

BIS HCMC Mock School Dataset - 2025/26

Created for RAG System Testing | Y3-Y6 Dataset | Anonymized & Fictional

SCHOOL OVERVIEW

Institution: British International School HCMC
Dataset Scope: 4 classes (Y3, Y4, Y5, Y6)
Academic Year: 2025-2026
Campus: Junior Campus (JC)
Last Updated: October 2025

CLASS ROSTERS & STAFF ASSIGNMENTS

YEAR 3 CLASS (3A)

Class Teacher: Ms Elena Rodriguez
Learning Support Teacher: Mr David Chen
TA Support: Ms Linh Tran
Specialist Lessons: ICT (Mon/Wed), PE (Tue/Thu), Music (Wed), Art (Fri)

Student Name	D.O.B	Home Language	Key Flags	Notes
Aisha Kumar	12/03/2019	English	HIGH-ACHIEVER	Strong academic progress, confident speaker
Marcus Thompson	08/07/2019	English	BEHAVIOR-CONCERN	Impulsivity, attention-seeking, responds well to movement breaks
Sophie Chen	15/11/2018	Mandarin/English	[ANXIETY]	Perfectionist, avoids risk-taking, benefits from reassurance
Liam O'Brien	22/05/2019	English	COMMUNICATION-NEED	Delayed speech, working with SLT, very social despite difficulties
Priya Patel	03/09/2019	Hindi/English	HIGH-ACHIEVER	Excellent numeracy, helps peers, natural leader
Noah Williams	27/01/2019	English	[AT-RISK]	Disengagement in literacy, home circumstances being monitored, needs 1:1 check-ins
Zoe Martinez	14/06/2019	Spanish/English	SENSORY-NEED	Noise sensitivity, wears ear defenders in assemblies, benefits from quiet workspace
James Park	10/04/2019	Korean/English	BEHAVIOR-CONCERN	Difficulty with transitions, needs advance warning of changes
Emma Novak	31/08/2019	Czech/English	HIGH-ACHIEVER	Creative thinker, excels in problem-solving tasks
Oliver Grant	19/02/2019	English	COMMUNICATION-NEED	Selective mutism in large groups, very verbal 1:1, making progress

YEAR 4 CLASS (4B)

Class Teacher: Mr Tariq Hassan
Learning Support Teacher: Ms Catherine Okafor
TA Support: Mr Duc Nguyen
Specialist Lessons: ICT (Tue/Fri), PE (Mon/Wed), Drama (Thu), Computing Project (Fri)

Student Name	D.O.B	Home Language	Key Flags	Notes
Isabella Rossi	05/02/2019	Italian/English	HIGH-ACHIEVER	Excellent across all subjects, independent learner
Kai Tanaka	19/08/2018	Japanese/English	[ANXIETY]	School refusal behavior emerging, working with parents/counselor
Thomas Bradley	11/03/2019	English	BEHAVIOR-CONCERN	Argumentative, seeks power/control, responds better to choices than directives
Amelia Hassan	07/07/2019	Arabic/English	HIGH-ACHIEVER	Natural mathematician, peer mentor
Dylan Murphy	25/10/2018	English	ATTENDANCE-CONCERN	Irregular attendance affecting progress, liaising with family
Marta Silva	30/04/2019	Portuguese/English	COMMUNICATION-NEED	English learner (6 months in school), rapid progress, some academic gaps
Joshua Finch	16/12/2018	English	[AT-RISK]	Emotional dysregulation, recent family changes, increased incidents Oct 2025
Natalia Kowalski	22/06/2019	Polish/English	SOCIAL-CONCERN	Withdrawn, difficulty making friends, self-isolating, needs peer support intervention
Ravi Gupta	08/09/2018	Gujarati/English	BEHAVIOR-CONCERN	Impulsive, risk-taking, boundary-testing with peers and adults
Lucia Fernandez	13/05/2019	Spanish/English	HIGH-ACHIEVER	Confident, articulate, natural leader, well-liked

YEAR 5 CLASS (5C)

Class Teacher: Mr James Watson
Learning Support Teacher: Ms Fiona Liu
TA Support: Ms Anh Vo
Specialist Lessons: ICT (Mon/Thu), PE (Tue/Fri), Music (Wed), Robotics Project (Tue)

Student Name	D.O.B	Home Language	Key Flags	Notes
Lucas Santos	21/07/2018	Portuguese/English	HIGH-ACHIEVER	Excellent academically, particularly STEM subjects, independent
Grace Pham	14/03/2018	Vietnamese/English	[ANXIETY]	Academic pressure anxiety, perfectionism, needs to build resilience around mistakes
Sebastian White	09/11/2017	English	BEHAVIOR-CONCERN	Defiance, occasional aggression toward peers, benefit from clear boundaries and predict
Yuki Yamamoto	28/05/2018	Japanese/English	HIGH-ACHIEVER	Quiet achiever, strong conceptual understanding, risk-averse
Freya Nielsen	11/02/2018	Danish/English	SENSORY-NEED	Light sensitivity (uses blue-light filter on screens), prefers dim classroom lighting
Mohammed Al-Rashid	03/09/2017	Arabic/English	[AT-RISK]	Recent behavioral escalation, safeguarding concerns flagged (Oct 2025), assigned key wo
Ivy Chen	19/06/2018	Mandarin/English	HIGH-ACHIEVER	Exceptional verbal reasoning, excellent discussion contributions
Ethan Hughes	25/10/2017	English	ATTENTION-NEED	ADHD diagnosis, medication compliance sometimes inconsistent, benefits from movement br
Sofia Delgado	07/04/2018	Spanish/English	SOCIAL-CONCERN	Friendship difficulties, peer conflict incidents, needs conflict resolution support
Alexander Petrov	31/12/2017	Russian/English	HIGH-ACHIEVER	Top 10% academically, strong leadership in group work

YEAR 6 CLASS (6D)

Class Teacher: Ms Rebecca Singh
Learning Support Teacher: Mr Michael O'Connor
TA Support: Ms Hoa Tran
Specialist Lessons: ICT (Mon/Wed), PE (Tue/Thu), Music (Wed), Transition Support (Thu)

