

Kaikōura Primary School

Annual Implementation Plan

2024





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2024 Priority Focus Areas

Creating confident, connected, adventurous life-long learners - using Kaikōura as our classroom

*Students will be motivated and self-directed learners, positive in their own identity with a can-do attitude

*Able to think critically and creatively; ask questions, make connections and problem-solve

*With the skills to confidently and effectively communicate with others

**Ensure excellent
outcomes for all
learners**

Structured Literacy

School-wide

BSLA Years 1-3

The Code Years 4-6

**Structured
Mathematics**



**Maintain our unique,
nurturing environment
where everyone belongs**

**Work with whānau to deliver
learning that responds to their
needs**

PB4L, PBS, KPS Way
Local Curriculum Design

**Develop leaders for
the future**

**Honour Te Tiriti o Waitangi
through culturally responsive
practices, te reo and Tikanga
Māori**

NZ Curriculum Refresh
Tuakana teina

**Provide educational
opportunities that inspire
creativity and innovation**

**Learning experiences promote
innovation and creative problem-
solving and support science,
conservation, and tourism as future
pathways**

Create, develop, and grow new
partnerships



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Reflection on 2023 Goals

2023 Goals	2023 Actions	Roll over actions For 2024
Strategic Goal 1: Connected Learners	<p>Embed Tier 2 PB4L training into school systems and processes across the school.</p> <p>Niho Taniwha and Treaty of Waitangi PLD for staff</p> <p>Look at ways to continue to improve our school environment for learning, inclusion and environmental sustainability. Including developing the junior areas and gardens, pool and surrounding area.</p> <p>Consult with our community regarding their aspirations for our school and students, to identify priorities for the 2024-25 Strategic plan and for curriculum development.</p> <p>Consult with the local iwi regarding the Histories Curriculum and local content to be taught.</p> <p>Invite and visit experts to benefit from their knowledge. Make excellent use of our local environment as a place to learn in and from.</p> <p>Strengthen transition processes for whānau, both pre-school to school and school to high school.</p> <p>Implement community-focused projects across the school for this year. KPS Helping Hands.</p> <p>Connect and deepen partnerships with local providers and community groups to see where the school can fit in and give service back to our community.</p>	<p>* Junior playground development</p> <p>*Partnerships with local providers and groups</p>
Strategic Goal 2: Confident Learners	<p>Define and expand student leadership roles, responsibilities and experiences, with job descriptions and leaders meetings to improve learner agency.</p> <p>Allocate fixed term management units and seek out PLD opportunities to support the growth of leadership capacity within our staff.</p> <p>Complete a student well being survey to identify and address needs for 2023 and beyond.</p> <p>Pause, Breathe, Smile training for all staff to support their own well being and to be able to deliver lessons to support students and whānau with theirs.</p> <p>Expand BSLA structured literacy to the whole junior school and reintroduce reading recovery from term 1. Adapt senior programmes to reflect a structured literacy approach for learners who still need it.</p> <p>Continue to prioritise teacher aides to support literacy across the school, including those affected by gaps in attendance and our identified focus students.</p> <p>Appoint lead teachers for Literacy and Numeracy to facilitate the transition to the refreshed curriculum over the coming years.</p> <p>Continue to work with PLD providers to upskill teachers in the area of reading and create a common expectation around expected deliberate acts of teaching reading across our school.</p> <p>Move to and support a separate subject weekly model using inquiry learning, with a higher proportion of taught content and deliberate actions of teaching. In the curriculum areas science, social science, health/PE and te reo Māori</p> <p>Plan for regular whānau engagement days such as mihi whakatau and fun nights as well as curriculum information events, weekly assemblies and after school sporting events where whānau can connect. Broadening the range of times and opportunities to reconnect.</p> <p>Prioritise activities that add extra to the school day such as the Weetbix Tryathlon, Top Team and visiting theatre groups. Use student voice to inform this planning and reflect.</p> <p>Incorporate regular and deliberate opportunities to make use of our local environment into our planning this year. Link to the new histories curriculum, social sciences, science and health and PE to maximise all opportunities.</p>	<p>*Structured literacy in senior classes</p>
Strategic Goal 3: Adventurous Learners	<p>All classes to have a timetabled teaching time for te reo Māori. Wai Ako used for planning and delivery of these lessons to ensure continuity and progression.</p> <p>Daily and weekly use of directions and classroom language, mihi, whakatauki, karakia school wide including meetings, evident in classroom displays and learning.</p> <p>Tuakana-teina evident-older students supporting learning karakia and te reo Māori in classrooms.</p> <p>Cultural leadership roles across the school- evident in language learning, kapa haka and mihi whakatau</p> <p>Provide opportunities for staff to upskill their knowledge of te reo maori and te ao Māori through internal and external PLD</p> <p>Update of two year curriculum plan to include the new social sciences and histories curriculum and use of BSLA structured literacy.</p> <p>Update each curriculum statement to reflect current priorities and delivery.</p> <p>Foster a sense of future and aspiration for our children by giving them opportunities to learn about future pathways and careers.</p> <p>Complete a self review around how we enact the Treaty of Waitangi and how we can improve.</p> <p>Strengthen our assessment for learning practice by engaging with PLD</p> <p>Review our assessment and reporting timeline and expectations</p>	<p>*Expand and better define tuakana teina</p> <p>*Update Curriculum statements to reflect hour a day and Curriculum refresh.</p> <p>*Focus on NELP 4 - Future of work</p> <p>*Strengthen assessment practices</p>



