

NSW Department of Education

How to Start Differentiating Your Teaching Based on Student Learning Needs

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education.nsw.gov.au



Acknowledgement of Country

We strive to ensure every Aboriginal and Torres Strait Islander learner in NSW achieves their potential through education.

Differentiation is the process of tailoring learning experiences to address each student's individual strengths, needs and interests.

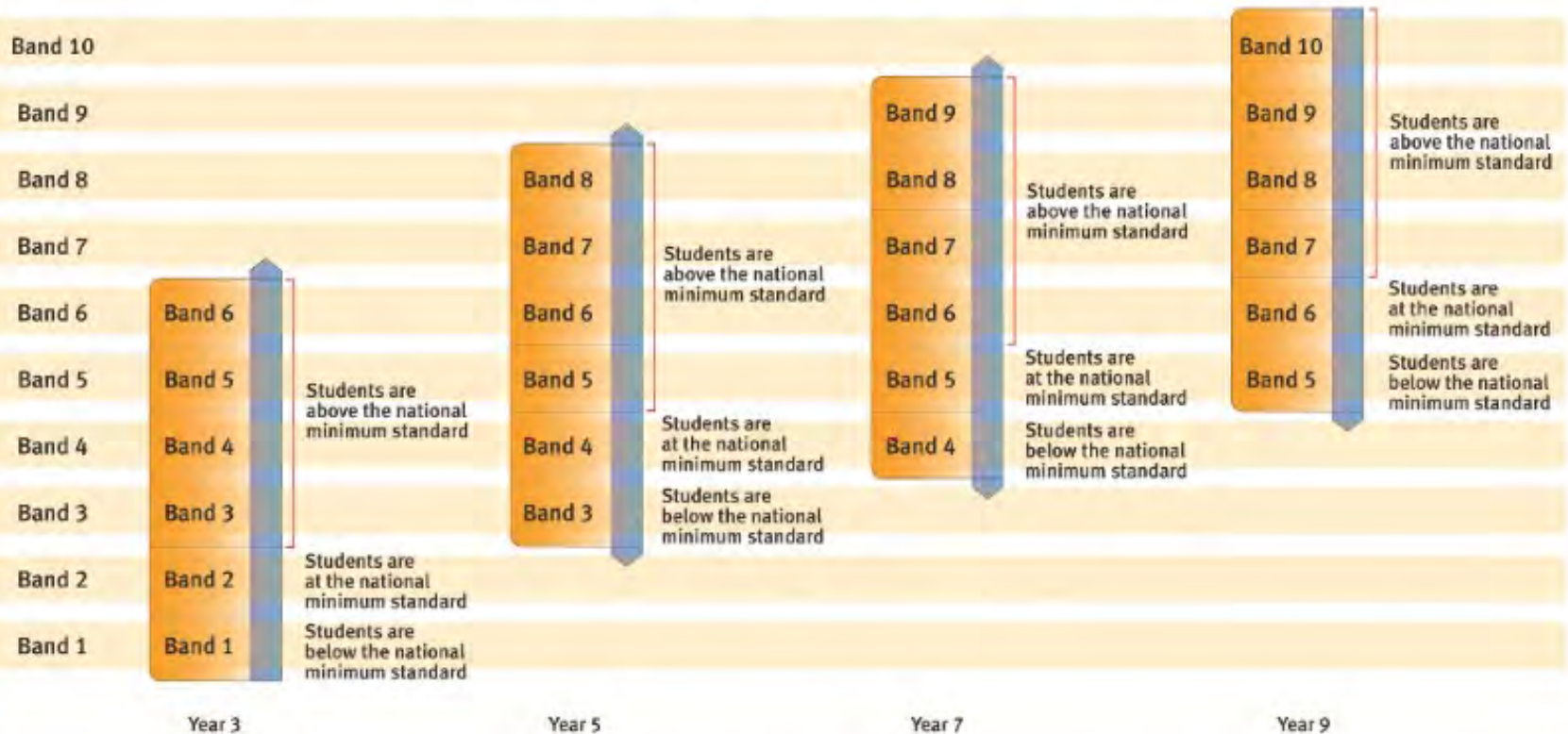
To differentiate effectively you must:

1. Understand each student's learning strengths, preferences and challenges
1. Get to know each student's interests
1. Determine each student's readiness for a particular concept, skill or task
1. Use flexible grouping strategies
1. Embed differentiation in assessment strategies

Sources of Data

- NAPLAN
- Best Start/Transition to Year 7 Assessment
- Check In assessment data
- NCCD on Students with a Disability
- Individual Education Programs
- Personal Learning Programs
- Learning Adjustment Registers
- Literacy and Numeracy Learning Progressions
- Student Profiles
- Pre-testing and questioning
- Observation

National Assessment Program—Literacy and Numeracy National Assessment Scale



NAPLAN Data



NAPLAN – Current [REDACTED] Students

Showing most recent NAPLAN results for current [REDACTED] students.

