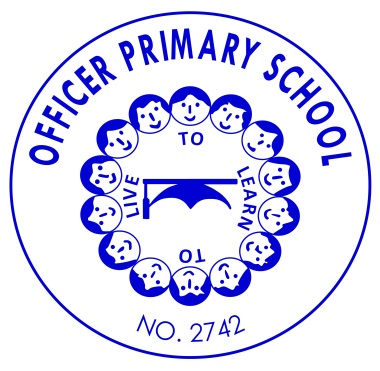
**2024 Annual Implementation Plan**

Submitted for review by Mati Azadzoi (School Principal) on 18 March, 2024 at 04:56 PM  
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 18 March, 2024 at 05:14 PM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Officer Primary School (2742)



**Self-evaluation summary - 2024**

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|  | FISO 2.0 dimensions | Self-evaluation level |
| **Leadership** | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment |  |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

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| **Teaching and learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |  |
| Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships |

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| **Assessment** | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. |  |
| Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |

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| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school |  |
| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |

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| **Support and resources** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |  |
| Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |

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| **Enter your reflective comments** |  |
| **Considerations for 2024** |  |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **Priorities goal** In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | No | Support for the priorities |  |
| To improve learning outcomes for all students. | Yes | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Target 1.1 | |  |  |  |  |  |  |  |  | | By 2026, achieve a three year average percentage of Year 3 NAPLAN students achieving in either the  strong or exceeding proficiency level | | | | | | | | | | |  |  | Reading from 68% (2023-baseline)  to 72% (a three year average) | | | | | | |  | |  |  | Writing from 80% (2023 - baseline)to 82%  (a three year average) | | | | | | |  | |  |  | Numeracy from 72% (2023 baseline) to 75% ( a three year average) | | | | | | |  | | Target 1.1For 2024, increase percentage of Year 3 NAPLAN students achieving in either the strong or exceeding proficiency levelIncrease Reading from 68% (2023-baseline) to 70% Increase Writing from 80% (2023 - baseline) to 81% Increase Numeracy from 72% (2023 baseline) to 73% |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Target 1.2 | |  |  |  |  |  |  |  | | By 2026, achieve a three year average percentage of students in Year 5 NAPLAN achieving in either the strong or exceeding proficiency levels. | | | | | | | | | |  |  |  |  |  |  |  |  |  | | Reading from 67% (2023- baseline) to 73% ( a three year average) | | | | | | |  |  | | Writing from 72% (2023-baseline) to 76% ( a three year average) | | | | | | |  |  | | Numeracy from 28%(2023- baseline) to 34% (a three year average) | | | | | | |  |  | | Target 1.2For 2024, increase percentage of Year 5 NAPLAN students achieving in either the strong or exceeding proficiency level Increase Reading from 67% (2023- baseline) to 70% Increase Writing from 72% (2023-baseline) to 74% Increase Numeracy from 28%(2023- baseline) to 30% |
| By 2026, increase the percentage of positive endorsement on the AtoSS for:   1. Stimulating learning from 92% (2022) to 95%. 2. Differentiated learning challenge to be maintained at 98% (2022). 3. Student voice and agency from 85% (2022) to 90%. | For 2024, increase the percentage of positive endorsement on the AtoSS for:Stimulating learning from 92% (2022) to 93%.Differentiated learning challenge to be maintained at 98% (2022).Student voice and agency from 85% (2022) to 87%. |
| By 2026, increase the percentage of positive endorsement on the SSS for:   1. Academic emphasis from 68% (2022) to 80%. 2. Guaranteed and viable curriculum from 73% (2022) to 80%. 3. Instructional leadership from 59% (2022) to 80%. 4. Professional learning to improve practice from 50% (2022) to 80% 5. Knowledge of high impact teaching strategies from 75% (2022) to 85%. | For 2024, increase the percentage of positive endorsement on the SSS for:Academic emphasis to 75%.Guaranteed and viable curriculum to 76%.Instructional leadership to 70%.Professional learning to improve practice to 70%Knowledge of high impact teaching strategies to 80%. |
| To improve student wellbeing and engagement. | Yes | By 2026, increase the percentage of positive endorsement on the AtoSS for:   1. Sense of connectedness 94% (2022) to be maintained or improved. 2. Managing bullying 95% (2022) to be maintained or improved. 3. Self–regulation and goal setting 97% (2022) to be maintained or improved. 4. Motivation and interest from 89% (2022) to 92%. 5. Perseverance from 88% (2022) to 92%. | For 2024, increase the percentage of positive endorsement on the AtoSS for:Sense of connectedness 94% to be maintained or improved.Managing bullying 95% to be maintained or improved.Self–regulation and goal setting 97% to be maintained or improved.Motivation and interest from 89% to 90%.Perseverance from 88% (2022) to 90%. |
| By 2026, increase the percentage of positive endorsement on the SSS for:   1. Collective efficacy from 72% (2022) to 90%. 2. Collective responsibility from 83% to 90%. | For 2024, increase the percentage of positive endorsement on the SSS for:Collective efficacy to 80%.Collective responsibility to 87%. |