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Honouring Te Tiriti O Waitangi

At Kaikōura Primary School / Te Kura Tuatahi O Kaikōura – In consultation with our community, we will develop procedures and practices that reflect New Zealand's cultural diversity. The three broad principles of Te Tiriti O Waitangi / The Treaty of Waitangi (Partnership, Protection and Participation) will provide the foundation for learning. We will take all reasonable steps to cater for the needs of our diverse learners, including Māori and Pasifika students and we are committed to ensuring that our Māori learners enjoy educational success as Māori.

Through our values we will achieve this by:



Whanaungatanga

Continuing to value and develop our relationship with Takahanga Marae
Consulting regularly with our Māori community
Drawing on local experts within our mana whenua to help support us in our practices



Aroha

Taking time to celebrate our diversity - this is our turangawaewae, everyone belongs
Weaving Te Reo Māori and Tikanga Māori through all our curriculum areas and aspect of school life



Manaakitanga

Providing opportunities for regular cultural experiences, including kapa haka
Using Māori protocol, including mihi whakatau for new students and their whanāu
Being committed to exploring ways to extend and improve our programmes as part of our self-review and in consultation with our whānau and Māori community



Ako

Using the Ka Hikitia - Ka Hāpaitia Strategy to support effective practice
Increasing and strengthening our staff's cultural capability
Developing student achievement targets for priority learners



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Te Tiriti o Waitangi - through our planning, we create opportunities to

Hear

Emphasis in our local curriculum development on enhancing the learning of Te Reo Māori and the NZ Histories

Planning that reflects the regular and meaningful incorporation of Te Reo Māori and Tikanga Māori in all that we do

Planning that creates opportunities for ongoing and reciprocal communication

See

Planning reflects an equitable representation of Māori and non-Māori in our physical environment

Runanga representation on our board and consultation informs planning and decision-making

PLD for continual improvement and high-expectation teaching for all students

Feel

Planning and systems to ensure an inclusive, safe, and welcoming environment

The establishment of Tuakana Teina as a priority action from community consultation

Planning that identifies barriers and allows students to be empowered





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Strategic Goal : Maintain our unique, nurturing environment where everyone belongs

NELP Objective 1: Learners At The Centre

Annual Target: Work with whānau to deliver learning that responds to their needs

Expected Outcome: Powerful relationships exist that support high expectations for every learner and reflect whānau and community aspirations

Actions	Who is responsible	Resources Required	Measuring Success	Monitoring/Review
Provide multiple opportunities to develop relationships with all whānau through events, conferences, workshops, trips, learning celebrations.	SLT Board Team	Budget for events/resources	Powerful relationships exist that support high expectations for every learner and reflect whānau and community aspirations.	
Create a shared understanding of high expectations and aspirations through newsletters, HERO, conferences, workshops and surveys.	SLT Team	Budget for printing and events	Powerful relationships exist that support high expectations for every learner and reflect whānau and community aspirations.	
As staff work to create a shared understanding of 'high expectation teaching' at KPS.	SLT Team	PLD time/release budget	Powerful relationships exist that support high expectations for every learner and reflect whānau and community aspirations.	
Use HERO to regularly collect student voice to inform planning.	Team SLT	Time	Powerful relationships exist that support high expectations for every learner and reflect whānau and community aspirations.	