Student name

NAPLAN Legend

- Above NMS
- (Increasing by Band)
- At NMS
- Below NMS

| Last name | First name | Test Yr | Reading | | Writing | | Spelling | | Grammar & Punctuation | | Numeracy | |
|------------|------------|----------|---------|------|---------|------|----------|------|-----------------------|------|----------|------|
| | | | Score | Band | Score | Band | Score | Band | Score | Band | Score | Band |
| [REDACTED] | [REDACTED] | 9 (2021) | 635.70 | 9 | 547.40 | 7 | 592.10 | 8 | 582.70 | 8 | 541.60 | 7 |
| [REDACTED] | [REDACTED] | 9 (2021) | 680.30 | 9 | 631.40 | 8 | 672.10 | 9 | 647.30 | 9 | - | - |
| [REDACTED] | [REDACTED] | 9 (2021) | 493.70 | 6 | 484.60 | 6 | 592.10 | 8 | 562.90 | 7 | 348.20 | 5 |
| [REDACTED] | [REDACTED] | 9 (2021) | 475.30 | 5 | 585.40 | 8 | 601.80 | 8 | 543.70 | 7 | 535.00 | 7 |
| [REDACTED] | [REDACTED] | 9 (2021) | 456.10 | 5 | 522.50 | 6 | 551.90 | 7 | 543.70 | 7 | 521.50 | 6 |
| [REDACTED] | [REDACTED] | 9 (2021) | 616.20 | 8 | 666.00 | 9 | 620.90 | 8 | 543.70 | 7 | 586.10 | 8 |
| [REDACTED] | [REDACTED] | 9 (2021) | 537.50 | 7 | 329.90 | 3 | 562.40 | 7 | 603.20 | 8 | 521.50 | 6 |
| [REDACTED] | [REDACTED] | 9 (2021) | 616.20 | 8 | 585.40 | 8 | 661.00 | 9 | 543.70 | 7 | 548.10 | 7 |
| [REDACTED] | [REDACTED] | 9 (2021) | 571.70 | 7 | 620.30 | 8 | 572.50 | 7 | 562.90 | 7 | 535.00 | 7 |
| [REDACTED] | [REDACTED] | 9 (2021) | 723.50 | 10 | 654.20 | 9 | 611.40 | 8 | 647.30 | 9 | 586.10 | 8 |
| [REDACTED] | [REDACTED] | 9 (2021) | 656.80 | 9 | 654.20 | 9 | 630.60 | 8 | 603.20 | 8 | 624.80 | 8 |
| [REDACTED] | [REDACTED] | 9 (2021) | 597.90 | 8 | 597.50 | 8 | 611.40 | 8 | 603.20 | 8 | 541.60 | 7 |
| [REDACTED] | [REDACTED] | 9 (2021) | 537.50 | 7 | 572.90 | 7 | 582.40 | 8 | 582.70 | 8 | 521.50 | 6 |
| [REDACTED] | [REDACTED] | 9 (2021) | 635.70 | 9 | 666.00 | 9 | 661.00 | 9 | 624.60 | 8 | 631.60 | 8 |
| [REDACTED] | [REDACTED] | 9 (2021) | 546.00 | 7 | 560.20 | 7 | 620.90 | 8 | 582.70 | 8 | 579.80 | 7 |
| [REDACTED] | [REDACTED] | 9 (2021) | 484.60 | 6 | 631.40 | 8 | 529.30 | 6 | 468.10 | 5 | 541.60 | 7 |
| [REDACTED] | [REDACTED] | 9 (2021) | 635.70 | 9 | 666.00 | 9 | 630.60 | 8 | 603.20 | 8 | 624.80 | 8 |
| [REDACTED] | [REDACTED] | 9 (2021) | 646.00 | 9 | 631.40 | 8 | 715.10 | 10 | 727.40 | 10 | 638.60 | 9 |
| [REDACTED] | [REDACTED] | 7 (2019) | 604.90 | 8 | 572.90 | 7 | 666.70 | 9 | 687.70 | 9 | 592.50 | 8 |



Learning Adjustments / Accommodations Register



Name: [REDACTED]

Year 9 - 2023

Subject:

Class:

Teacher:

Evidence of adjustments required in the [NCCD Evidence folder](#) (1 piece of evidence per term) **EXTENSIVE-SOCIAL/EMOTIONAL**

Overview

- Diagnosis: Autism, Generalised Anxiety
- [REDACTED] requires specific routines, instructions and time limits. He can be easily distracted and needs to be seated away from visual and auditory distractions. Avoid direct confrontation and ultimatums as these trigger melt downs and poor choices.