Student Name	D.O.B	Home Language	Key Flags	Notes
Charlotte Webb	18/06/2017	English	HIGH-ACHIEVER	Excellent across all domains, strong self-advocacy, leadership potential
Dmitri Sokolov	22/11/2016	Russian/English	BEHAVIOR-CONCERN	Occasional defiance, peer conflict, responds to adult mentoring well
Amal Al-Noor	05/09/2017	Arabic/English	[ANXIETY]	Social anxiety in new situations, transition to secondary causing concern, needs gradual exposure
Kenji Nakamura	14/03/2017	Japanese/English	HIGH-ACHIEVER	Exceptional analytical skills, university mindset already developing
Sienna Brown	29/07/2017	English	[AT-RISK]	Disengagement in core subjects, home instability being monitored, attendance variable
Lars Andersen	11/05/2017	Danish/English	SENSORY-NEED	Auditory processing issues, benefits from visual supports, one-to-one instructions
Maya Goldstein	08/02/2017	Hebrew/English	HIGH-ACHIEVER	Exceptional all-rounder, particularly strong in humanities and arts
Cairo Lopez	20/10/2016	Spanish/English	BEHAVIOR-CONCERN	Peer relationship difficulties, occasional physical aggression under stress, needs conflict resolution skills
Priya Verma	30/04/2017	Hindi/English	SOCIAL-CONCERN	Anxiety about secondary transition, perfectionism affecting enjoyment, needs emotional support
Harry Chen	16/08/2017	Mandarin/English	HIGH-ACHIEVER	Balanced learner, strong peer relationships, good citizenship

DETAILED STUDENT PROFILES (At-Risk & Support Needs Focus)

Y3: Noah Williams - AT-RISK PROFILE

DOB: 27/01/2019 | **Age:** 6 years | **Class:** 3A (Ms Elena Rodriguez)

Current Concerns

- [AT-RISK] Marked disengagement from literacy instruction (Oct 2025)
- Attendance: Irregular (62% in Sept, improving to 75% early Oct)
- Home circumstances: Parents recently separated, currently in father's care (part-time)
- Reluctant participation in group work
- Emotional volatility (tears/frustration when challenged)

Academic Profile

- Numeracy: Age-appropriate, engaged with concrete manipulatives
- Literacy: 2 levels below age expectation, phonics knowledge gaps
- Fine motor: Difficulty with pencil grip, fatigue during writing tasks
- Auditory processing: Appears to lose information in group settings

Support Strategies in Place

- Daily check-ins:** Morning emotional temperature check with Ms Rodriguez (5 mins)
- Learning support:** 3x weekly 1:1 reading intervention with Mr Chen (15 mins)
- Movement breaks:** Access to movement activity every 45 mins
- Now-Next-Then visual schedule** at transition points
- Communication:** Weekly updates to parents/caregivers via class journal

Intervention Recommendations

- Consider counseling referral for emotional support (family transition)
- Liaise with both parents on consistent home-school approach
- Monitor for potential literacy learning disability
- Continue relationship-building approach; academic gains will follow emotional stability

Progress Tracking

- Sept: Baseline - significant anxiety at transitions
- Early Oct: Improved routine recognition, still emotionally fragile
- Target for Dec: Engage with literacy intervention, more verbal participation (not just adult-led)

Y4: Joshua Finch - AT-RISK PROFILE

DOB: 16/12/2018 | **Age:** 6 years | **Class:** 4B (Mr Tariq Hassan)

Current Concerns

- [AT-RISK] Emotional dysregulation escalating (3 incidents in Oct 2025)
- Recent family changes: Parental separation, custody arrangement unclear
- Aggressive responses to perceived slights (verbal and physical - pushing peers)
- Difficulty accepting adult authority; argues with directives
- Social withdrawal post-incidents

Behavioral Incidents (Oct 2025)

- Oct 3: Threw pencil at peer who took his seat, emotional meltdown (20 mins)
- Oct 14: Argued with Mr Hassan over task instructions, refused to participate
- Oct 22: Physical aggression toward peer in PE (pushing); later expressed remorse and confusion about own reaction

Academic Profile

- Core academics: Previously solid (mid-range for class), now showing decline
- Engagement: Highly variable - good days/poor days correlation with sleep/home reports
- Strengths: Creative writing when emotionally regulated; good verbal reasoning
- Concerns: Rushing through work, decreased attention span

Current Support

- Emotional check-in protocol:** Morning and afternoon (Ms Okafor, TA)

- **De-escalation strategy:** Offer of quiet space (reading corner) when dysregulated
- **Movement opportunity:** 10-min walk with TA before challenging academic tasks
- **Communication log:** Daily notes home about successes (building positive narrative)

Intervention Strategy

- **Priority:** Refer to school counselor (Oct 2025) for ongoing emotional support - family transition impact
- **Classroom:** Assign peer buddy (positive peer model) for unstructured times
- **Behavioral:** Implement Emotion Thermometer tool for self-awareness
- **Home liaison:** Schedule parent meeting to align support; discuss consistent routines
- **Physical safety:** Ensure TA nearby during transition times and PE

Progress Tracking

- Oct baseline: 3 incidents, emotional dysregulation evident
- Target for Nov: Reduce incidents to 1-2/month; improve emotional recognition
- Dec: Re-evaluate counselor support; consider continued intervention into Spring term

Y5: Mohammed Al-Rashid - AT-RISK PROFILE

DOB: 03/09/2017 | Age: 7 years | Class: 5C (Mr James Watson)

Current Concerns

- **[AT-RISK] [SAFEGUARDING FLAG]** Behavioral escalation requiring intervention
- Recent incidents include: Verbal aggression toward adults, peer conflict, refusal to comply
- Assigned Key Worker: Ms Fiona Liu (Learning Support Teacher)
- Home background: Recently arrived to HCMC (Aug 2025), family adjustment period
- Language: English learner, but proficient; Arabic home language dominant

Safeguarding Context (Confidential)

- School liaison ongoing with pastoral team
- Parents cooperative, supportive of school interventions
- No current protection concerns, but monitoring active
- Incident log flagged for October 2025 review meeting

Academic Profile

- Academics: Capable across subjects, but engagement inconsistent
- Literacy: Solid foundation, reads fluently
- Numeracy: Good conceptual understanding, sometimes rushes
- Attention: Good focus on preferred tasks; poor on non-preferred
- Strengths: Problem-solving, creative thinking when motivated

Support Framework

- **Key Worker (Ms Liu):** Weekly 1:1 check-ins, relationship-building focus
- **Classroom strategies:** Clear behavior expectations, immediate positive feedback for compliance
- **Communication:** Home-school liaison 2x weekly via structured notes
- **Emotional regulation:** Access to "cool-down" space (designated pod area); sensory tools (weighted blanket)
- **Peer support:** Carefully selected peer buddy for collaboration tasks

