
Addington School
ACHIEVEMENT AND OUTCOMES REPORT 2017-2018

CONTEXT

This year has been one of considerable change. The curriculum has been fully reviewed to meet more fully the needs of our increasingly complex cohort of students; many of whom have comorbidity in respect of their learning difficulties and disabilities.

COMPOSITION OF THE SCHOOL COHORT

The overview table below shows the percentage of Addington students categorised as: MLD, SLD, PMLD, ASD

(In May 2017, and again in Autumn 2017 we re-categorised all students primary Learning Need against our new expectations as either MLD, SLD, PMLD.)

Main SEN	2015 - 2016	2016 - 2017	2017-2018	Learning Need
MLD	2%	19%	24%	Primary
SLD	30%	63%	48%	Primary
PMLD	9%	17%	16%	Primary
PD	12%	1%	13%	Secondary
ASD	47%	48%	49%	Secondary
Total number of students	203	207	212	

* 49% of students have ASD alongside MLD, SLD or PMLD.

*13% of students have physical disabilities alongside their learning difficulty or disability

A number of student have further conditions (up to 4 registered) comorbid with their primary and secondary educational learning difficulty. It may be seen that the number of students with moderate learning difficulties has increased. These students have conditions such as autistic spectrum, social and emotional difficulties and other diagnoses which mean that mainstream schools are not an option.

Upper School

The focus of Upper School (Key Stages 4-5) is on preparing our students for adulthood. The curriculum comprises a highly differentiated series of pathways providing a bespoke curriculum culminating in highly individual outcomes. A flexible approach is key to these elements and students can move between pathways where this is appropriate. As in other key stages, the outcomes are relevant and realistic for our young people and map onto the individualised Education, Health and Care Plan (EHCP) which follow our students through school. There is a two-year cycle of projects on topics that are designed to engage and interest the students. Additionally, Addington is focusing on enabling our students to work towards qualifications and accreditations that are recognised by colleges and employers. These include:

- Functional Skills in English and Maths
- City and Guilds in Hospitality and Horticulture
- Duke of Edinburgh accreditation

- BTech in Employability (working with National Grid)
- BTech in Beauty

The new curriculum has proved successful in the trials that have taken place and will be rolled out from September 2018. It will be reviewed on a termly basis and its very flexibility means that changes can be made easily if required.

Alongside the new curriculum, it was essential to develop a system to fully assess the progress made by our young people. Much consideration has been given to more efficient, reliable and appropriate ways of demonstrating the progress of students. From September 2017 onwards, small steps of progress became measurable by converting the system based on the old National Curriculum levels into a coding system which enabling us to see the progress made in percentages against targets and start points from the previous academic year. However, with the introduction of a new curriculum driven by best practice according to current research, professional knowledge, Ofsted guidance and input from our parents, it was necessary to introduce a new assessment system which could fully demonstrate the outcomes and achievements of our young people.

After full consideration of all systems on offer in the educational sphere, we selected a system which was developed specifically for students with Special Educational Needs. It is ideally suited to provide for the following:

- Any/All Learning Outcomes from Access students to those preparing for a working life
- Personalisation
- Spiky Profiles
- Life Skills
- Evidence of achievement using work examples, photographs, films etc.
- EHCPs
- Social and Emotional Progress

The level of flexibility and personalisation of this approach led us to commit to this as an ideal opportunity to demonstrate and celebrate the achievements of our young people.

Achievements and Outcomes from 2017-2018 in Upper School

Achievements from our 16-19 FE students:

In 2017/2018 we had 40 students in our 16-19 FE classes including 6 students in the category PMLD

A total of 12 students left in the year 2017-2018. Destinations post Addington were:

Destination	Numbers	Percentage
Employment at National Grid (NG)	1	8%
Newbury College – Foundation Course	1	8%
Reading College – Work Preparation	1	8%
Reading College – Skills for Living	4	33%
Reading College – Our House	1	8%
BCA – Life Skills	2	16%
Residential Colleges	1	8%
BCA – Level 1	1	8%

Accreditation at Addington

Results of entries for Employability related Qualifications:

City and Guilds qualifications	
Horticulture	2 Level 1 Diploma, 1 Level 1 Certificate 4 students mid-way the two year course, working towards Level 1 certificate
Hospitality	3 Level 1 Certificate 3 Level 1 Awards
Employability (ASDAN)	2 Entry Level Awards

Results of entries for Personal Development Award – Key Stage 4

Total Number of Candidates entered for Personal Development Award	
Personal Development Award (ASDAN)	17 students completed Personal Development Awards at Bronze Level. These have been moderated internally and will be moderated externally during Autumn 2018.