| Adjustments made in your subject: | ✓ | Tick all relevant the accommodations that have been made | | | |
|---|---|--|----|----|----|
| | | T1 | T2 | T3 | T4 |
| Curriculum Modifications | | | | | |
| Use life skills outcomes – Sign Life Skills registration | | | | | |
| Review SCOUT data –NAPLAN results. Adjust lesson content to student's ability level. | ✓ | | | | |
| Adjust all assessment tasks and tests. | ✓ | | | | |
| Provide extra time for completion of assessment tasks and tests. | ✓ | | | | |
| Demonstrate using step by step instructions, break down tasks, model process, show a visual of the result expected. | | | | | |
| Explicitly teach how to construct written responses eg, unpack question, scaffold paragraph construction using TEEEL. | ✓ | | | | |
| Assist student comprehension of abstract concepts by comparing to prior understandings, concrete examples, student's personal experiences. Use of Super Six Strategies. | | | | | |
| Use group work / peer based learning strategies | | | | | |
| Classroom Accommodations | | | | | |
| Seat near teacher /seat by self | ✓ | | | | |
| Assign student to low distraction area | ✓ | | | | |
| Seat near positive peer models | ✓ | | | | |
| Use time out | ✓ | | | | |
| Stand near student when giving instructions | | | | | |
| Note taking strategies | | | | | |
| Provide student with a means to record lesson (provide stationary) | | | | | |
| Arrange for note taker/ photocopy another student's lesson notes | | | | | |
| Give student copy of lesson notes. | | | | | |

| Adjustments made in your subject: | ✓ | Tick all relevant the accommodations that have been made | | | |
|--|---|--|----|----|----|
| | | T1 | T2 | T3 | T4 |
| Adjustments made in your subject: | | | | | |
| • Tick as appropriate across T1-4. | | | | | |
| • Teaching programs should record all adjustments made. | | | | | |
| • Add any other adjustments made in space provided below. | | | | | |
| Presentation of Lesson | | | | | |
| Adjust workload, reduce assignments, or give adjusted assignments | | | | | |
| Use visual aids with oral presentation | | | | | |
| Provide lesson outline or study guide | | | | | |
| Highlight instructions | | | | | |
| Give clear behavioural expectations | ✓ | | | | |
| Ask student to repeat instructions for clarification & understanding | | | | | |
| Call on student often and check individually for comprehension | | | | | |
| Acknowledge student efforts regularly | ✓ | | | | |
| Remind student to stay on task | | | | | |
| Use large type | | | | | |
| Keep page format simple | | | | | |
| Use dark print | | | | | |
| Use coloured paper rather than white (indicate colour used) | | | | | |
| Permit breaks during tests as approved by LAST | | | | | |
| Alternative testing / Evaluation procedures | | | | | |
| Reduce number of test items | | | | | |
| Arrange for oral testing – to be reviewed after term 1 | | | | | |
| Have SLSO administer test (LAST consultation needed) | | | | | |
| Adjusted life skills exams | | | | | |
| Alternative life skills report | | | | | |
| Organisational strategies | | | | | |
| Use diary /calendar to plan assignment completion | | | | | |
| Use work checklist for completion of each task | | | | | |
| Outline structure of lesson at the beginning of each period | | | | | |
| Develop parent/school liaison | | | | | |
| Teach time management | ✓ | | | | |
| Scaffold how to take tests | | | | | |
| Support Services | | | | | |
| Disability provisions approved with LAST consultation | | | | | |
| Behaviour monitoring card | | | | | |
| Work with SLSO | | | | | |
| Implement behaviour contract | | | | | |
| Provide clear conflict resolution strategies | ✓ | | | | |
| LAST support in class/small group/program | | | | | |
| Other Adjustments Made | | | | | |

| Sign Off | T1 | T2 | T3 | T4 | Comments (optional) |
|--------------|----|----|----|----|---------------------|
| Teacher | | | | | |
| Head Teacher | | | | | |

WARNERS BAY HIGH SCHOOL
HPG Student Observed Behaviours
CONFIDENTIAL

SECTION C: To be completed by the successful applicant's class teacher.

Student Name: _____

School: _____

Please complete the following by circling behaviours demonstrated by the applicant.