Behavioral Triggers & De-escalation

- **Triggers identified:** Transitions, perceived unfairness, unstructured time, unclear instructions
- **De-escalation:** Calm tone, offer choices, physical space, time to process
- **Avoid:** Confrontation, shaming, power struggles

Intervention Plan

- **Immediate:** Continue weekly key worker sessions; monthly pastoral check-in
- **Behavioral:** Implement reward system for positive compliance (visual tracker, small incentives)
- **Social:** Structured peer interaction; conflicts mediated immediately
- **Academic:** Break tasks into smaller chunks; clear visual instructions
- **Home:** Parents aware of plan; providing consistent message at home

Progress Tracking

- Sept: Adjustment period, several incidents
- Oct: Escalation (3+ incidents), safeguarding flag initiated
- Nov target: Reduce incidents; build positive adult-student relationship; demonstrate improved self-regulation
- Dec review: Re-evaluate intervention effectiveness; consider additional services if needed

Y6: Sienna Brown - AT-RISK PROFILE

DOB: 29/07/2017 | Age: 7+ years | Class: 6D (Ms Rebecca Singh)

Current Concerns

- **[AT-RISK]** Progressive disengagement from core subjects (Sept → Oct 2025)
- Home instability: Parent undergoing mental health treatment; living situation uncertain at points
- Attendance: Variable (absences for appointments, custody changes) - Sept 78%, Oct 71%

- Academic decline: Particularly noticeable in written work output
- Emotional presentation: Appears tired, withdrawn; minimal peer interaction

Academic Profile

- Baseline (before Sept): Middle achiever, solid across all areas
- Current (Oct): Declining engagement, rushing through work, incomplete assignments
- Writing: Used to produce detailed narratives; now minimal effort, basic sentences
- Numeracy: Still engaged, less affected
- Strengths when engaged: Good conceptual thinking; creative ideas
- Concerns: Work avoidance, lack of self-advocacy, low confidence

Home Context (Disclosed by Parent)

- Mother: Mental health support ongoing; some periods of unavailability for support/pickup
- Custody/care: Currently with father; arrangements in flux
- Siblings: Older sibling in secondary, also showing stress
- Financial stress evident (parent mentioned concerns about uniforms/school expenses)

Current Support

- **Pastoral check-in:** Weekly 1:1 with Ms Rebecca Singh (safe adult relationship)
- **Academic support:** Encouragement to complete work; pressure removed (no penalties for absences)
- **Peer support:** Seating near supportive classmates; teacher ensures inclusion in group work
- **Communication:** Gentle check-ins; no demands, building trust
- **Attendance:** Communication with family; flexible re-entry after absences

Intervention Strategy

- **Immediate:** Ensure safe, predictable classroom environment; meet basic emotional needs first
- **Academic:** Reduce pressure; focus on completion over perfection; celebrate small wins
- **Pastoral:** Monthly meeting with parents/caregivers; coordinate with any external services
- **Peer:** Monitor for social exclusion; teacher-facilitated inclusion
- **Resources:** Discreet support with any material needs (through school welfare channels)

Safeguarding Considerations

- No current protection concerns, but monitoring active
- Family circumstances warrant gentle ongoing awareness
- School counselor on standby if needed for individual support

Progress Tracking

- Oct: Baseline decline noted; intervention initiated
- Nov target: Stabilize attendance; maintain engagement (not expect academic recovery yet)
- Dec: Re-evaluate; consider whether additional support services needed; plan for post-holiday continuation
- Spring term: Monitor for improvement with more stable home situation OR escalate if deterioration continues

DIGITAL CITIZENSHIP & BEHAVIORAL CONCERNS LOG (Oct 2025)

Y3 Class (3A) - October 2025

Date	Student	Incident Type	Description	Response/Outcome
Oct 8	Marcus Thompson	Attention-seeking	Made loud noises during quiet work time, deliberately disrupted peers	Redirected to task
Oct 15	James Park	Transition difficulty	Refused to move from free play to structured learning; became upset and argumentative	Provided 5-min warning
Oct 22	Noah Williams	Emotional dysregulation	Became tearful when work marked as needing improvement; refused to continue; disengaged	Private check-in
Oct 28	Zoe Martinez	Sensory overload (assembly)	Became distressed during assembly (noise); needed to leave	Used ear defusers

Y3 Observations: Marcus and James showing typical primary-age attention/transition challenges. Noah's patterns align with anxiety/home stress. Zoe's sensory needs clearly managed with accommodations. No digital citizenship concerns noted.

Y4 Class (4B) - October 2025

Date	Student	Incident Type	Description	Response/Outcome
Oct 3	Joshua Finch	Aggression/emotional dysregulation	Threw pencil at peer; became emotionally dysregulated; verbal aggression toward adult	Removed from class
Oct 9	Ravi Gupta	Risk-taking/boundary-testing	Deliberately ignored instruction; challenged teacher authority verbally; egged on by peer	Verbal warning
Oct 14	Joshua Finch	Non-compliance/defiance	Argued with Mr Hassan about task; refused to participate; oppositional tone	Task removed
Oct 18	Natalia Kowalski	Social withdrawal	Observed sitting alone at lunch; refusing to join peer group; appeared withdrawn	Check-in
Oct 25	Dylan Murphy	Attendance-related re-entry	Student returned after absence; seemed confused about routine; other students commented on absence	Re-entry support

Y4 Observations: Joshua showing clear emotional dysregulation pattern (3 incidents); priority for counselor referral. Ravi displaying typical oppositional behavior (boundary-testing). Natalia's social withdrawal requires peer support intervention. Dylan's irregular attendance creating re-entry challenges. No digital citizenship concerns noted.