Preparing our students for Adulthood including the World of Work

We continue to develop our students' skills in the world of work to help them prepare for employment, whether supported or independent. We work with partners and commercial organisations such as:

- National Grid
- Marks and Spencer
- Asda
- Johnson and Johnson
- Waitrose
- Sodexo to devise the right opportunities for the individual

The increasing involvement of these prestigious companies is testament to the quality of students sent by Addington, and the commitment of the Head of Careers and her staff in developing these contacts. The appointment of a Routes to Work Business Manager dealing with Employer Engagement has had significant impact within the careers department; particularly as she has had years of working in the commercial sector.

We are in the fourth year of a very successful project running a café one day a week at WBC. A group of 6 students use this opportunity to develop valuable work skills including handling money and following strict hygiene rules around food. They work towards their City and Guilds Level 1 qualification in Hospitality. Additionally, this project extends to providing catering for internal and external events.

We have now completed the third year of a Supported Internship in partnership with National Grid. Two members of our staff work at the National Grid as Job Coaches for Addington students. As a direct result of this amazing opportunity, four students are in paid employment within this organisation.

Details of Work Experience and Work Related Learning opportunities

	Number of pupils that accessed the opportunities either with staff support (supported) or independently (independent)	
Number of....	Key Stage 4	Key Stage 5
Job Safari Days	29 supported	37 supported
External Work Ready Days	34 supported	57 supported
Internal placements	14 supported	11 supported
Week external work placement	8 supported	5 supported 16 independent
External community extended placements (1 morning per week for 6-8 weeks)	7 supported	1 supported
Extended work placements (1 day per week for 12 weeks, plus 1 full time week in week 13)	N/A	16 independent
Extended Plus work placements (Bespoke depending on student's needs. Normally 1 day per week for 1 or 2 terms)	N/A	2 independent
Supported Internships at National Grid. (Full year based at the National Grid. This involves placements in three different departments and job roles over the year. Students are also taught functional Literacy and Numeracy and ASDAN employability modules.)	N/A	3 students started the programme (1 left mid-way) supported by 2 job coaches. 1 student is now in PT employment 5 days a week at the Grid

Work experience opportunities have been generated by the appointment of a Work Experience Manager this year. This is in preference to using an outside agency without full understanding of our aspirations; and the skills or attributes of our young people. The success of this initiative is clearly demonstrated by the table above.

Middle School

Significant headway has been made in completely redesigning the curriculum for Middle School (Key Stages 2 – 3). This was particularly important as the current curriculum, based on that followed in mainstream schools, did not meet the needs of our students. We needed a curriculum that was bespoke to our setting; and bespoke to the needs of our students. This new curriculum was designed by teaching staff across key stages whose knowledge of the abilities and requirements of our students is thorough. It provides stimulating and achievable ways to support student progress in preparation for life as they move through and on from Addington.

The emphasis of the vision of the Middle School Curriculum is as follows:

- Students will have the tools to communicate to the best of their ability – this means that the focus will be on Total Communication using differentiated verbal exchanges, Makaton, PECS and Visual approaches or prompts
- Students being able to recognise and manage their own emotions and express themselves appropriately using their individualised communication means
- Development of positive relations with others
- Development of thinking skills
- Development of independence and life skills

A topic based approach has been designed with the aim of exciting and motivating students in their learning.

Early Years

Early Years continues to be a play based curriculum designed to develop students in the seven areas of learning. Supplementary areas and skills have been added to enable pupils to show progression. These include Expressive Language, Intensive Interaction, use of PECS and Makaton. Introduction of such elements is designed to provide a Total Communication package for all of our pupils to ensure all with a voice.

Curriculum and assessment within Early years was moderated by Wokingham LEA who stated that the EYFS in Addington provided a detailed assessment and accurate judgement of pupils' levels.