| Characteristic | Positive Behaviours | Negative Behaviours |
|-----------------------------------|--|---|
| 1. Curiosity | <ul style="list-style-type: none"> Asks a lot of questions Inquisitive Remembers details | <ul style="list-style-type: none"> Asks inappropriate questions Poor group participant Easily diverted from task |
| 2. Abstract thinking | <ul style="list-style-type: none"> Makes generalisations Tests out ideas | <ul style="list-style-type: none"> Questions others Questions authority |
| 3. Flexible thinking | <ul style="list-style-type: none"> Employs a variety of strategies to work something out | <ul style="list-style-type: none"> Manipulates people and situations by using a variety of strategies |
| 4. Use of humour | <ul style="list-style-type: none"> Enjoys "adult" humour Gets teachers' jokes | <ul style="list-style-type: none"> Uses humour at the expense of others |
| 5. Vocabulary | <ul style="list-style-type: none"> Heightened involvement in discussions Enjoys adult-like discussions | <ul style="list-style-type: none"> May be bossy or overbearing when working with others |
| 6. Reading | <ul style="list-style-type: none"> Reads widely Advanced vocabulary and comprehension | <ul style="list-style-type: none"> Reads constantly Neglects peer interaction and work... prefers to read |
| 7. Retention of information | <ul style="list-style-type: none"> Moves beyond core content and skills quickly Detailed recall of facts | <ul style="list-style-type: none"> Rushes work, then disrupts others Monopolises class discussions |
| 8. Attention span | <ul style="list-style-type: none"> Concentrates/focuses on an area of interest for a long period of time | <ul style="list-style-type: none"> Easily distracted unless the task is in an area of passion or interest |
| 9. Independence | <ul style="list-style-type: none"> Self-directed Focused on task in research or study | <ul style="list-style-type: none"> Reduced involvement in discussion or group work Unco-operative in a group |
| 10. Responsibility and commitment | <ul style="list-style-type: none"> Sets attainable goals Learns to accept own limitations Tolerant of peers in a group | <ul style="list-style-type: none"> Self-critical Perfectionist when completing tasks Sets unrealistic expectations of other group members |
| 11. Feelings and opinions | <ul style="list-style-type: none"> Listens to others Shows concern and interest Considers others' points of view Aware of others' feelings | <ul style="list-style-type: none"> Speaks out and lacks tact Over-reacts to others' comments and reactions Confrontational |
| 12. Sense of justice | <ul style="list-style-type: none"> Empathises with the less fortunate Wants to "save the world" Stands up for other children whom they think have been poorly treated | <ul style="list-style-type: none"> Argues the rules in games eg. Handball exactly by the rules Asks older children or adults to solve issues seen as "unfair" |
| 13. Originality and creativity | <ul style="list-style-type: none"> Comes up with ideas "out of the box" Sees problems as a whole Connects thoughts and feelings | <ul style="list-style-type: none"> Unaccepting of status quo Absent-minded or daydreamer Asks unrelated questions Disorganised |
| 14. Energy level | <ul style="list-style-type: none"> Wide variety of interests Organisms time well High level of individualised learning | <ul style="list-style-type: none"> Often difficult to live with May appear hyperactive Easily bored so seeks out new things to explore |
| 15. Immersion learning | <ul style="list-style-type: none"> Wants to know everything about topic Becomes an expert on a topic by reading widely or talking to people | <ul style="list-style-type: none"> Focuses on topics of interest to them, at the expense of class work Shows off knowledge to prove others wrong |

Teacher's Signature: _____

Date: _____

For further reading we suggest you review:

Teacher questioning

<https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/teacher-questioning>

Bloom's taxonomy

Differentiating Process

Differentiating Product & Differentiating Content (Covered in future PL)

These are the learning experiences that you use for students to develop their understanding of a topic. It involves:

- Providing varying levels of difficulty (tiered) or varying topics of interest
- Offering different amounts of teacher and student support to complete a task
- Giving students choice about how to express their understanding
- Varying the length of time provided for a task
- Providing access to materials targeting different learning styles
- Using different grouping strategies e.g. high with middle and middle with low.

Differentiating the Learning Environment

This can be a part of your teaching when you allow for individual work preferences and manage the learning space. It's the climate of the classroom and includes rules, furniture arrangement, lighting and organisation. This involves:

- making sure there are places in the room to work quietly and without distraction as well as places that invite student collaboration
- providing materials that reflect a variety of cultures and home settings
- setting clear guidelines for independent work that matches individual needs
- helping students understand that some learners need to move around to learn while others do better sitting quietly
- varying the places where learning occurs, for example, the lab or outside
- using alternative seating

E.g. Some students need lots of work space, some need a quiet area. Some like to engage in discussions, some like to work alone.

Effective Questioning

There are 4 key questioning strategies which include:

1. Designing higher cognitive questions
2. Developing a sequence of questions
3. Increasing wait time
4. Responding to answers using redirection, probing and reinforcement.

Several studies have confirmed that nearly half of student answers are at a different cognitive level than the teacher question, yet teachers generally accept these answers as sufficient without probing or prompting correct responses (Walsh & Sattes)

Questioning Frameworks

There are several frameworks for questioning with the main ones being:

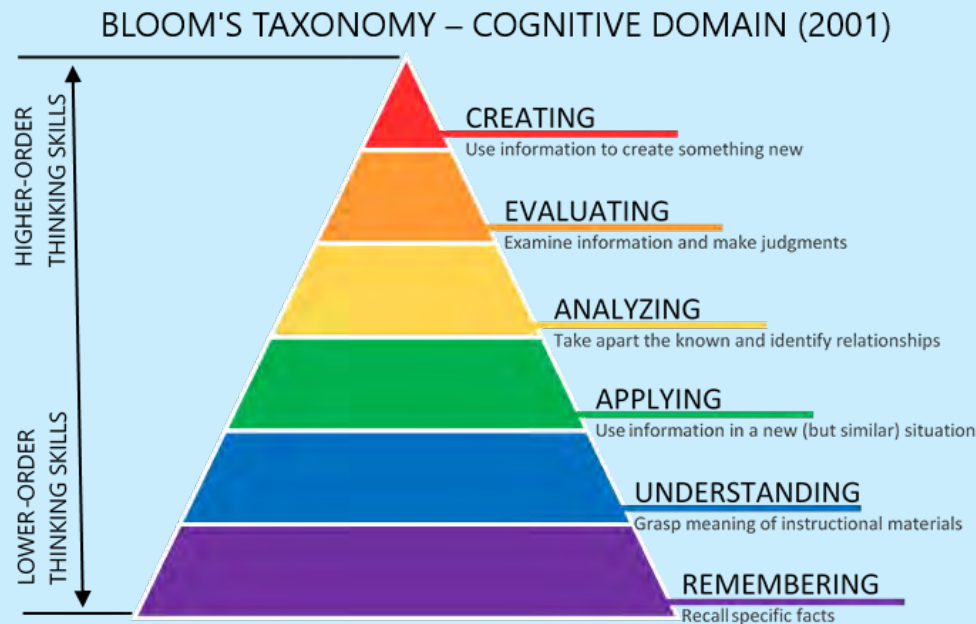
- Bloom's Taxonomy of Learning, Teaching & Assessing
- Weiderhold's Question Matrix
- The Questioning Toolkit
- Thinker's Keys
- De Bono's Six Thinking Hats



How to Question

Most importantly - don't get so caught up in which question to ask. Remember your key purpose!

In Bloom's Taxonomy, questions range from recall to synthesising information.



Types of Questions

KNOWLEDGE

Memory of
previously learned
material e.g.

What is...?

How did X
happen?

Where is?

Can you recall?

COMPREHENSION

Understanding of
facts & ideas e.g.

What is the main idea?

How could you
compare these?

What is meant by...?

APPLICATION

Solving problems in
new situation by
applying knowledge
in a new way e.g.

How would you use...?

What would happen
if..?

What other way could
you plan to...?

Types of Questions

ANALYSIS

Examining information to identify motive and make inferences e.g.

What ideas justify...?

What inference can you make?

What evidence can you find?

SYNTHESIS

Compiling information together in a new way e.g.

How would you improve...?

What is the theme?

What conclusions can you draw?

EVALUATION

Presenting and defending opinions by making judgments e.g.

What is your opinion?

How could you determine...?

What information would you use to support the view?

When Can I Question?

There are many opportunities for good questioning:

- Reading a picture book or novel - *why do think the character did this?*
- Whilst working out a maths problem - *talk me through your thinking.*
- Analysing a written text - *what do you think the author's purpose was here?*
- History/Geography - *what evidence do you have that supports this?*

Take Away Task

Next time you are teaching a lesson, identify and tally the types of questions you use. How could you encourage better quality thinking and engagement?

| Question types |
|--|
| Closed questions |
| Questions to stimulate recall |
| Open questions to stimulate discussion |
| Questions for classroom management |
| Questions to explore a topic |
| Questions to clarify understanding |
| Questions to assess understanding |
| Questions to evaluate and judge |
| Questions to reflect |
| Bloom's lower order 1 – 3 |
| Blooms higher order 4 – 6 |

Differentiating through setting individual learning goals

An evidence-based strategy to support differentiation.