Y5 Class (5C) - October 2025

Date	Student	Incident Type	Description	Response/Outcome
Oct 2	Grace Pham	Anxiety/perfectionism	Received feedback on draft work; became distressed about "mistakes"; refused to submit	Reassurance
Oct 10	Mohammed Al-Rashid	[SAFEGUARDING FLAGGED] Non-compliance/verbal aggression	Refused instruction from adult; spoke disrespectfully; escalated when corrected	Escalated
Oct 15	Ethan Hughes	Attention/impulse control	Off-task fidgeting; distracted others; interrupted multiple times during lesson	Verbal warning
Oct 22	Mohammed Al-Rashid	[SAFEGUARDING FLAGGED] Peer conflict/aggression	Conflict with peer over space; became physical (pushing); verbal aggression	Separated
Oct 29	Sofia Delgado	Peer conflict/hurt feelings	Argument with peer over group work participation; exclusion dynamic	Mediation

Y5 Observations: Mohammed showing escalating behavioral incidents (flagged for safeguarding review). Grace's anxiety manageable with perspective-shifting and adult reassurance. Ethan's attention challenges effectively managed with movement breaks. Sofia's peer conflicts require ongoing conflict resolution support. No digital citizenship concerns noted.

Y6 Class (6D) - October 2025

Date	Student	Incident Type	Description
Oct 5	Amal Al-Noor	Anxiety (secondary transition)	Asked repeatedly if ready for secondary; expressed worry about getting lost; physical anxiety sympt
Oct 12	Dmitri Sokolov	Peer conflict/defiance	Argued with peer over game rules; became aggressive verbally; refused to accept adult interpretatio
Oct 18	Sienna Brown	Disengagement/work avoidance	Minimal effort on writing task; appeared withdrawn; submitted incomplete work; when prompted, seeme
Oct 24	Cairo Lopez	Peer conflict/frustration	Became frustrated with peer during group work; used aggressive language; physical aggression (attem
Oct 28	Priya Verma	Anxiety/perfectionism	Concerned about secondary transition; anxious about assessment; perfectionist comments ("I'm not go

Y6 Observations: Amal and Priya both showing transition-related anxiety (typical for this year group). Cairo's aggressive responses under frustration require continued monitoring and conflict resolution strategies. Sienna's disengagement aligning with home instability; emotional support prioritized over academic pressure. Dmitri's occasional defiance manageable with logic and choices. No digital citizenship concerns noted.

DIGITAL CITIZENSHIP INCIDENT LOG - All Classes (Oct 2025)

Reported Incidents

Date	Class	Student(s)	Incident	Context
Oct 17	Y5	Multiple students	Inappropriate image shared via Bluetooth	Peer shared image in classroom (source unknown)
Oct 23	Y6	Harry Chen, 2 peers	Searching for inappropriate content on school iPad	Student used web search function on iPad; accessed via QR code fro
Oct 29	Y4	Kai Tanaka, Ravi Gupta	Attempted to bypass iPad restrictions	Students tried to access restricted apps; used knowledge of passwo

Digital Citizenship Notes: Three incidents in October suggest need for increased digital citizenship teaching and parental communication. Y5/Y6 students showing more active risk-taking. Recommend whole-school digital citizenship assembly in November.

CCAS & SPECIALIST LESSON ASSIGNMENTS (Term 1, 2025-26)

Y3 Class (3A) - CCA & Specialist Allocations

Morning Specialist Lessons (built into timetable):

- ICT: Mon 9:30-10:15, Wed 10:00-10:45
- PE: Tue 1:30-2:15, Thu 10:00-10:45
- Music: Wed 1:30-2:15
- Art: Fri 9:30-10:15

After-School CCAs (Optional - Student Participation):

CCA	Day	Time	Enrolled	Notes
Football	Mon	3:30–4:30	Marcus T., James P., Oliver G.	Good outlet for Marcus's energy
Drama	Tue	3:30–4:30	Aisha K., Emma N., Zoe M.	Builds confidence; Zoe enjoys controlled environment
Art Club	Wed	3:30–4:30	Emma N., Priya P., Sophie C.	Sophie benefits from structured creative time
Chess	Thu	3:30–4:30	Priya P., Liam O.	Strategic thinking; Liam enjoys success in this area
Coding Club	Fri	3:30–4:30	Aisha K., Marcus T., Priya P.	High engagement; good for Marcus's problem-solving

Notes: Noah Williams not enrolled in CCAs currently (home/attendance instability). Encouraging gradual participation once stability improves. All other students have at least one CCA.

Y4 Class (4B) - CCA & Specialist Allocations

Morning Specialist Lessons (built into timetable):

- ICT: Tue 9:30-10:15, Fri 10:00-10:45
- PE: Mon 1:30-2:15, Wed 10:00-10:45
- Drama: Thu 1:30-2:15
- Computing Project: Fri 1:00-2:00

After-School CCAs (Optional - Student Participation):

CCA	Day	Time	Enrolled	Notes
Robotics	Mon	3:30–4:30	Isabella R., Amelia H., Ravi G.	High-level problem-solving; good engagement
Basketball	Tue	3:30–4:30	Kai T., Thomas B., Dylan M.	Kai finds physical activity helpful for anxiety
Art & Craft	Wed	3:30–4:30	Marta S., Natalia K., Lucia F.	Natalia benefits from structured creative peer interaction
Science Club	Thu	3:30–4:30	Isabella R., Amelia H., Lucia F.	High achievers; extension opportunity
Language Club	Fri	3:30–4:30	Marta S. (focus), others rotating	Supports ELL learner; peer teaching benefit

Notes: Joshua Finch not enrolled (emotional needs priority during Oct; considering reintegration in Nov). Kai's participation in Basketball helping manage anxiety through physical outlet. Natalia's CCA participation encouraging initial peer interactions.

Y5 Class (5C) - CCA & Specialist Allocations

Morning Specialist Lessons (built into timetable):

- ICT: Mon 10:00-10:45, Thu 1:30-2:15
- PE: Tue 1:30-2:15, Fri 10:00-10:45
- Music: Wed 9:30-10:15

- Robotics Project: Tue 2:00-3:00

After-School CCAs (Optional - Student Participation):

CCA	Day	Time	Enrolled	Notes
Coding	Mon	3:30–4:30	Lucas S., Yuki Y., Alexander P.	High achievement group; extension work
Volleyball	Tue	3:30–4:30	Freya N., Ethan H., Ivy C.	Good mixed-ability group; inclusive atmosphere
Creative Writing	Wed	3:30–4:30	Grace P., Ivy C., Sofia D.	Supports girls' confidence; Grace finding success here
STEM Lab	Thu	3:30–4:30	Lucas S., Kenji Y., Alexander P., Ethan H.	Challenge-based learning; Ethan thriving
Photography	Fri	3:30–4:30	Freya N., Sofia D., Yuki Y.	Creative outlet; supports visual learners

Notes: Mohammed Al-Rashid participating in Coding CCA (Mon) as part of engagement strategy; Ms Liu coordinating to ensure positive experience. Grace managing anxiety better in structured creative writing context. Ethan benefiting from STEM Lab outlet.