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Embed PB4L Tier 3 and restorative practice through PLD and prioritise teaching of the 'KPS Way'.	Team	Budget PLD/release	A safe and inclusive environment exists, supported by systems to maintain this.	
Create the 'KPS Upstanders' bullying prevention strategy.	SLT	Budget for resources	A safe and inclusive environment exists, supported by systems to maintain this.	
Support staff and student personal well being through Pause Breathe Smile lessons in all classrooms.	SLT Team	Budget for resources	Everyone is supported to take care of their own well being.	
Continue to work with the Education Pou to reflect Rūnanga aspirations in our planning, decision making and learning programmes.	Board	Time	Powerful relationships exist that support high expectations for every learner and reflect whānau and community aspirations.	
Actively celebrate the different cultures at KPS - International Day, assemblies etc.	Team	Budget for resources	Everyone is proud of their own identity, culture and strengths and celebrates those of others.	
Adopt a statement on the delivery of the health curriculum following community consultation.	Board	Budget for printing	Powerful relationships exist that support high expectations for every learner and reflect whānau and community aspirations.	



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Strategic Goal 2: Ensure excellent outcomes for all learners

NELP Objective 2: Barrier Free Access

Annual Target: Implementation of effective assessment practices and structured literacy from Year 0-6

Expected Outcome: Systems allow all students to achieve highly and their needs to be met

Actions	Who is responsible	Resources Required	Measuring Success	Monitoring/Review
Develop a shared understanding of the intentional and deliberate actions of teaching an hour of reading, writing and mathematics.	SLT Team	PLD time/release budget	Systems allow all students to achieve highly and their needs to be met.	
Develop school-wide ownership and understanding of Structured Literacy for improved student learning outcomes.	SLT Team	PLD time/release budget	Systems allow all students to achieve highly and their needs to be met.	
Ensure BSLA is taught daily in years 1-3 and The Code is taught daily for spelling in years 4-6 with a focus on impact and transference.	SLT Team	Budget for The Code/BSLA resources, PLD/time/release	Systems allow all students to achieve highly and their needs to be met.	
Ensure Tier 2 students across the school are identified and supported in small groups by BSLA support teacher and BSLA TA. Tier 3 by RTLit.	Teachers, BSLA Teacher	0.4 teacher, teacher aide	Barriers to learning identified have been significantly reduced.	



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Build whānau understanding of Structured Literacy and the best way to support it at home.	Team	Budget for kai	Barriers to learning identified have been significantly reduced.	
Build and embed teacher pedagogical content knowledge around assessment for learning. Ensure a collective 'vocabulary of assessment' is developed within the staff.	SLT PLD provider	PLD time/release budget	Assessment processes are robust and consistent.	
Review assessment practices and how OTJs are made to ensure consistency across the school.	SLT	PLD time/release budget, Budget for assessments	Assessment processes are robust and consistent.	
Refresh teaching of the key competencies especially thinking and communicating (participating and contributing).	SLT Team	PLD time/release budget, Budget for any purchasing	Our curriculum inspires everyone to think critically and creatively; ask questions, make connections and problem solve and to confidently and effectively communicate with others.	
Develop a KPS structured Mathematics approach using stages and with a strong focus on basic facts.	SLT/Maths Lead	PLDtime/release budget	Systems allow all students to achieve highly and their needs to be met.	
Identify barriers to attendance and work collaboratively to remove them to increase attendance for individuals and overall.	SLT Check and Connect monitor	Budget for interventions eg: kai	Barriers to learning identified have been significantly reduced.	
Continue to monitor and plan for focus students and GATE using well established systems.	SENCO Team	Time/release budget	Barriers to learning identified have been significantly reduced.	