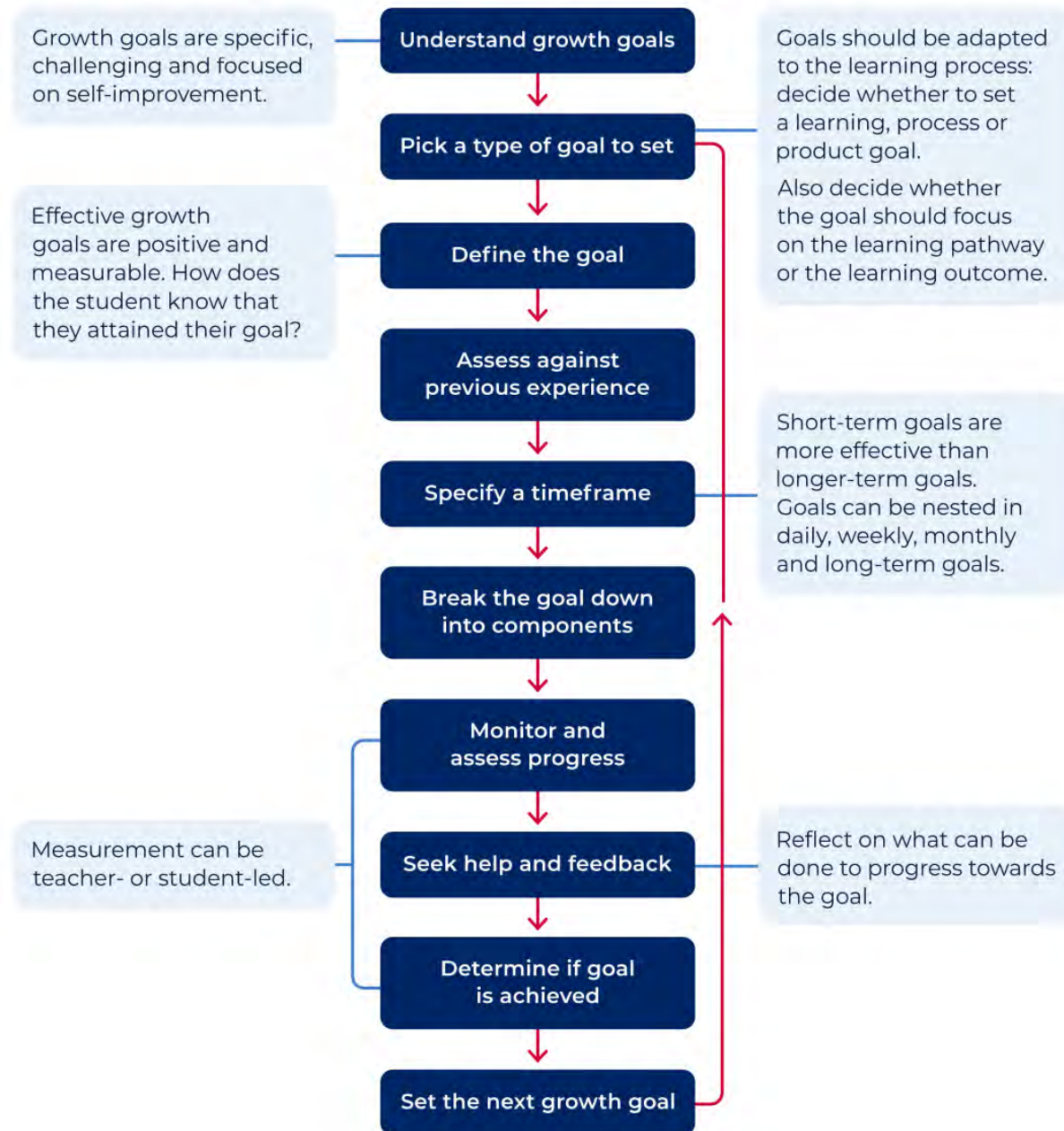


Setting individualised learning goals

Involves striving to meet personally-set academic and social challenges, aiming to outperform one's previous best efforts or performance.

- Research shows that goal setting improves achievement and student engagement.
- Students who set growth goals are more likely to experience gains in aspirations, perseverance and homework behaviour.
- Goal setting bolsters outcomes, particularly for students of low SES backgrounds and with low prior achievement.
- Growth goal setting can be fostered through explicit teaching, provision of feedback and relevant content.
- Pre-assessments, parents questionnaires, goal setting interviews and regular goal reflection and feedback.

How to help students set growth goals



Through setting goals for your students, you can achieve:

- **Standard 1.1, 1.2, 1.3, 1.5, 1.6** - Demonstrate knowledge of teaching strategies that are responsive to the learning strengths of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. Differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- **Standard 2.3** - Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
- **Standard 3.1, 3.5, 3.7** - Set learning goals that provide achievable challenges for students of varying abilities and characteristics. Uses a range of verbal and non-verbal communication strategies to support student engagement. Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning (Proficient).
- **Standard 4.1, 4.2** - Support student participation and provides clear direction in classroom activities.
- **Standard 5.1, 5.2, 5.4, 5.5** - Assess student learning to derive data, interpret students data, providing feedback and report on students learning
- **Standard 7.3** - Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing. (Proficient)

Parent Survey

To the Parent or Guardian of _____,

It is a great pleasure to have your child in 4EN with me this year. I believe your child will benefit from an ongoing communication between the teacher and parents. Please do not hesitate to contact me regarding your child's learning through ClassDojo or request an appointment with me before or after school through the office.

This survey will help me to understand your child's learning needs and your expectations of him/her. Please complete this sheet and ask your child to bring it back to me next week. Please feel free to use the back of this page to elaborate on any additional comments, questions, or concerns.

Thank you very much,
Ms Wong

What are your goals for your child in the coming year?

What specific concerns do you have about your child's academic progress or learning behaviour?

Does your child have any health concerns, or personal and family issues that might affect his or her behaviour or academic progress?

Anything else you would like me to know about your child?

Any questions you might have about classroom/learning procedures?

Parents Survey



- **Standard 1.1, 1.2, 1.3, 1.5, 1.6**
- Understanding your students' learning needs
- Specific health concerns
- Personal or family issues that might impact their learning progress.
- Building trust between your students, their families and you.