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| Goal 2 | **To improve learning outcomes for all students.** | |
| 12-month target 2.1-month target | Target 1.1  For 2024, increase percentage of Year 3 NAPLAN students achieving in either the strong or exceeding proficiency level  Increase Reading from 68% (2023-baseline) to 70%      Increase Writing from 80% (2023 - baseline) to 81%     Increase Numeracy from 72% (2023 baseline) to 73% | |
| 12-month target 2.2-month target | Target 1.2  For 2024, increase percentage of Year 5 NAPLAN students achieving in either the strong or exceeding proficiency level     Increase Reading from 67% (2023- baseline) to 70%      Increase Writing from 72% (2023-baseline) to 74%     Increase Numeracy from 28%(2023- baseline) to 30% | |
| 12-month target 2.3-month target | For 2024, increase the percentage of positive endorsement on the AtoSS for:  Stimulating learning from 92% (2022) to 93%. Differentiated learning challenge to be maintained at 98% (2022). Student voice and agency from 85% (2022) to 87%. | |
| 12-month target 2.4-month target | For 2024, increase the percentage of positive endorsement on the SSS for:  Academic emphasis to 75%. Guaranteed and viable curriculum to 76%. Instructional leadership to 70%. Professional learning to improve practice to 70% Knowledge of high impact teaching strategies to 80%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Leadership | Build instructional leadership capacity that supports a collaborative approach to improving student outcomes in literacy and numeracy. | Yes |
| **KIS 2.b**  Teaching and learning | Build teacher capacity to differentiate literacy/numeracy teaching to ensure challenge and progress for every student. | Yes |
| **KIS 2.c**  Teaching and learning | Build a guaranteed, viable and engaging curriculum to enhance student learning with a focus on numeracy. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | We are presently in the 'evolving' phase for both Leadership & Teaching and Learning. Our school review identified curriculum documentation as an area for focus and we have started creating contextualised school curriculum maps that require further strengthening through the addition of differentiation & reasonable adjustments. This year we would like to focus on strengthening specialist subjects through curriculum plans also as this was not so much of a focus during 2023. We focus in 2024 on making our planners engaging and embedding the instructional model as part of planning for subjects.  DET has made curriculum documentation and planning as a priority area for 2024 based on SEVR goals. As we have launched our whole-school instructional model this year we would like to see 'differentiation' in the classes with a focus on numeracy initially.   Leadership development continues to be a focus in the areas of teaching and learning, assessment design, reporting and collegiate observations as we have a fairly new leadership profile at the school. | |
| Goal 3 | **To improve student wellbeing and engagement.** | |
| 12-month target 3.1-month target | For 2024, increase the percentage of positive endorsement on the AtoSS for:  Sense of connectedness 94% to be maintained or improved. Managing bullying 95% to be maintained or improved. Self–regulation and goal setting 97% to be maintained or improved. Motivation and interest from 89% to 90%. Perseverance from 88% (2022) to 90%. | |
| 12-month target 3.2-month target | For 2024, increase the percentage of positive endorsement on the SSS for:  Collective efficacy to 80%. Collective responsibility to 87%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Teaching and learning | Provide a stimulating learning environment where students are active learners who connect with the school and wider community. | No |
| **KIS 3.b**  Engagement | Develop a culture of high expectations and aspirations for all students. | Yes |
| **KIS 3.c**  Engagement | Enable authentic student voice to provide opportunities for students to collaborate and make decisions around their learning. | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Engagement will be a priority area for 2024 as we embed our whole-school 'behaviour responsibilities' with students, 'restorative justice' processes for student management and a continued focus on embedding our new G.R.O.W.T.H school values across all of our work in and out of the classroom. We are further developing high expectations through building consistent practices across the school to promote routine & rigour through establishment of clear processes and handbooks for Student Engagement, Teaching and Learning & Well being. We plan to launch our whole school wide positive behaviour matrix to complement this work by the end of the year.  As we launch the new work there is a need for strong accountability measures to ensure high-expectations are met. This includes regular SIT meetings to discuss progress, interviews with teachers regarding curriculum planners, strong PDP processes, minutes across the school and regular professional learning taking place. | |