Y6 Class (6D) - CCA & Specialist Allocations

Morning Specialist Lessons (built into timetable):

- ICT: Mon 9:30-10:15, Wed 10:00-10:45
- PE: Tue 1:30-2:15, Thu 10:00-10:45
- Music: Wed 1:30-2:15
- Transition Support: Thu 2:00-2:45 (prep for secondary)

After-School CCAs (Optional - Student Participation):

CCA	Day	Time	Enrolled	Notes
Debate	Mon	3:30–4:30	Charlotte W., Harry C., Kenji N.	High-level discourse; preparing for secondary
Netball	Tue	3:30–4:30	Amal A-N., Maya G., Priya V.	Team sport; social skills development; Amal building confidence
Film Making	Wed	3:30–4:30	Charlotte W., Cairo L., Lars A.	Creative outlet; Cairo channeling energy constructively
Model UN	Thu	3:30–4:30	Kenji N., Alexander P. (visitor from Y5), Maya G.	High-level academic engagement; preparing for secondary
Community Service	Fri	3:30–4:30	Charlotte W., Priya V., Sienna B.	Service orientation; Sienna participating to build engagement

Notes: Sienna Brown encouraged to participate in Community Service (low-pressure, values-oriented participation). Amal's participation in Netball supporting confidence-building for secondary transition. Cairo's involvement in Film Making channeling creative energy positively.

TIMETABLES & DAILY ROUTINES

Y3 Class (3A) - Weekly Timetable

Teacher: Ms Elena Rodriguez | **TA:** Ms Linh Tran | **LS Teacher:** Mr David Chen (3x weekly sessions)

Time	Mon	Tue	Wed	Thu	Fri
8:30–9:00	Arrival & Transitions	Arrival & Transitions	Arrival & Transitions	Arrival & Transitions	Arrival & Transitions
9:00–9:45	Literacy (Phonics)	Literacy (Reading)	Literacy (Writing)	Literacy (Phonics)	Literacy (Shared Text)
9:45–10:15	ICT Specialist	Break	ICT Specialist	Break	Art
10:15–10:45	Break	Numeracy	Break	PE Specialist	Break
10:45–11:30	Numeracy	Numeracy & Mastery	Numeracy & Mastery	Numeracy	Numeracy
11:30–12:15	Foundation Learning (Choice Time)	Foundation Learning	Foundation Learning	Foundation Learning	Foundation Learning
12:15–1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00–1:30	Guided Reading (Small Group rotation)	PE Specialist	Music Specialist	Guided Reading	Guided Reading
1:30–2:15	Topic/Science	Topic/Science	Topic/Science	Topic/Science	Topic/Science
2:15–2:45	Story & Reflection	Story & Reflection	Story & Reflection	Story & Reflection	Story & Reflection

LS Interventions (Mr Chen):

- Noah Williams: Mon 2:45-3:00, Wed 2:45-3:00, Fri 2:45-3:00 (Phonics intervention)
- Liam O'Brien: Tue 9:00-9:15, Wed 2:45-3:00 (Speech/language support)
- Oliver Grant: Mon 2:45-3:00, Thu 2:45-3:00 (Language development)

Sensory/Emotional Support Notes:

- Marcus Thompson: Movement break offer at 10:30 & 2:00 (proactive)
- James Park: Visual schedule at transitions; 5-min warning before changes
- Sophie Chen: Reassurance buddy check at 11:00 & 1:30 (anxiety management)
- Zoe Martinez: Ear defenders available for assemblies; low-distraction seating

Y4 Class (4B) - Weekly Timetable

Teacher: Mr Tariq Hassan | **TA:** Mr Duc Nguyen | **LS Teacher:** Ms Catherine Okafor (3x weekly sessions)

Time	Mon	Tue	Wed	Thu	Fri
8:30–9:00	Arrival & Transitions	Arrival & Transitions	Arrival & Transitions	Arrival & Transitions	Arrival & Transitions
9:00–9:45	Literacy (Guided Reading)	Literacy (Writing)	Literacy (Phonics/Grammar)	Literacy (Reading Comprehension)	Literacy (Independent)
9:45–10:15	Numeracy & Mastery	ICT Specialist	Numeracy & Mastery	Numeracy & Mastery	Break
10:15–10:45	Break	Break	Break	Break	ICT Specialist
10:45–11:30	Numeracy Problem-Solving	Numeracy Problem-Solving	PE Specialist	Numeracy Reasoning	Numeracy
11:30–12:15	Topic/Geography	Topic/Geography	Topic/History	Topic/History	Topic/Science
12:15–1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00–1:30	Foundation Learning (Choice Time)	PE Specialist	Foundation Learning	Drama Specialist	Foundation Learning
1:30–2:15	Science	Science	Science	Science	Computing Project
2:15–2:45	Reflection & Story	Reflection & Story	Reflection & Story	Reflection & Story	Reflection & Story

LS Interventions (Ms Okafor):

- Joshua Finch: Mon 10:30-11:00, Wed 10:30-11:00, Fri 10:30-11:00 (Daily check-in, emotional support)
- Marta Silva: Tue 2:45-3:00, Thu 2:45-3:00 (English language development)
- Natalia Kowalski: Mon 2:45-3:00 (Social skills & peer support check-in)

Emotional/Behavioral Support:

- Joshua Finch: Morning emotional check-in (8:30); afternoon settled-ness check; access to cool-down space as needed
- Ravi Gupta: Proximity to Mr Hassan during non-preferred tasks; immediate positive feedback for compliance
- Kai Tanaka: Physical activity (Basketball CCA Tue) helps anxiety management; monitor for school refusal signs
- Dylan Murphy: Flexible re-entry support on return from absences; buddy assigned

Y5 Class (5C) - Weekly Timetable

Teacher: Mr James Watson | TA: Ms Anh Vo | LS Teacher: Ms Fiona Liu (Key Worker for Mohammed Al-Rashid + general support)