Whilst pupils in Early Years are generally working below expected levels in English and Maths, Pupil Progress meetings demonstrate that progress is made in areas such as:

- Transitioning
- building relationships with staff
- receptive and expressive skills in communication using either verbal, signing, responding and PECS, etc., physical development
- responding to gestures and visual skills
- using cause and effect toys
- Making requests via their communication methods
- Making good progress on SCERTS, Intensive Interaction and Joint Attention Skills

This list is NOT exhaustive!

Changes over the academic year 2017-2018:

- Class teachers have been required to report small steps of pupil progress in a consistent way.
- Pupil Progress meetings with class teachers and the Head of Assessment during the Spring and Summer terms have taken place. The emphasis has been on identifying progress in a holistic manner. Our pupils make progress that cannot be measured by English and Maths data based on assessment systems followed in mainstream schools, even though these are adapted. Pupil

Progress meetings have been an extremely productive exercise in demonstrating the ways in which our students have gained broader, more in-depth skills and knowledge. Such discussions have emphasised the need for the complete overhaul of the curriculum and the assessment of this.

- New data system built to collate and analyse pupil progress.
- Analysed the learning needs of all pupils as MLD, SLD or PMLD in line with our new Expectations.
- Ipsative progress highlighted through the introduction of Personalised Learning Plans (PLP) with half termly targets for all pupils.
- Moderation opportunities set up with a number of other special schools across the country (Nottingham, Bristol, Gloucestershire, and Reading).
- Consultation with special schools in the UK to gain an understanding of the value and impact of assessment system.
- Following the development of the new curriculum, an assessment has been purchased for the school which will more effectively and accurately measure the achievement of our pupils.

Attendance:

Addington works closely with the Education Welfare Officer (EWO) to minimise student rates of absence through regular meetings, multi-professional working and working in partnership with parents. This supports the small number of students with attendance issues which are often linked to health conditions. We analyse for attendance comparing disadvantaged learners with the rest of the school population. During this academic year the attendance for disadvantaged was 91.5%, slightly higher than the rest of the school at 89.7%. This is in line with the latest government data (2016-17) stating that the average absence rate for pupils in special schools is 9.7%. It is rare Addington excludes pupils even though some have challenging behaviour. During 2017-18 a pupil had one fixed term exclusion. This was an exception, and was the result of particular circumstances and the challenge presented by the child.

Working in Partnership with Parents Continues to be a Major Focus

'All of the parents who responded to the online questionnaire, Parent View, agree that their children are happy and well looked after at school. Some spoke of feeling included in the 'Addington family'.' Ofsted October 2017

'Leaders recognise that for some parents it is a huge decision to send their children to a school such as Addington. The role of the parent support adviser is crucial for providing support for them. In the last year she has worked with 50 families. Through events such as regular coffee mornings, parents are able to meet with each other, which gives them further avenues of support.' Ofsted 2017

Our Parent Support Adviser organised well attended workshops in conjunction with the specialist teams within school. Particular successes were a number of workshops looking at communication, and a workshop on Aromatouch and Mindfulness.

Students and their families have been supported in a range of ways, including:

- Behaviour in the home and strategies to use
- Issues around transition to different stages of student education
- Access to agencies outside the school; for example, CAMHs, DCT, ADHD assessments, continence assessments etc.
- Concerns around relationships and personal development

- Provision of information regarding social services
- Information about accessing respite services
- Arranging letters and supporting documentation for PIPs and access to appropriate benefits
- Blue badge and buggy/chair acquisition
- Transition to Adult Mental Services

Parents' evenings have high attendance. If parents have not been able to attend then teachers have made alternative dates or contacted by phone. 80% of parents attended the meetings on the date provided, 17% met with teachers on alternative dates, and 3% were contacted by teachers by telephone.

Pupil Achievement – Progress in terms of P-Scales and Addington Levels.