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Strategic Goal 3: Develop leaders for the future

NELP Objective 3: Quality Teaching and Leadership

Annual Target: Honour Te Tiriti o Waitangi through culturally responsive practices, Te reo and Tikanga Māori

Expected Outcome: Te reo Māori and Tikanga Māori are meaningful part of all aspects of school life and decision making

Actions	Who is responsible	Resources Required	Measuring Success	Monitoring/Review
Establish Tuakana teina as a part of school life by participating in the Te Tai O Marokura 2 day programme. Use the model to continue to regularly plan opportunities for tuakana teina.	Team Students	Budget for activities/events	Te reo Māori and Tikanga Māori are meaningful part of all aspects of school life and decision making Leadership opportunities are available and supported for all. Leaders lead change by setting excellent examples and supporting each other.	
Continue to build on successes in 2023; student led mihi whakatau, Matauranga Rere, kapa haka, Marae visits, local stories.	Team Students	Budget for activities/events	Te reo Māori and Tikanga Māori are meaningful part of all aspects of school life and decision making.	
Increase the level of te reo Māori used in classrooms through the use of the Wai Ako progressions for weekly lessons.	Team	PLD time, budget for resources	Staff regularly reflect on their cultural capability, skills in te reo Māori, knowledge of tikanga Māori and participate in professional development.	



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Continue to develop our outdoor spaces to have equitable representation of Māori and non-Māori in the physical environment.	Board	Budget for building/landscape	Te reo Māori and Tikanga Māori are meaningful part of all aspects of school life and decision making.	
Grow staff understanding of the Curriculum Refresh and how that connects to what we do at KPS already.	SLT Maths and English Lead Teachers	PLD time/release budget	Teaching practices are of a high level across the school and consistently improving through targeted professional development, leadership and reflection.	
Continue to grow staff capability in teaching te reo Māori and delivering NZ Histories through PLD opportunities.	SLT Team	PLD time/release budget	Te reo Māori and Tikanga Māori are meaningful part of all aspects of school life and decision making.	
Review unit holder job descriptions to include leadership of the Curriculum refresh and create a change team.	SLT	Time	Leadership opportunities are available and supported for all. Leaders lead change by setting excellent examples and supporting each other and reflection.	
Maths PLD, including, but not confined to, through the Kaikōura Kahui Ako.	Lead Maths Teacher	PLD time/release budget	Teaching practices are of a high level across the school and consistently improving through targeted professional development, leadership and reflection.	
Seek out opportunities for PLD for teacher aides.	SLT TAs	PLD time/release budget	Teaching practices are of a high level across the school and consistently improving through targeted professional development, leadership and reflection.	



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Build leader and teacher capability to engage in practice conversations that critically reflect on teaching and learning at our school.	SLT	PLD time/release budget	Teaching practices are of a high level across the school and consistently improving through targeted professional development, leadership and reflection.	
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Strategic Goal 4: Provide educational opportunities that inspire creativity and innovation

NELP Objective 4: Future Of Learning And Work

Annual Target: Learning experiences promote innovation and creative problem-solving and support science, conservation and tourism as future pathways

Expected Outcome: Relationships with local industries and employers allow insight into career options and open up pathways for all students

Actions	Who is responsible	Resources Required	Measuring Success	Monitoring/Review
Ensure our local curriculum planning includes opportunities to develop and expand pathway learning.	SLT Team	Time for planning	Our learning and curriculum make real world links to the world of work in a meaningful, strengthening and affirming way.	
Further develop our Dolphin Encounter partnership around conservation and tourism pathways.	SLT Team	Time for planning	Relationships with local industries and employers allow insight into career options and open up pathways for all students.	