**Define actions, outcomes, success indicators and activities**

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| Goal 2 | To improve learning outcomes for all students. | | | | |
| 12-month target 2.1 target | Target 1.1  For 2024, increase percentage of Year 3 NAPLAN students achieving in either the strong or exceeding proficiency level  Increase Reading from 68% (2023-baseline) to 70%      Increase Writing from 80% (2023 - baseline) to 81%     Increase Numeracy from 72% (2023 baseline) to 73% | | | | |
| 12-month target 2.2 target | Target 1.2  For 2024, increase percentage of Year 5 NAPLAN students achieving in either the strong or exceeding proficiency level     Increase Reading from 67% (2023- baseline) to 70%      Increase Writing from 72% (2023-baseline) to 74%     Increase Numeracy from 28%(2023- baseline) to 30% | | | | |
| 12-month target 2.3 target | For 2024, increase the percentage of positive endorsement on the AtoSS for:  Stimulating learning from 92% (2022) to 93%. Differentiated learning challenge to be maintained at 98% (2022). Student voice and agency from 85% (2022) to 87%. | | | | |
| 12-month target 2.4 target | For 2024, increase the percentage of positive endorsement on the SSS for:  Academic emphasis to 75%. Guaranteed and viable curriculum to 76%. Instructional leadership to 70%. Professional learning to improve practice to 70% Knowledge of high impact teaching strategies to 80%. | | | | |
| KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Build instructional leadership capacity that supports a collaborative approach to improving student outcomes in literacy and numeracy. | | | | |
| **Actions** | Rapid Action Plans collaboratively developed in the areas of numeracy and literacy along with clear goals and targets for each Term Further Embedding PLC's through the guidance of our PLC coach; Ray Keso.  Regular Principal class meetings with Learning Specialists to build their instructional capacity to monitor the implementation of our whole-school Instructional Model & PLC implementation Strategic allocation of Professional Learning for literacy and numeracy; in the areas of differentiation and instructional leadership Strategic Timetabling to promote learning walks and collegiate observation/Instructional coaching sessions Setting leadership coaching sessions Networking with similar schools to understand other effective and collaborative approaches to improve outcomes in literacy and numeracy | | | | |
| **Outcomes** | Students: clear understanding of the purpose of our whole-school instructional model and high-levels of connectedness in numeracy and literacy classes due clear differentiation of work.   Teachers: consistent application of OPS Teaching and Learning model, consistent application of school's PLC cycle during meetings, improved teacher-judgements relating to liteeracy/numeracy, classroom teachers producing effective curriculum maps connected closely to the Victorian curriculum along with evidence of clear use of pre-test data to inform curriculum plans. High-quality activities for numeracy.    Leaders: modelling numeracy lessons in staff meetings/classrooms, team-teaching numeracy with peers, leading effective PLC structures and meetings, engagement in professional learning linked to Numeracy and implementing collegiate observation practice | | | | |
| **Success Indicators** | Attitudes to School Survey Data SSS data relating to academic emphasis, guaranteed and viable curriculum and instructional leadership Effective PLC minutes across teams IEP completion rate Professional Learning attendance by leaders and teachers NAPLAN data 2024 Documented and Viable Curriculum Maps and Planners linked correctly to achievement standards  Differentiation located in Curriculum Plans  Whole school data use to inform practice | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Link up with Cambridge PLC Coach-Ray Keso | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Set Collegiate Observation Sessions | | 🗹 Leadership team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Attending Communities of Practice relating to Numeracy | | 🗹 Leadership team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build teacher capacity to differentiate literacy/numeracy teaching to ensure challenge and progress for every student. | | | | |
| **Actions** | Learning specialists modelling differentiation practice for Numeracy through staff meetings over the year Learning Specialists leading Professional Learning relating to Differentiation in school meetings Implementation of new research-based programs for Literacy and Numeracy Use of ICT to differentiate work for special needs/all students Implementation of reasonable adjustments in curriculum planners Use of data to inform practice including differentiating instruction, work, content or activity  Effective Individual Education Plans set for High-ability students | | | | |
