to bring closer alignment with learning program experienced within the school | | | | | <ul style="list-style-type: none"> • Complete • Ongoing |
| | | Appraisal of staff using a modified Progressions format to be developed in 2018 | | | | | <ul style="list-style-type: none"> • Complete |
| | | Employment of new staff members to cater for increasing numbers of students. | | | | | <ul style="list-style-type: none"> • Ongoing • Complete |

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| Banked Staffing | In 2012 the Government indicated a change to the way Banked Staffing would function. This has serious implications for the way the school runs, being especially mindful of the potential to spend considerable money on relievers. Close monitoring of the Banked Staffing situation will be necessary to prevent budget blow outs while ensuring other programmes continue to take place. | Monitor staffing usage closely to avoid budget over spends. | | | | | <ul style="list-style-type: none"> • Complete. • Staffing costs in 2018 were more than expected but will be balanced in the 2019 pay period. |
| | | Keep up to date with the most efficient way to manage staffing. | | | | | <ul style="list-style-type: none"> • Ongoing |
| | | Ensure teachers are moved to Bulk Grant if it is more financially viable to do so. | | | | | <ul style="list-style-type: none"> • Complete |

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| Enrolment scheme | In 2012 the school has had to implement an enrolment scheme to cater for the growing roll. Maintaining a role of 75 or 90 students eases pressure on the makeup of classes in Year 3- 6 | Ensure the school manages the enrolment scheme to avoid overcrowding. | | | | | <ul style="list-style-type: none"> • Ongoing |
| | | Develop an enrolment plan / policy to meet demands being placed on spaces within school | | | | | <ul style="list-style-type: none"> • Incomplete |

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| Property Development | <ul style="list-style-type: none"> ➤ Over recent years the school has experienced roll growth, changes through first time enrolments and upgrading facilities around the school through the 5YA. ➤ Continually upgrading facilities to best fit the needs of the community and reflect current pedagogy maintains the schools status within the community. ➤ A new 5YA brings opportunities to allow property to follow pedagogy shifts within the school. | Development of 5YA | | | | | Ongoing |
| | | Essential infrastructure work completed – Recladding of roof areas in disrepair | | | | | Taking place in 2019 |
| | | Reconfiguration of Rooms 1 and 2 to create breakout spaces | | | | | Taking place in 2019 |
| | | Modernisation of Hall toilets to cater for new toileting expectations (removal of showers, addition of new toilets, replace old toilets, address leaking issues in ceiling, repaint.) | | | | | |
| | | Refurbishment of Room 6 - 8, wall linings(BOT) | | | | | Complete |
| | | Refurbishment of Room 6 - 8, vault, and funky kids club with wall linings, carpet (BOT) | | | | | Complete |
| | | Signage around school to meet new health and safety requirements. | | | | | Incomplete |

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| | | Extend security camera coverage | | | | Incomplete |
| | | Explore possible crossing on Lamb Street to support pedestrians entering Cowley Drive area | | | | Planning to take place in 2019 |
| | | Play based learning environment | | | | Nearing completion |