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Seek out and connect with tourism providers in Kaikōura - Tourism as an inquiry for Term 2.	SLT Team	Time for planning	Relationships with local industries and employers allow insight into career options and open up pathways for all students.	
Seek out and connect with conservation groups and departments, conservation inquiry Term 1.	SLT Team	Time for planning	Relationships with local industries and employers allow insight into career options and open up pathways for all students.	
Make full use of the experts on our doorstep.	Team	Koha budget	Our learning and curriculum make real world links to the world of work in a meaningful, strengthening and affirming way.	
Seek out all opportunities to bring science alive at school, including Science in a Van visit and trips.	SLT Team	Budget for trips and performances	Students are equipped with the life skills and knowledge to make informed choices about their future learning and pathways.	
Promote science pathways by connecting with KHS and tertiary.	Team	Time for planning	Students are equipped with the life skills and knowledge to make informed choices about their future learning and pathways.	
Student led science job fair, Term 3.	Team Students	Budget for resources	Our learning and curriculum make real world links to the world of work in a meaningful, strengthening and affirming way.	
Look at ways to broaden student's experiences with science, conservation and tourism on a national and then global platform.	Team	Budget for trips/resources	Students are equipped with the life skills and knowledge to make informed choices about their future learning and pathways.	



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2024 Annual Achievement Targets: Action Plans to accelerate achievement of focus group(s)

Strategic Goal 2: Ensure excellent outcomes for all learners

NELP Objective 2: Barrier Free Access

Annual Target: Implementation of effective assessment practices and structured literacy from Year 0-6

Expected Outcome: Systems allow all students to achieve highly and their needs to be met

Student Learning and Achievement Targets for Reading:

Baseline data:

An analysis of school-wide reading data showed that overall 72 % of our students (94/130) were achieving within or beyond their expected curriculum level. Out of 130 students, 67 were at their expected curriculum level and 27 were beyond. 23 students were working towards their expected curriculum level and 10 well below. Overall girls achieved much higher at 80% (55/65) at or beyond, boys 71% (46/65) and Māori achievement was 65% (35/54)

Reading Annual Aim: To increase the percentage of students achieving at or above their expected curriculum levels in reading. To identify and accelerate the progress of those students (including priority students) who are not achieving at their expected curriculum level.

Reading Annual Targets:

1. Overall 90% of our students will be achieving at or above their curriculum level outlined in the New Zealand Curriculum in Reading by December 2024.
2. A school-wide focus on boys reading and in particular Māori boy's reading. A control group of 6 students will make accelerated progress with the aim of achieving their expected curriculum level or beyond by December 2024.



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Planned Actions	Who	Success indicators
Review and implement a robust Assessment Framework that details the clear purpose of assessment practices.	SLT	Framework is implemented and evaluated at the end of 2024 Teachers use a range of formative assessment to future shape learning design Consistency of OTJs across the school.
Engage in relevant PLD. In particular regarding for Māori boys reading.	T	Consistency and current best practice evident including Curriculum refresh
Teams and teachers will develop specific actions to accelerate the learning of focus students.	T	Students will benefit from targeted actions to accelerate their progress.
Leaders facilitate specific targets with teachers with a focus on impact and refinement of strategies through termly monitoring meetings.	SLT	Documented actions and ongoing review of actions in meeting minutes.
Structured Literacy approach extended up to Year 6.	SLT T	Whole school consistency in approach.
Host whānau hui and invite whānau to input into school wide actions for our Māori learners. Share and discuss targets.	SLT T	Whānau attendance and engagement is high.



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Host Parent/Caregiver information evenings and learning opportunities for whānau to learn more about structured literacy.	SLT T	Families feel confident to support their children at home.
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Student Learning and Achievement Targets for Writing:

Baseline data:

An analysis of school-wide writing data showed that overall 71% of our students (92/130) were achieving within or beyond their expected curriculum level. Out of 130 students, 62 were at their expected curriculum level and 30 were beyond. 33 students were working towards their expected curriculum level and 5 well below. Overall girls achieved higher at 85% (55/65) at or beyond, boys 65% (42/65) and Māori achievement was 55% (30/55).

Writing Annual Aim: To increase the percentage of students achieving at or above their expected curriculum levels in writing. To identify and accelerate the progress of those students (including priority students) who are not achieving at their expected curriculum level.

Writing Annual Targets:

1. Overall 90% of our students will be achieving at or above their curriculum level outlined in the New Zealand Curriculum in Writing by December 2024
2. A school-wide focus on boy's writing and in particular māori boys writing. A control group of 11 students will make accelerated progress with the aim of achieving their expected curriculum level or beyond by December 2024.