In October 2017, teachers set targets for students based on the following expectations of expected progress:

Under 8s:

EYFS Assessment Programme

KS2:

- PMLD - Bespoke Pathway
- SLD - P4 to P8 with an expected achievement of 1 P scale every two years
- MLD – 1 Addington Curriculum (AL) level each year

KS3:

- PMLD - Bespoke Pathway
- SLD - P4 to P8 with an expected achievement of 1.5 levels over the course of KS3
- MLD – 3 AL levels over the course of KS3

KS4

- PMLD - Bespoke Pathway
- SLD – P5 – AL 14, 1 P level or 1 AL level over the course of KS4
- MLD – AL 15+, 2 AL

However, since the introduction of 'Life Without Levels' we have been able to work towards a curriculum and assessment system that more closely meets needs of our students. We believe it is essential to value the strengths and gifts of all students whatever their diagnosis. Our new curriculum, which drives our assessment system, comes from a position of assuming competence rather than focusing on deficits. This is a distinct move away from the previous way of measuring progress which was an adaptation of the National Curriculum and Progression Guidance used in mainstream schools. Special schools were historically expected to adhere to these measures which were totally inappropriate for our setting. At Addington, our focus now is upon individualised programmes which enable our students to develop their fullest potential in as many areas as possible. Our outcomes throughout the school, leading to the excellence demonstrated by the achievements of all in going forward towards a productive and fulfilling life after Addington comprise our ethos and aims for the future of all our young people.

Grouping for data analysis	Number of Pupils	Main Assessment via:
FE (including FE Access class and 3 year 11's)	40	Destination data, Work Experience Opportunities and Accreditation (employer and college recognised where possible)
EY (including 6 year 1s)	35	EYFS
Access (not FE)	17	Totally bespoke pathway assessing steps of development using highly individualised targets.
Therapeutic Class	8	P Levels, moving toward a bespoke curriculum and assessment to reflect the complex needs of the individuals. Emphasis on Personal Learning Plans, driven by EHCP outcomes.
KS2, 3 and 4	112	P-Level, Addington Levels and PLPs, driven by EHCP outcomes.
Total Pupils	212	One pupil undertook managed move part way through year due to his needs which were not being met within this environment.

Analysis of Achievements

Summary of Progress against targets and overall progress throughout the year relating to Literacy and Numeracy made by students in Key Stages 2 – 4, excluding Access and Early Years classes:

Progress Against Targets for Literacy	Progress throughout the year in Literacy from start point	Progress Against Targets for Numeracy	Progress throughout the year in Numeracy from start point
45% met or exceeded targets for Literacy	89% of students made progress despite not meeting targets	49% of students met or exceeded targets	91% of students made progress despite not meeting targets

This demonstrates that whilst our students may not overall make progress against targets based on the National Curriculum of past years, they do make progress throughout the year, albeit in small steps.

Further breakdown of progress:

Breaking this data down into strands of Literacy and Numeracy by gender, ethnic group and Pupil Premium eligibility, the percentages of progress against targets below are the result of data collected throughout the year. The data is presented overall and in the following year groups: 2,6, 7, 9 and 11.

Overall Performance against targets, and progress from start point (September 2017) in Literacy and Maths

Literacy	Male	Female	British	Non-White British	Non Pupil Premium	Eligible for Pupil Premium
All strands, target reached	47%	40%	43%	49%	36%	48%
All strands, progress made	64%	53%	62%	61%	54%	59%

Overall performance in Literacy cohort of measured:

- Boys made slightly more progress in Literacy than girls. This data may be considered in the light of the fact that there is a significantly higher number of boys than girls; and that there are more boys with a learning need of moderate learning difficulty. We receive a higher percentage of girls with more complex and severe learning needs.
- The cohort of Non-White British students achieved slightly more than White British.
- Students eligible for Pupil Premium have a slightly higher percentage of achievement; and the difference in progress from start point in September 2017 to end point in 2018 was 7%.

Maths	Male	Female	British	Non-White British	Non Pupil Premium	Eligible for Pupil Premium
All strands, target reached	50%	45%	52%	46%	45%	60%
All strands, progress made	92%	84%	88%	89%	89%	91%

Overall performance in Maths of cohort of measured:

Male students made more progress against targets than females; White British made more progress against targets than Non-White British and those eligible for pupil premium had higher attainment against targets than those who do not receive Pupil Premium. The greatest difference between achievement against targets is in the Pupil Premium area. However, all groups made significant progress from September 2017 to July 2018, and the figures here are much more analogous.