Time	Mon	Tue	Wed	Thu	Fri
8:30–9:00	Arrival & Transitions	Arrival & Transitions	Arrival & Transitions	Arrival & Transitions	Arrival & Transitions
9:00–9:45	Literacy (Guided Reading)	Literacy (Comprehension)	Literacy (Writing)	Literacy (Grammar & Punctuation)	Literacy (Independent Reading)
9:45–10:15	Numeracy & Mastery	Numeracy Reasoning	Numeracy & Mastery	Numeracy Problem–Solving	Break
10:15–10:45	ICT Specialist	Break	Break	ICT Specialist	PE Specialist
10:45–11:30	Break	Robotics Project	Numeracy	Break	Numeracy
11:30–12:15	Topic/Geography	Topic/Geography	Music Specialist	Topic/History	Topic/Science
12:15–1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00–1:30	Foundation Learning (Choice Time)	Guided Reading rotation	Foundation Learning	Guided Reading rotation	Foundation Learning
1:30–2:15	PE Specialist	Science	Science	Science	PE Specialist
2:15–2:45	Reflection & Story	Reflection & Story	Reflection & Story	Reflection & Story	Reflection & Story

LS Interventions & Key Worker Support (Ms Fiona Liu):

- Mohammed Al-Rashid: Mon 2:45-3:00 (Key Worker check-in), Wed 10:00-10:30 (during class transition support), Fri 2:45-3:00 (weekly reflection) + Mon coding CCA support
- Grace Pham: Tue 2:45-3:00 (Anxiety/perfectionism support, perspective-building)
- Ethan Hughes: Movement break offers at 10:00 & 1:15; fidget tools available; medication monitoring check

Behavioral/Emotional Monitoring:

- Mohammed: Close proximity during transitions; clear behavior expectations restated; immediate positive feedback for cooperation; de-escalation protocols ready
- Grace: Reassurance around mistakes/revision; focus on growth mindset language
- Sofia Delgado: Conflict resolution support as needed; careful peer pairing in group work
- Freya Nielsen: Blue-light filter on all screen devices; low-stimulation seating area available

Y6 Class (6D) - Weekly Timetable

Teacher: Ms Rebecca Singh | TA: Ms Hoa Tran | LS Teacher: Mr Michael O'Connor (general support + transition focus)

Time	Mon	Tue	Wed	Thu	Fri
8:30–9:00	Arrival & Transitions	Arrival & Transitions	Arrival & Transitions	Arrival & Transitions	Arrival & Transitions
9:00–9:45	Literacy (Reading Comprehension)	Literacy (Writing)	Literacy (Grammar & Spelling)	Literacy (Guided Reading)	Literacy (Independent Reading)
9:45–10:15	ICT Specialist	Numeracy Reasoning	Break	Numeracy Reasoning	Break
10:15–10:45	Break	Break	ICT Specialist	Break	PE Specialist
10:45–11:30	Numeracy Problem–Solving	Numeracy Problem–Solving	Numeracy	Numeracy & Mastery	Numeracy
11:30–12:15	Topic/Humanities	Topic/Humanities	Music Specialist	Topic/Science	Topic/Science
12:15–1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00–1:30	Foundation Learning (Choice Time)	Guided Reading rotation	Foundation Learning	Transition Support Session	Foundation Learning
1:30–2:15	PSHE/Citizenship	Science	Guided Reading rotation	Science	PE Specialist
2:15–2:45	Reflection & Story	Reflection & Story	Reflection & Story	Reflection & Story	Reflection & Story

LS & Transition Support (Mr Michael O'Connor):

- All Y6 students: Thu 2:00-2:45 (Structured transition sessions - secondary school prep, managing anxiety, building resilience)
- Amal Al-Noor: Individual check-ins Mon/Wed (transition anxiety; exposure to secondary environment planning)
- Sienna Brown: Daily check-in with Ms Rebecca (emotional support, engagement); no academic pressure; flexible approach
- Priya Verma: Transition support + reassurance; reframe perfectionism; group anxiety management

Behavioral/Emotional Monitoring:

- Cairo Lopez: Frustration de-escalation strategies; conflict resolution practiced; proximity to adults during potentially frustrating tasks
- Dmitri Sokolov: Clear logical explanations for adult decisions; offered choices; conflict-managed through adult mediation
- Amal & Priya: Transition anxiety normalized; exposure to secondary gradually increased; coping strategies taught

ASSESSMENT SNAPSHOTS & PROGRESS DATA (Oct 2025)

Y3 Class (3A) - Key Assessment Points

Literacy Assessment (Phonics Screening Progress):

- Expected: 7/10 students on track
- At risk: 2 students (Noah Williams - significant gaps; Oliver Grant - slower progress)
- Accelerated: 1 student (Aisha Kumar - ready for blending/segmenting focus)

Numeracy (Subitizing, Number Recognition, Part-Whole):

- Secure: 6 students (including Priya P., Aisha K., Emma N.)
- Developing: 3 students (including Noah W., Liam O.)

- Emerging: 1 student (Liam O. - receiving additional support)

Fine Motor/Gross Motor:

- Concern: Noah Williams (pencil grip, fatigue)
- Developing: James P., Oliver G. (improving with daily practice)
- Secure: 7 students (typical for Y3)

Social/Emotional:

- Concern: Marcus T. (impulse control, attention-seeking); Sophie C. (perfectionism/anxiety); Noah W. (emotional volatility)
- Developing: James P. (transition difficulties improving)
- Secure: 6 students

Y4 Class (4B) - Key Assessment Points

Literacy (Writing Sample Analysis):

- Age-appropriate sentence construction: 6/10 students
- Below expectations: 3 students (Joshua F., Dylan M., Marta S. - ELL context)
- Above expectations: 1 student (Isabella R. - complex sentences, varied vocabulary)

Numeracy (Addition/Subtraction Fluency):

- Mastery (within 2 secs): 4 students (Isabella R., Amelia H., Lucia F., Thomas B.)
- Developing (4-5 secs): 4 students (Kai T., Ravi G., Natalia K., Marta S.)
- Beginning (>5 secs): 2 students (Joshua F., Dylan M.)

Engagement & Behavior (Oct Baseline):

- Consistent engagement: 7 students
- Variable engagement: 2 students (Joshua F., Dylan M.)
- Concerning disengagement: 1 student (Kai T. - school refusal behavior emerging)

Y5 Class (5C) - Key Assessment Points

Literacy (Reading Comprehension):

- Exceeding expectations: 3 students (Lucas S., Ivy C., Alexander P.)
- Secure: 5 students (including Grace P., Yuki Y., Freya N.)
- Developing: 2 students (Mohammed A-R. - disengagement affecting progress; Ethan H. - attention affecting retention)

Numeracy (Problem-solving & Reasoning):

- Exceeding: 4 students (Lucas S., Yuki Y., Alexander P., Kenji Y.)
- Secure: 4 students
- Developing: 2 students (Mohammed A-R., Sofia D.)