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Planned Actions	Who	Success indicators
Review and implement a robust Assessment Framework that details the clear purpose of assessment practices.	SLT	Framework is implemented and evaluated at the end of 2024. Teachers use a range of formative assessment to future shape learning design. Consistency of OTJs across the school.
Engage in relevant PLD. In particular writing achievement for boys.	T	Consistency and current best practice evident including Curriculum refresh
Teams and teachers will develop specific actions to accelerate the learning of focus students.	T	Students will benefit from targeted actions to accelerate their progress.
Leaders facilitate specific targets with teachers with a focus on impact and refinement of strategies through termly monitoring meetings.	SLT	Documented actions and ongoing review of actions in meeting minutes.
Structured Literacy approach extended up to Year 6.	SLT T	Whole school consistency in approach.
Host whānau hui and invite whānau to input into school wide actions for our Māori learners. Share and discuss targets.	SLT T	Whānau attendance and engagement is high.



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Host Parent/Caregiver information evenings and learning opportunities for whānau to learn more about structured literacy.	SLT T	Families feel confident to support their children at home.
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Student Learning and Achievement Targets for Mathematics:

What evidence shows

Baseline data:

An analysis of school-wide Mathematics data showed that overall 71% of our students (92/130) were achieving within or beyond their expected curriculum level. Out of 130 students, 60 were at their expected curriculum level and 32 were beyond. 34 students were working towards their expected curriculum level and 4 well below. Overall boys achieved slightly higher at 72% (47/65) at or beyond, girls 69% (45/65) and Māori achievement was 63% (34/54)

Mathematics Annual Aim: To increase the percentage of students achieving at or above their expected curriculum levels in reading. To identify and accelerate the progress of those students (including priority students) who are not achieving at their expected curriculum level.

Mathematics Annual Targets:

1. Overall 90% of our students will be achieving at or above their curriculum level outlined in the New Zealand Curriculum in Mathematics by December 2023.
2. A school-wide focus on Māori student achievement in mathematics. A control group of 10 students will make accelerated progress with the aim of achieving their expected curriculum level or beyond.



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Planned Actions	Who	Success indicators
Review and implement a robust Assessment Framework that details the clear purpose of assessment practices.	SLT	Framework is implemented and evaluated at the end of 2024 Teachers use a range of formative assessment to future shape learning design. Consistency of OTJs across the school.
Engage in relevant PLD. In particular regarding Māori student achievement.	T	Consistency and current best practice evident including Curriculum refresh.
Teams and teachers will develop specific actions to accelerate the learning of focus students.	T	Students will benefit from targeted actions to accelerate their progress.
Leaders facilitate specific targets with teachers with a focus on impact and refinement of strategies through termly monitoring meetings.	SLT	Documented actions and ongoing review of actions in meeting minutes.
Host whānau hui and invite whānau to input into school wide actions for our Māori learners. Share and discuss targets.	SLT T	Whānau attendance and engagement is high.
Host Parent/Caregiver information evenings and learning opportunities for whānau to learn more about Mathematics.	SLT T	Families feel confident to support their children at home.



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2024 Annual Attendance Targets: Action Plans to improve attendance of focus group(s)

Annual Aim: To increase engagement and attendance at school to improve achievement levels and meet Ministry of Education Attendance Targets for 2024.

Annual Target:

1. To increase percentage of students attending regularly (more than 90% of the time, an average of 9 days a fortnight) to 70%
2. To reduce the percentage of students who are moderately absent (attending more than 70% up to 80%, missing two or three days a fortnight) to 6%.
3. To reduce the percentage of students who are chronically absent attending 70% or less (missing three or for days a fortnight) to 5%.

Planned Actions	Who	Success indicators
RRF Check and Connect mentor to regularly check in with students identified to be at risk of poor attendance and engagement.	TA	Ākonga/students are engaged emotionally, socially and academically in their school.
Use of school newsletter/parent teacher meetings to promote why regular attendance is important.	SLT	Everyone is informed.
Implement a reviewed system for following up on absences.	OM SLT	Systems support good attendance.



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Connect with families early to help break down barriers.	T SLT	Whāuna feel supported and confident to share barriers. Barriers are identified early and solutions found.
Coordinate with attendance officers to support.	SLT	All channels are connected and supporting improvement.