Using data to inform each student's learning goals

Pretest Year 2 Unit 23 Lesson 1-4: Measurement

| | |
|---|-----------------|
| <i>MA0-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly</i> | <i>Achieved</i> |
| | |

| | |
|--|-----------------|
| <i>MAI-GM-02 measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres</i> | <i>Achieved</i> |
| <i>I can recognise the need for formal units to measure lengths and distances.</i> | |
| <i>I can estimate lengths and distances to the nearest metre and check by measuring.</i> | |
| <i>I can use the metre as a unit to measure lengths and distances to the nearest metre or half-metre.</i> | |
| <i>I can record lengths and distances using the abbreviation for metres (m).</i> | |

| | |
|---|-----------------|
| <i>MAI-2DS-02 measures and compares areas using uniform informal units in rows and columns</i> | <i>Achieved</i> |
| <i>I am learning to compare rectangular areas using uniform square units of an appropriate size in rows and columns.</i> | |
| <i>I can compare the areas of two surfaces that cannot be moved, or superimposed, by measuring in uniform and informal units.</i> | |
| <i>I can cover rectangular surfaces by creating repeated rows or square tiles.</i> | |

| | |
|------|---|
| UuM6 | <p>Identifying the structure of units</p> <ul style="list-style-type: none"> draws and describes the column and row structure to represent area as an array, moving beyond counting of squares by ones calculates the total area using rows and/or columns as composite units uses familiar household items as benchmarks when estimating mass and capacity (compares capacities based on knowing the size of a bottle of water) estimates lengths that lie between full units by visualising subdivisions of the unit |
| UuM7 | <p>Using the structure of units</p> <ul style="list-style-type: none"> explains the difference between different measures of the same shape or object (area and perimeter, volume and mass, volume and capacity) uses rows, columns and layers to find the number of units needed to measure volume creates and uses the structure of repeated layers in determining the volume of a rectangular prism uses dissection and rearrangement to calculate composite areas of unfamiliar shapes <p>Using formal units</p> <ul style="list-style-type: none"> measures, compares and estimates length, area, mass, volume and capacity using standard formal units calculates perimeter using properties of two-dimensional shapes to determine unknown lengths |
| UuM8 | <p>Converting units</p> <ul style="list-style-type: none"> converts between formal units of measurement recognises the relationship between metric units of measurement and the base-ten place value system explains why having 100 cm in a metre results in 10 000 cm² in a square metre (using a diagram) |

4EN Goal setting action plan

Name: _____



Learning goal 1:

| | | |
|--|--|---|
| What can I do to achieve my goal? • • • | How can my family help? • • • | How can my teacher help? • • • |
|--|--|---|

Learning goal 2:

| | | |
|--|--|---|
| What can I do to achieve my goal? • • • | How can my family help? • • • | How can my teacher help? • • • |
|--|--|---|

Learning goal 3:

| | | |
|--|--|---|
| What can I do to achieve my goal? • • • | How can my family help? • • • | How can my teacher help? • • • |
|--|--|---|

- I have read and discussed my child's goals. We have discussed how we can work together to help achieve them.
- (Please tick if applicable)** I would like to further discuss my child's goals with the classroom teacher. I would like to book a short phone/zoom interview regarding these goals over the next few weeks.

Signed (student) _____

date: _____

Signed (parent) _____

date: _____

Break down the goal into small practical steps along with their parents.

Partnering with their parents to define their goals



Campsie Public School
Student Goal Setting



Dear parent/s or carer/s,

To start the year off, we have been working together with each student in **4EN** to develop individual learning goals to help empower them and maximise their potential. I would like to share the goals we have co-constructed along with your child and ask that you have a read of them and discuss them with your child. Please record the results of your discussions at home on the action plan and return to class teacher.

The discussion should help everyone understand:

- 1) What your child's goals are
- 2) What your child can do to help achieve their goals
- 3) What support they may need from you.

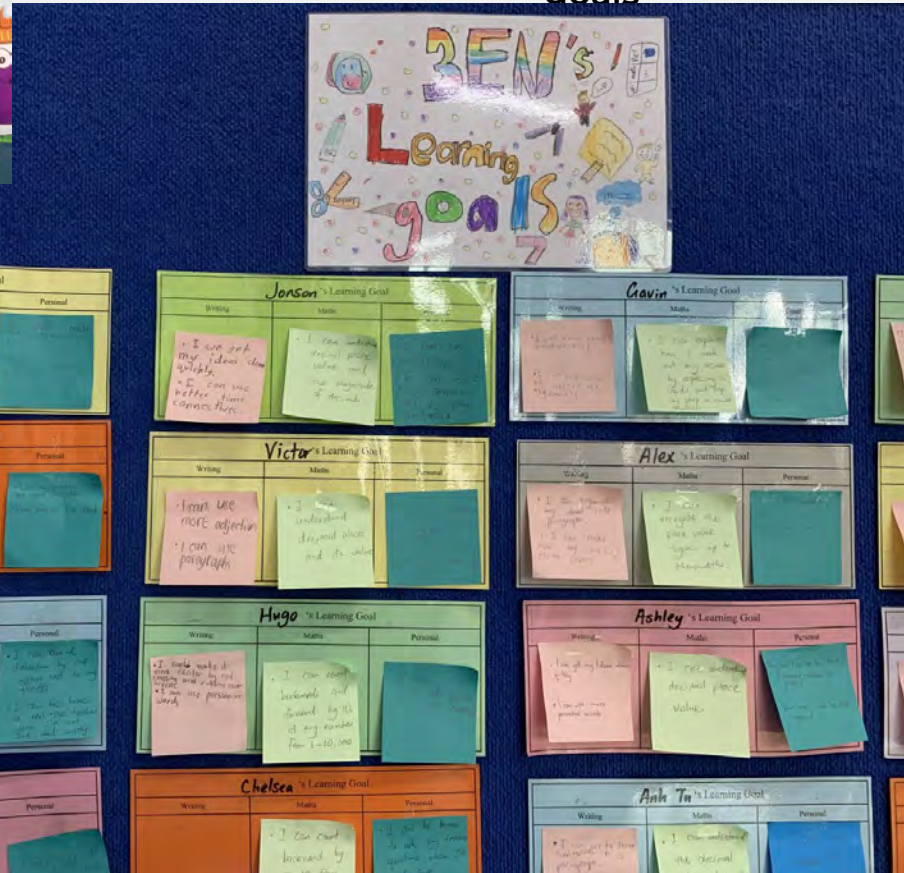
The idea behind this is to not only give your child some ownership and responsibility for their learning but also make sure that you have your input in their learning as well. This way, your child, you and myself (as the teacher) will all be working together, pulling in the same direction, to help them to achieve academic success.