Social/Emotional & Behavior (Oct Baseline):

- Secure well-being: 6 students
- Anxiety present: 2 students (Grace P., Sofia D. - peer conflicts)
- At-risk/safeguarding flag: 1 student (Mohammed A-R. - escalating incidents, October review flagged)
- Attention/regulation support needed: 1 student (Ethan H. - managed well with breaks/movement)

Y6 Class (6D) - Key Assessment Points

Literacy (Extended Writing):

- Exceeding: 3 students (Charlotte W., Kenji N., Maya G.)
- Secure: 5 students (including Harry C., Alexander P., Dmitri S.)
- Developing: 2 students (Sienna B. - disengagement; Cairo L. - completing but basic structure)

Numeracy (Reasoning & Problem-solving):

- Exceeding: 4 students (Charlotte W., Kenji N., Maya G., Alexander P.)
- Secure: 5 students
- Developing: 1 student (Sienna B. - effort declining; unclear if ability or engagement)

Secondary Transition Readiness:

- Ready: 7 students (showing confidence, preparing well)
- Anxious but managing: 2 students (Amal A-N., Priya V. - anxiety present but responding to support)
- At-risk for difficult transition: 1 student (Sienna B. - emotional/academic disengagement; monitor closely)

INTERVENTION STRATEGIES & SUPPORT FRAMEWORKS

Framework 1: Emotional Regulation Support (For: Sophie Chen Y3, Joshua Finch Y4, Grace Pham Y5, Amal Al-Noor Y6, Priya Verma Y6)

Strategies in Place:

- Emotion Thermometer Tool** - Help students identify emotional state (1-5 scale)
 - 1-2: Calm, ready to learn
 - 3: Alert, some concern
 - 4: Very alert, becoming dysregulated

- 5: Dysregulated, needs support
2. **Check-in Protocol** - Regular emotional temperature checks
- Morning (8:30): "How are you feeling today?"
 - Midday (12:30): "How's your day going?"
 - Afternoon (2:00): "How are you feeling now?"
3. **Coping Strategy Toolkit:**
- Deep breathing (box breathing demonstrated)
 - Grounding techniques (5-4-3-2-1 sensory awareness)
 - Movement breaks (10 mins)
 - Quiet space access (pod/reading corner)
 - Adult conversation (talking helps settle emotions)
4. **Positive Reinforcement:** Catch students being calm; praise specific behaviors ("I noticed you took a deep breath when you felt frustrated - that was excellent regulation")

Framework 2: Behavioral De-escalation Protocol (For: Marcus Thompson Y3, James Park Y3, Joshua Finch Y4, Ravi Gupta Y4, Mohammed Al-Rashid Y5, Cairo Lopez Y6, Dmitri Sokolov Y6)

De-escalation Steps (in order):

1. **Prevention:** Recognize early triggers; offer movement breaks before escalation
2. **Recognition:** Identify student entering "alert" state (restlessness, verbal changes, body tension)
3. **Immediate Response:**
 - Calm adult voice (low volume, slow pace)
 - Clear, simple language (avoid complex instructions)
 - Offer choice if possible ("Would you like a break, or would you like to try this task again?")
 - Provide physical space (step back; don't invade personal space)
4. **Cool-down:** Allow time in designated calm space; offer sensory tool (weighted blanket, fidget, etc.)
5. **Reflection (when ready):** Discuss what happened; identify triggers; practice alternative response
6. **Re-engagement:** Gradual return to activity; celebration of successful re-regulation

Prohibited Responses:

- Raising voice/confrontation
- Shaming/embarrassing student
- Power struggles
- Physical force (only if immediate safety risk)

Framework 3: Anxiety Management (For: Sophie Chen Y3, Kai Tanaka Y4, Grace Pham Y5, Amal Al-Noor Y6, Priya Verma Y6)

Strategies:

1. **Normalize anxiety:** "Everyone feels nervous sometimes; it's a sign your brain is helping you be careful"
2. **Perspective-building:** Distinguish between real danger vs. worry/uncertainty; problem-solve if real issue
3. **Preparation:** For anxious students, provide advance notice of changes, assemblies, new situations
4. **Success experiences:** Gradually expose to anxiety-triggering situations with support (e.g., Amal attending secondary transition visit)
5. **Reassurance (appropriate):** Brief reassurance; then redirect to coping ("You can handle this; what would help?")
6. **Counselor referral:** For sustained/significant anxiety (Kai Tanaka, Amal Al-Noor, Priya Verma - counselor involvement recommended)

Framework 4: Attention & Impulse Control Support (For: Marcus Thompson Y3, Ethan Hughes Y5)

Strategies:

1. **Movement breaks:** Offer 5-10 min physical activity BEFORE expecting sustained focus
 - Jumping jacks, run around field, dance, stretching
 - Ethan Hughes benefits significantly from this
2. **Fidget tools:** Provide appropriate fidget (stress ball, spinner, textured item) for hands; reduces extraneous movement
3. **Proximity:** Position near adult during whole-class instruction; enables quick redirect if attention wavers
4. **Chunking:** Break tasks into smaller segments; more frequent check-ins
5. **Interest leverage:** Connect learning to student interests when possible (Marcus enjoys coding - leverage this)
6. **Movement breaks between tasks:** Don't expect back-to-back sustained attention; build in transitions

Framework 5: Social Skills & Peer Conflict Resolution (For: Natalia Kowalski Y4, Sofia Delgado Y5, Cairo Lopez Y6, Priya Verma Y6)

Strategies:

1. **Structured peer pairing:** Deliberately pair students with compatible, kind peers for group work
2. **Social skills teaching:**
 - How to join a game/conversation
 - How to handle disagreement respectfully
 - How to ask for help/advocate for self
3. **Conflict resolution process (when conflicts arise):**
 - Separate students if needed (calm them first)
 - Listen to each perspective
 - Identify problem ("You both want the same resource")
 - Generate solutions together ("What could we do?")
 - Agree on plan; follow up
4. **Peer buddy system:** Assign a kind, stable peer to check in with (especially Natalia K.)
5. **Teacher-facilitated inclusion:** Actively involve withdrawn students in group activities (don't wait for self-initiation)

Framework 6: Disengagement & At-Risk Support (For: Noah Williams Y3, Joshua Finch Y4, Mohammed Al-Rashid Y5, Sienna Brown Y6)

Key Principles:

1. **Relationship first:** Build safe, trusting relationship before pushing academic progress

- 2. **Reduce pressure:** Lower academic expectations temporarily; celebrate small wins
- 3. **Meet basic needs:** Ensure physical comfort (breakfast, quiet space, sensory needs) before expecting learning
- 4. **Home liaison:** Communicate frequently with families; coordinate consistent approach
- 5. **Identify motivators:** What does this student care about? Use as leverage for engagement
- 6. **Small, achievable goals:** Set realistic targets; celebrate achievement ("You completed 5 problems today!")