Comments regarding achievement for Literacy in years 2,6,9 and 11

- In year 2, male students appeared to make greater progress against targets than females, although the progress over the year of females appears to be greater. These figures may be affected by the releveling that occurred during this year as new teachers re-assessed their students. Again, the releveling appears to have affected the ethnic and pupil premium groups which makes accurate analysis of the figures somewhat challenging.
- A similar picture presents itself in the figures for year 6 in terms of males and females, although the ethnic and pupil premium groups seem to be more secure.
- In year 6, White British made more progress against Non-White British against targets, but over the course of the year, the Non-white British closed the gap by 2% in terms of achievement.
- Pupil premium students made more progress against targets than non-pupil premium in year 6.
- In year 9, female students made greater progress against targets than males, and the difference over progress from start to end of year was 2%.
- In year 11, females made greater progress against targets than males, although the progress throughout the year for males was higher. A similar picture presented itself in the comparison between White British and Non-White British.
- Comparison between Pupil Premium and Non Pupil Premium groups is again difficult to measure, as releveling occurred in this area.

Comments regarding achievement for Maths in years 2,6,9 and 11

- The releveling that occurred during the first term of the year caused issues with presenting accurate or meaningful data in some areas of year 2. In particular, it is difficult to make comparisons between male and female performance, and that of Pupil Premium students and those ineligible.
- In year 6 and 9, male students make greater progress than females, although in year 11, this trend reverses.
- In year 9, Pupil Premium eligible students made more progress against targets in Maths than Non-Pupil Premium students. However, until this year, the focus of the interventions relating to Pupil Premium have focused mainly on Communication, Reading and dealing with Anxiety.

The figures presented are somewhat challenging to assess; as again, re-leveling occurred this year. Additionally, in some cases, the numbers measured are quite small.

It was also felt that the curriculum we are working with, and the targets against which our students are measured are **not** appropriate for our young people. In fact, these figures themselves underline the need for the overhaul of the curriculum which was undertaken towards the end of the academic year of 2018. Once the curriculum was developed, an assessment system could be developed. The emphasis is upon the curriculum driving assessment. Additionally, the curriculum needs to be individual and personal for each student, and the ensuing assessment system needs to be sufficiently flexible to measure what each individual can achieve within their personalised programme. Rather than identifying deficits, Addington is determined to approach curriculum and assessments with a 'can do' approach for students. We aim to show through the varying pathways and individualisation of our curriculum that our provision is more closely meeting the needs and aspirations of our young people.

The breakdown of the figures for the progress of students in the year groups identified above, is as follows:

Year 2

Literacy	Male	Female	British	Non-White British	Non Pupil Premium	Eligible for Pupil Premium
All strands, target reached	56%	20% relevelling	20% relevelling	56%	56%	20% relevelling
All strands, progress made	37%	45%	45%	37%	37%	45%

Year 6

Literacy	Male	Female	British	Non-White British	Non Pupil Premium	Eligible for Pupil Premium
All strands, target reached	57%	18% relevelling	55%	42%	43%	63%
All strands, progress made	68%	39%	68%	57%	55%	70%

Year 9

Literacy	Male	Female	British	Non-White British	Non Pupil Premium	Eligible for Pupil Premium
All strands, target reached	35%	57%	50%	30%	34%	50%
All strands, progress made	50%	69%	62%	46%	51%	63%

Year 11

Literacy	Male	Female	British	Non-White British	Non Pupil Premium	Eligible for Pupil Premium
All strands, target reached	21%	36%	27%	37%	36%	10% relevelling
All strands, progress made	45%	52%	48%	51%	54%	28%

Maths Data

Year 2

Maths	Male	Female	British	Non-White British	Non Pupil Premium	Eligible for Pupil Premium
All strands, target reached	60%	0% relevelling	33%	60% relevelling	60%	0% relevelling
All strands, progress made	57%	100%	80%	57%	57%	100%

Year 6

Maths	Male	Female	British	Non-White British	Non Pupil Premium	Eligible for Pupil Premium
All strands, target reached	64%	46%	70%	62%	67%	56%
All strands, progress made	98%	77%	93%	92%	91%	100%

Year 9

Maths	Male	Female	British	Non-White British	Non Pupil Premium	Eligible for Pupil Premium
All strands, target reached	47%	31%	45%	24%	29%	63%
All strands, progress made	90%	100%	94%	84%	89%	100%

Year 11

Maths	Male	Female	British	Non-White British	Non Pupil Premium	Eligible for Pupil Premium
All strands, target reached	26%	33%	33%	27%	33%	21% relevelling
All strands, progress made	87%	79%	83%	86%	82%	89%

Pupil Premium

We run a number of interventions and strategies designed to promote higher attainment in Reading and Communication and Numeracy. These are delivered in classrooms as part of our personalised curriculum. These include Tracks Literacy, Rapid Phonics, Rapid Reading, Rapid Writing, CatchUp Literacy, Big and Little Writing, Talk topics and Toe by Toe. Theatre visits and Drama lessons have been delivered by an external specialist to broaden, enrich and encourage creativity and communication skills.