Kind Regards,

Ms Wong

Displaying their learning goals

Easy access to
their individual
goals




Displays might look different depending on how your classroom is set up.

Goal reflection and feedback


Goal reflection, feedback and refining your goals

Determine whether goals have been achieved and set new goals

Writing Learning GOALS 

Term ___ Week ___

How I feel about my goal:



I am proud of...

The mistakes I can learn from are...

Strategies I can use next time are...

Here is my evidence:

Mathematics Learning GOALS 

Term ___ Week ___

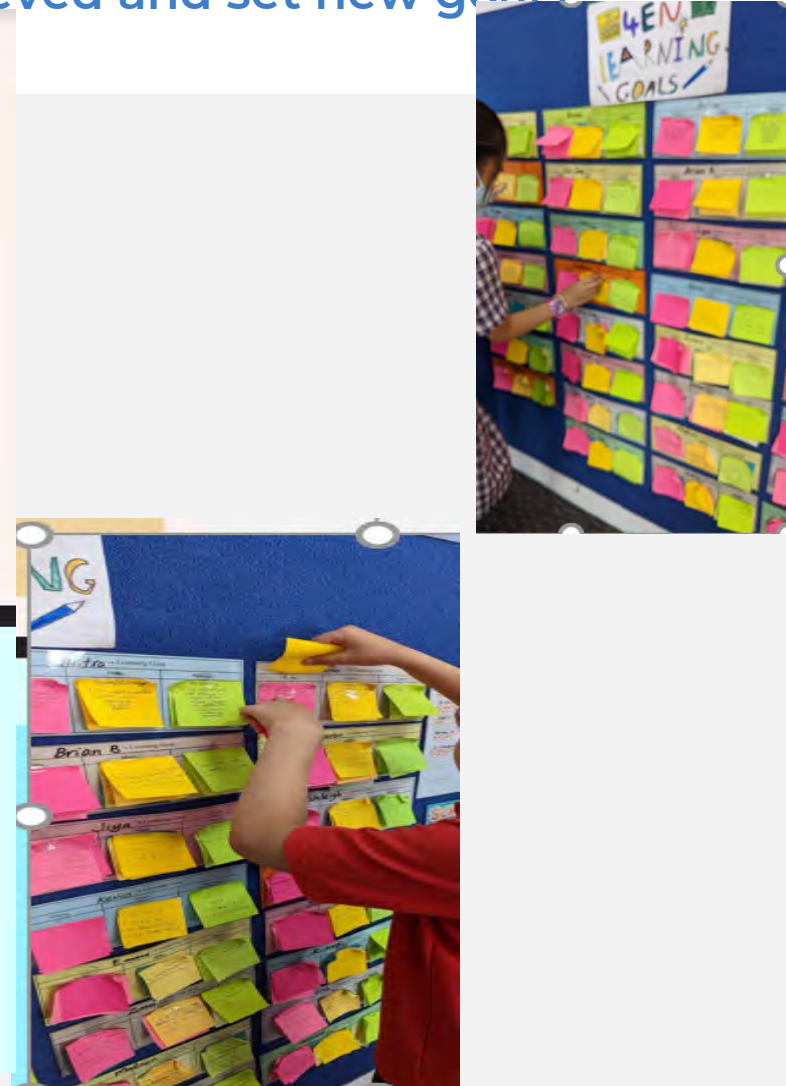
How I feel about my goal:



I am proud of...

The mistakes I can learn from are...

Here is my evidence:



Parent feedback and student success

Dear Mrs Wong,

After the teacher meeting, I received a happy and confident [redacted] after school. He kept telling me in the evening that he was actively involved in answering questions in class and fulfilling his goal. Thank you for encouraging [redacted]. The teacher meeting was a great success. Thank you again Mrs Wong.

Sincerely,

[redacted]