2023 Annual Implementation Plan

for improving student outcomes

Macarthur Primary School (1571)

Submitted for review by Jane Langley (School Principal) on 05 December, 2022 at 09:53 PM
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 09 January, 2023 at 04:04 PM
Endorsed by Melissa McDonald (School Council President) on 16 February, 2023 at 01:36 PM

Self-evaluation summary - 2023

	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 dimensions	Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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	

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

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

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

| Enter your reflective comments | 2022 has been the first year of it's 2021 - 2025 Strategic Plan. Whilst DeT has mandated goals separated to those set out by this plan leadership have worked hard to align the two directives with pleasing success. With new leadership in Term 4 2020, and two years of Pandemic 2022 has been a year of coming back together, re-establishing and stabilising expected teaching and learning practices, and ensure student/staff wellbeing remained a priority. On the first year of our journey to being Responsive Teachers who effectively use data in a stimulating learning environment the focus has been on ensuring planning is visible, at the point of need and with clear links to the Victorian Curriculum. The work in this area has lead to stronger collaboration across the school and greater collective ownership for student learning. The next step in 2023 is to |

	be more accurate and intentional with our data by focusing on what the student is doing.
	Another large part of our work in 2022 has been reviewing and refining our school values and vision. Through a consultative process with students, staff and school council these have now been refined to Respect, Connect and Learn. These are reflective of our school vision which states our commitment to rigour for learning whilst ensuring our students receives a well rounded and grounded education. To do this our students need to know who they are and how they belong. Our aim is for every student to have a strong sense of self by the time they leave us. We are proud of the work we have done in this area, including how these values are represented in our School Logo. Our next step in 2023 is to ensure that these Values are promoted and embedded in our language and practices.
Considerations for 2023	Collaborative documentation and close tracking of identified "at risk" students to ensure engagement in learning and growth is intentionally supported is our key work for 2023, particularly in mathematics. This will be supported through strategic planning, effective allocation of resources and close working relationships with Det Regional Staff.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	STAFF OPINION SURVEY Effective and Intentional use of Data is a key focus in our 2023 AIP as our Strategic Plan goal is being Responsive Teachers who use data effectively. The next step in our process of achieving this is to 1. Increase "Monitor effective use of data" and "use data for Curriculum Planning" from 50 % in 2020 and 67% in 2022 to at least 70% in 2023. 2. Increase "collaborate to scaffold student learning" from 50 % and 67% in 2022 to at least 70% in 2023.STUDENT ATTITUDE TO SCHOOL SURVEY In 2020 (3 year average) the percentage of student positive endorsement for Stimulated Learning was 67% with a target increase in the Strategic Plan of 90% by 2024. In 2021 there was 50% positive endorsement for Stimulating Learning and in 2022 75% positive endorsement. In 2023 our target is to increase this to 80% positive endorsement In 2020 (3 year average) the percentage of student positive endorsement for Motivation and Interest was 78% with a target increase of 90% in 2024. In 2021 there was 74% positive endorsement which was consolidated in 2022 with 73% positive endorsement. In 2023 our target is to

			increase this to 80% positive endorsementIncrease all three domains for "social engagement" in 2022 from 77% for sense of connectedness, 79% for sense of inclusion and 58% for student voice and agency PARENT OPINION SURVEY In 2020 (three year average) the parent percentage positive endorsement for Effective Teaching was 67% with a target of 80% in 2024. In 2021 there was 74% positive engagement with 2022 results still awaiting release. In 2023 our target is to achieve positive of 80 %STUDENT ATTENDANCEA key target in the Strategic Plan is to maintain or decrease the percentage of students with 20 or more absence days from 13 % (2019 - 2021) to a three year average of 12 % in 2024. In 2022 the school experienced significant absences due to COVID and illnesses. In 2023 the school aims to decrease the percentage of students with frequent absences.
To improve student achievement.	No	NAPLAN top two bands • The percentage of Year 3 students assessed at the top two bands in NAPLAN Numeracy will increase from 10% (3 year average) to 25% (3 year average) in 2024. • The percentage of Year 5 students assessed at the top two bands in NAPLAN Numeracy will increase from 20% (3 year average) to 30% (3 year average) in 2024. • The percentage of Year 3 students assessed at the top two bands in NAPLAN Reading will increase from 36% (3 year average) to 50% (3 year average) in 2024. • The percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 47% (3 year average) to 60% (3 year average) in 2024.	