In Numeracy there is use of Plus One and Power of Two. Further methods and systems are being considered and evaluated for the coming year. Our priorities are to enable students to make progress across the whole curriculum, with a specific focus on developing their communication and reading abilities. The curriculum for our learners is personalised including strategies, interventions, therapeutic approaches and a modified environment to ensure every learner builds skills and achieves their potential. This ensures that where there are significant gaps in pupil progress, the student is looked at as an individual and

interventions are put in place which best meet their priority need at the time, whether this is social, emotional, related to communication or academic.

A wide range of communication programmes are individually tailored to student needs, such as intensive interaction or sensory integration programmes to ensure students are ready to learn and communicate. A total communication approach and a range of Augmentative and Alternative Communication (AAC) methods have been established within the school. We employ transition objects, signing, symbols, PECS, communication books and/or boards as well as technology such as Eye Gaze or electronic communication aids to support development.

Individual pupil's Outcomes are focused on academic skills and independent living skills to ensure students leave Addington ready to take opportunities and contribute to society.

Personal Development, Behaviour and Welfare

Behaviour management has increased in effectiveness over 2017-2018. A change of ethos led by the Senior Leadership and the Behaviour team has seen the introduction of a number of proactive behaviour support initiatives. These include:

- Nurture programmes supported by trained staff
- Aromatouch
- Yoga
- Targeted Behaviour Interventions personalised for individual students

Such initiatives, combined with staff training in de-escalation techniques as part of the Team Teach programme have continued to reduce the rates of Positive Physical interventions over the past 4 years. In Summer term of 2018, the number of incidents reported were 422, of which only 8 (2.05%) required any physical intervention. All Positive Physical interventions used at Addington School are only used as last resort and only to support transitions away from crisis situations in order to reduce the risk of harm to pupils and staff.

This year, Holly class was established as a Therapeutic Access class offering tailored learning programmes for 8 students to enable them to achieve engagement in learning alongside social and emotional well-being. Significant sensory integration and engagement opportunities have been delivered through the SCERTS programme, Attention Autism, ALERT programme and play. Key successes have been the full integration of one particularly challenging student within this class and the transition of another student from Holly class to a KS4 class with the support of an assistant from Holly class.

National Testing

At Addington we enter pupils for National Testing where appropriate. Our Key Stage 1 and 2 pupils were all working below the expected standard so none took part in the KS1 and 2 SATS. Students were tested internally, but were working at Pre-Key Stage standards. However, pupil standards continue to be monitored to assess whether they need to access links with our local mainstream school as one year 9 has done over the past 2 years. He attends 4 Maths lessons per week and is working towards a GCSE in this subject.

Phonics testing - All YR 1 children were dis-applied last year from the Phonics test.

Outreach service

Between September 2017 and July 2018, Addington School's Outreach Service supported 35 requests from local schools. As in previous years, a high proportion of the requests were for support with students either diagnosed with, or presenting with, conditions associated with Autistic Spectrum. Frequently, comorbidity with other conditions causes issues for which the schools are seeking advice; for example, autism may be accompanied by challenging behaviour, communication difficulties or lack of engagement in learning. 100% of the Outreach Requests have resulted in positive feedback, and we have also begun to receive requests from outside Wokingham.

This year, we responded to a request from Reading University to deliver a session on 'Teaching Student with Special Educational Needs' to trainee teachers. Four members of staff delivered on topics such as Autistic Spectrum Conditions, Low-Tech and Hi-Tech support for students with communication difficulties, Total Communication methods and dealing with challenging behaviour. The feedback was extremely positive, and we have been asked to repeat this delivery in 2019 with the next cohort of students.

In conclusion, this year has been a positive one in making the changes to further develop and broaden the opportunities for our young people across the range of abilities. The new curriculum is one which specially designed to engage them while meeting their highly individualised needs. We are determined to make their educational experience one that is rewarding and celebrates their achievements in all areas.