| **Outcomes** | Expected changes in knowledge, skills and behaviours that will be observed if the Actions have been successfully implemented are:  Students: on-task and successfully completing the work provided to them at the differentiated level  Teachers: differentiation tasks embedded clearly in curriculum planners and evidence of differentiation through success criteria in classrooms or through work tasks   Leaders: leaders modelling differentiation lessons in staff meetings/classrooms and discussing differentiation through PLC practices | | | | |
| **Success Indicators** | Attitudes to School Survey Data IEP's with clearly stated differentiated goals  Differentiation in Curriculum Planers | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Engage in Numeracy Coaching/Educational Coach | | 🗹 Leadership team | 🗹 PLP Priority | from: Term 3  to: Term 3 | $5,000.00  🗹 Equity funding will be used |
| Staff Professional Learning-Differentiation | | 🗹 Leadership team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build a guaranteed, viable and engaging curriculum to enhance student learning with a focus on numeracy. | | | | |
| **Actions** | Consistent Curriculum Planning templates developed by learning specialists on google drive ICT leader to support curriculum planning on google drive through PLC meetings Establish Whole School Curriculum Planning Guidelines Establish Whole School PLC handbook Ongoing Audit of Curriculum Planners by leadership teams via interviews with teachers/PLC teams  Collegiate observation to monitor implementation in the class Develop clear links to Vic Curriculum on teacher planners | | | | |
| **Outcomes** | Expected changes in knowledge, skills and behaviours that will be observed if the Actions have been successfully implemented are:  Students: engagement in class, improved post-test results   Teachers: development of effective curriculum maps connected closely to the Victorian curriculum and assessments informed by data   Leaders: implementing effective PLC practices/handbooks and establishing regular audit interviews with PLC teams to check-for-understanding | | | | |
| **Success Indicators** | Curriculum Planner Audit results SSS data ATOS data | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Staff Professional learning; using google drive to plan curriculum maps | | 🗹 Information Technology leader/team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Goal 3 | To improve student wellbeing and engagement. | | | | |
| 12-month target 3.1 target | For 2024, increase the percentage of positive endorsement on the AtoSS for:  Sense of connectedness 94% to be maintained or improved. Managing bullying 95% to be maintained or improved. Self–regulation and goal setting 97% to be maintained or improved. Motivation and interest from 89% to 90%. Perseverance from 88% (2022) to 90%. | | | | |
| 12-month target 3.2 target | For 2024, increase the percentage of positive endorsement on the SSS for:  Collective efficacy to 80%. Collective responsibility to 87%. | | | | |
| KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop a culture of high expectations and aspirations for all students. | | | | |
| **Actions** | Embedding School Values across all activities at the school; assemblies, certificates, newsletters and through reward systems Developing Documentation for engagement processes through handbooks and reports Developing School Wide Positive Behaviour Expectations Appointment of Mental Health and Well being Leader Establishing tracking systems to review attendance of students and those at-risk  Developing a whole-school consistent reward system Revisiting Zones of Regulation for Staff and Students | | | | |
| **Outcomes** | Students Consistent understanding of whole school behaviour expectations in classrooms Strong understanding of School Values through behaviours demonstrated   Teachers Attending Professional Learning sessions, following school handbooks and guidelines   Leaders Development of Handbooks and Whole-School Processes, attending Professional Learning Sessions | | | | |
| **Success Indicators** | Student engagement in whole school wellbeing programs (feedback, participation, classroom observations) Student Behaviour Management handbook developed for OPS Whole school SWPB posters placed in all classrooms AtoSS results | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Hiring of Mental Health & Wellbeing Leader and time allowance | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $27,500.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Higher Duties-Learning Specialists; Literacy, Numeracy and Disability Inclusion (Including Time allowance) | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $103,000.00  🗹 Equity funding will be used |
| ES Support in class | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $109,072.00  🗹 Disability Inclusion Tier 2 Funding will be used |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $108,986.28 | $108,000.00 | $986.28 |
| Disability Inclusion Tier 2 Funding | $109,072.58 | $109,072.00 | $0.58 |
| Schools Mental Health Fund and Menu | $27,957.50 | $27,500.00 | $457.50 |
| **Total** | $246,016.36 | $244,572.00 | $1,444.36 |