		• The percentage of Year 3 students assessed at the top two bands in NAPLAN Writing will increase from 25% (3 year average) to 35% (3 year average) in 2024. • The percentage of Year 5 students assessed at the top two bands in NAPLAN Writing will increase from 3% (3 year average) to 20% (3 year average) in 2024	
		NAPLAN Benchmark Growth • The percentage of Year 5 students achieving Above Benchmark Growth in NAPLAN Numeracy will increase from 21% (3 year average) to 35% (3 year average) in 2024. • The percentage of Year 5 students achieving Above Benchmark Growth in NAPLAN Reading will increase from 39% (3 year average) to 50% (3 year average) in 2024.	
		Student AToSS • Increase the percentage of student positive endorsement for Sense of confidence from 67% in 2020 to 80% in 2024. • Increase the percentage of student positive endorsement for Self–regulation and goal setting from 70% in 2020 to 80% in 2024	
		SSS • Maintain or increase the 2020 percentage of staff positive endorsement of 91.7% for Collective efficacy to 92 % in 2024 • Maintain or increase the percentage of positive endorsement of 84.4% for Academic emphasis in 2020 to 90% in 2024	
To improve student engagement.	No	Students AToSS • Increase the percentage of student positive endorsement for Student voice and agency from 46% in 2020 to 75% in 2024. • Increase the percentage of student positive endorsement for Motivation and interest from 78% in 2020 to 90% in 2024.	

		• Increase the percentage of student positive endorsement for Stimulated learning from 67% in 2020 to 90% in 2024.	
		SSS • Maintain or increase the percentage of staff feeling positive about the School climate at 94% in 2020 to 95% in 2024.	
		POS • Maintain or increase the parent percentage of positive endorsement for Student voice and agency at 89% in 2020. • Increase the parent percentage positive endorsement for Stimulating learning environment from 78% in 2020 to 90% 2024. • Increase the parent percentage positive endorsement for Effective teaching from 67% in 2020 to 80% 2024.	
To improve student wellbeing.	No	**Student attendance** • Maintain or decrease the percentage of students with 20 or more absence days from 13 % (2019 - 2021) to a three year average of 12 % in 2024 • Maintain or decrease the average absence days per student of 11.4 days per student in 2020.	
		AToSS • Increase the percentage of student positive endorsement for a Sense of connectedness from 80% in 2020 to 90% in 2024. • Increase the percentage of student positive endorsement for a Sense of confidence from 67% in 2020 to 85% in 2024	

	POS
	• Maintain or increase the parent percentage of positive endorsement for Confidence and resiliency skills at 92% in 2020. • Increase the parent percentage positive endorsement for Student motivation and support from 67% in 2020 to 85% 2024. • Increase the parent percentage of positive endorsement for Teacher communication from 75% in 2020 to 90% in 2024.

Goal 1	2023 Priorities Goal **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**

12-month target 1.1-month target	STAFF OPINION SURVEY
	Effective and Intentional use of Data is a key focus in our 2023 AIP as our Strategic Plan goal is being Responsive Teachers who use data effectively. The next step in our process of achieving this is to
	1. Increase "Monitor effective use of data"
	   and "use data for Curriculum Planning"
	    from 50 % in 2020 and 67% in 2022 to
	    at least 70% in 2023.
	2. Increase "collaborate to scaffold student
	    learning" from 50 % and 67% in 2022 to
	    at least 70% in 2023.
	
	STUDENT ATTITUDE TO SCHOOL SURVEY
	In 2020 (3 year average) the percentage of student positive endorsement for Stimulated Learning was 67% with a target increase in the Strategic Plan of 90% by 2024. In 2021 there was 50% positive endorsement for Stimulating Learning and in 2022 75% positive endorsement. In 2023 our target is to increase this to 80% positive endorsement
	
	In 2020 (3 year average) the percentage of student positive endorsement for Motivation and Interest was 78% with a target increase of 90% in 2024. In 2021 there was 74% positive endorsement which was consolidated in 2022 with 73% positive endorsement. In 2023 our target is to increase this to 80% positive endorsement
	
	Increase all three domains for "social engagement" in 2022 from 77% for sense of connectedness, 79% for sense of inclusion and 58% for student voice and agency

	PARENT OPINION SURVEY In 2020 (three year average) the parent percentage positive endorsement for Effective Teaching was 67% with a target of 80% in 2024. In 2021 there was 74% positive engagement with 2022 results still awaiting release. In 2023 our target is to achieve positive of 80 % STUDENT ATTENDANCE A key target in the Strategic Plan is to maintain or decrease the percentage of students with 20 or more absence days from 13 % (2019 - 2021) to a three year average of 12 % in 2024. In 2022 the school experienced significant absences due to COVID and illnesses. In 2023 the school aims to decrease the percentage of students with frequent absences.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define actions, outcomes, success indicators and activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