Specific Approaches:

- **Noah W.:** Relationship-building, movement breaks, emotional support for home stress → gradual literacy re-engagement
- **Joshua F.:** Emotional support for family transition, counseling referral, positive behavioral reinforcement → academic progress follows
- **Mohammed A-R.:** Key worker relationship-building, clear behavioral expectations, family partnership → engagement improvement
- **Sienna B.:** No academic pressure, emotional support, discreet resource support (if needed), family liaison → stabilize before re-engagement

RECOMMENDED INTERVENTIONS (Oct 2025 - Term 1 Onwards)

IMMEDIATE (Next 2 weeks - Nov 2025)

Priority	Student(s)	Intervention	Owner
URGENT	Mohammed Al-Rashid (Y5)	Safeguarding review meeting; key worker sessions continue; behavioral expectations clarified	Ms Liu + Ms Singh (pastoral)
URGENT	Joshua Finch (Y4)	Counselor referral for emotional support (family transition)	Mr Hassan + School Counselor
HIGH	Kai Tanaka (Y4)	Counselor referral for school refusal/anxiety	Mr Hassan + School Counselor
HIGH	Sienna Brown (Y6)	Pastoral/family liaison meeting; coordinate support services if home situation deteriorates	Ms Rebecca + Pastoral Lead
HIGH	Grace Pham (Y5)	Counselor referral for anxiety/perfectionism (preventative)	Mr Watson + School Counselor

SHORT-TERM (Nov-Dec 2025)

Student(s)	Intervention Focus	Strategy
Noah W. (Y3)	Literacy re-engagement + emotional stability	1:1 phonics intervention (continue); emotional check-ins; home liaison
Joshua F. (Y4)	Behavioral regulation + emotional coping	Counselor support ongoing; behavioral reward system; emotional check-ins
Mohammed A-R. (Y5)	Behavioral compliance + relationship-building	Key worker sessions (continue/increase); clear expectations; reward system
Sienna B. (Y6)	Stabilization + minimal academic pressure	Pastoral support; discreet family support if needed; celebrate any progress
Grace P., Amal A-N., Priya V. (Y5-Y6)	Anxiety management + resilience-building	Counselor support (if available); coping skills taught; exposure to new situations
Natalia K. (Y4), Sofia D. (Y5)	Peer relationship development	Structured peer pairing; social skills teaching; adult-facilitated interactions

ONGOING (All Term)

Universal strategies for all students:

- Daily emotional check-ins
- Movement breaks offered (especially for attention/regulation needs)
- Clear behavior expectations and positive reinforcement
- Home-school communication (weekly highlights)
- Sensory/environmental accommodations as needed
- CCA participation encouraging (builds confidence, skills, relationships)

DAILY BRIEFING TEMPLATE (For Teacher/System Use)

Date: [DATE]
Class: [CLASS] | Teacher: [TEACHER]

KEY ALERTS FOR TODAY

- **Students absent yesterday - re-entry support:** [Name] - buddy assigned, flexible re-entry
- **Behavioral/emotional concerns monitoring:** [Name] - expected to have difficult day due to [reason]; offer [support]
- **Sensory accommodations:** [Name] - needs [accommodation] today
- **Scheduled interventions:** [Name] at [time] for [type of support]

TIMETABLE NOTES

- [Specialist lesson] at [time] - [Student] may need [support]
- [CCA] today - [Student] participating (positive outlet)
- [Transition] at [time] - [Student(s)] need advance warning

POSITIVE FOCUS

- Celebrate recent successes: [Student] made progress with [skill]; [Student] showed great [behavior]
- Look for opportunities to praise: [Student] trying hard with [task]; [Student] kind to peer today

REMINDERS

- [Student] has counselor appointment after school; ensure ready to leave
- [Student]'s medication reminder if applicable
- [Family communication needed] for [Student]










END OF DATASET

Summary Statistics:

- **Total Students:** 40 (Y3: 10, Y4: 10, Y5: 10, Y6: 10)
- **Students with at-risk flags:** 4 (Noah W. Y3, Joshua F. Y4, Mohammed A-R. Y5, Sienna B. Y6)
- **Students with anxiety flags:** 5 (Sophie C. Y3, Kai T. Y4, Grace P. Y5, Amal A-N. Y6, Priya V. Y6)

- **Students with behavioral concerns:** 7 (Marcus T., James P. Y3; Joshua F., Ravi G. Y4; Mohammed A-R., Sofia D. Y5; Cairo L., Dmitri S. Y6)
- **Students with sensory/communication needs:** 6
- **High achievers (exceeding expectations):** 12
- **CCA participation rate:** 95% (Noah W., Joshua F. not enrolled due to current needs; Sienna B. encouraged to participate in 1 CCA)
- **Oct 2025 behavioral incidents:** 13 across all classes
- **Digital citizenship concerns:** 3 (managed; protocols reviewed)

RAG System Readiness:

-  Student profiles with searchable tags ([ANXIETY], [AT-RISK], [BEHAVIOR-CONCERN], etc.)
-  Class rosters with support needs identified
-  Timetable data linked to student needs
-  Intervention strategies documented and retrievable
-  Behavioral incident log with context and outcomes
-  Assessment data snapshots
-  Progress tracking data
-  Digital citizenship concerns logged
-  Daily briefing structure ready for system-generated outputs

Notes for System Integration:

- Use metadata tags for semantic search (students can be retrieved by flag type, class, time of day, support need, etc.)
- Timetable structure enables agent to identify "what happens next" for daily briefings
- Incident logs provide context for "behavioral pattern" identification
- Assessment snapshots enable "progress tracking" queries
- Intervention frameworks support "personalized learning path" and "intervention strategy" agents