Activities and milestones – Total Budget

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| --- | --- |
| **Activities and milestones** | **Budget** |
| Engage in Numeracy Coaching/Educational Coach | $5,000.00 |
| Hiring of Mental Health & Wellbeing Leader and time allowance | $27,500.00 |
| Higher Duties-Learning Specialists; Literacy, Numeracy and Disability Inclusion (Including Time allowance) | $103,000.00 |
| ES Support in class | $109,072.00 |
| **Totals** | $244,572.00 |

Activities and milestones - Equity Funding

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| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Engage in Numeracy Coaching/Educational Coach | from: Term 3  to: Term 3 | $5,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| Higher Duties-Learning Specialists; Literacy, Numeracy and Disability Inclusion (Including Time allowance) | from: Term 1  to: Term 4 | $103,000.00 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| **Totals** |  | $108,000.00 |  |

Activities and milestones - Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| ES Support in class | from: Term 1  to: Term 4 | $109,072.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| **Totals** |  | $109,072.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Hiring of Mental Health & Wellbeing Leader and time allowance | from: Term 1  to: Term 4 | $27,500.00 | 🗹 Mental Health in Primary Schools (MHiPS)(free) |
| **Totals** |  | $27,500.00 |  |

Additional funding planner – Total Budget

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| --- | --- |
| **Activities and milestones** | **Budget** |
| **Totals** | $0.00 |

Additional funding planner – Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Disability Inclusion Funding

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| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

**Professional learning plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Link up with Cambridge PLC Coach-Ray Keso | 🗹 Principal | from: Term 1  to: Term 1 | 🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions | 🗹 PLC Initiative  🗹 Academy program/course | 🗹 On-site |
| Attending Communities of Practice relating to Numeracy | 🗹 Leadership team | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Communities of practice | 🗹 Learning specialist | 🗹 Off-site  neighbouring schools |
| Engage in Numeracy Coaching/Educational Coach | 🗹 Leadership team | from: Term 3  to: Term 3 | 🗹 Planning  🗹 Curriculum development  🗹 Demonstration lessons | 🗹 Whole school pupil free day | 🗹 External consultants  Michael Ymer George Booker Rob Vinger | 🗹 On-site |
| Staff Professional Learning-Differentiation | 🗹 Leadership team | from: Term 2  to: Term 4 | 🗹 Planning | 🗹 Professional practice day | 🗹 Learning specialist | 🗹 On-site |