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	PARENT OPINION SURVEY
	In 2020 (three year average) the parent percentage positive endorsement for Effective Teaching was 67% with a target of 80% in 2024. In 2021 there was 74% positive engagement with 2022 results still awaiting release. In 2023 our target is to achieve positive of 80 %
	
	STUDENT ATTENDANCE
	A key target in the Strategic Plan is to maintain or decrease the percentage of students with 20 or more absence days from 13 %

	(2019 - 2021) to a three year average of 12 % in 2024. In 2022 the school experienced significant absences due to COVID and illnesses. In 2023 the school aims to decrease the percentage of students with frequent absences.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	ACTION 1: Strengthen Responsive Teaching Approaches that promote student growth, specifically the intentional and effective use of data ACTION 2: e
Outcomes	Students 1. Engaged in learning at their point of need through data informed responsive teaching 2. Able to articulate their "point of need' focus in Mathematics throughout various focuses 3. Able to articulate the strategies successful learners use, especially in Mathematics. Leader and Classroom Teachers 1. Enhance targeted point of need teaching reflective of a Responsive Teaching Approach in a stimulating learning environment 2. Show evidence of intentional use of Data as part of regular classroom practice 3 Work collaboratively to develop, implement and monitor effective IEPS for at risk students - students 12 months or more behind in Literacy/Numeracy, OHC, Equity Students, Students with High Absences, Koorie Students Educational Support 1. Collaborate with classroom teachers to ensure an effective intervention program that is responsive and at student point of need. 2. Continue with a Responsive Tier 2 Intervention Approach that supports Tier 1 (classroom) 3. Show evidence of intentional planning and use of Data as part of an effective the Tier 2 Program Leader (Principal) 1. Access professional development to effectively lead improvement in Mathematics 2. Work collaboratively with staff to implement an agreed whole school Stimulating Learning approach in mathematics. 3. Collaborate with Regional Staff to implement, document and monitor practices that improve student growth in mathematics.
Success Indicators	Early Success Indicators

	1. Planning, Classroom Observations and Professional Dialogue demonstrate evidence of data informed Responsive Teaching 3. Evidence of Teacher Practice that is reflecting improved skills in effective use of data and feedback 4. Planning, Classroom Observations and Professional Dialogue demonstrate evidence of "stimulating learning" in maths. Late Success Indicators 1. Targeted "at risk" students will make significant progress in Numeracy and will be evident in the data 2. Staff Survey Data in the area of 'monitor effectiveness using data" and "using data for curriculum planning" will continue to show improvement 3. Evidence from students that reflect increased engagement in learning, student voice and agency.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implementation of structure that supports the continuation of the Tutor Learning Initiative and develop processes that ensure the effectiveness of this program.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$25,000.00
Strengthen Responsive Teaching approaches through providing professional learning that improves teacher confidence in intentionally using data to inform practices – with a focus on Numeracy	☑ All staff	☑ PLP Priority	from: Term 2 to: Term 4	$5,000.00 ☑ Equity funding will be used
Build a whole school understanding of Stimulating Teaching and provide staff with the resources to implement this approach and monitor its effectiveness	☑ All staff	☑ PLP Priority	from: Term 2 to: Term 4	$5,000.00 ☑ Equity funding will be used
Have teachers develop case studies to demonstrate responsive teaching in a stimulating learning environment and the impact on the learning outcomes on "at risk students" - Equity, Low Attendance,	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used

Provision of time and structures for staff collaboration to share and analyze data, effectively plan and document with a specific lens on "at risk students" - Equity, Low attendance,	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00
Refine current curriculum, planning and assessment documents to ensure coherent links between assessment data, evidence, Vic Curriculum and Responsive Teaching	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Leadership and Staff develop a case study of strategies to support the effective transition of students from Year 3 into Year 5 and approaches that maximise students growth, specifically in mathematics	☑ Leadership team ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00
Leadership and staff to support Year 3 students in engaging successfully in NAPLAN, specifically in Mathematics.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☑ Equity funding will be used

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	ACTION 1: Amplify and Embed whole school ownership of the School Vision, Values and Logo with links between learning & wellbeing ACTION 2: Effectively Utilize the Mental Health Fund to implement Interventions that enhance student wellbeing
Outcomes	Student 1. Articulate the school values and behaviours that reflect these 2. Demonstrate improved emotional literacy and understanding of personal strengths 3. Demonstrate an improved awareness of the choices that affect learning and relationships with others. ES Staff

	1. Articulation of the school values and actions that reflect these. 2. Support students in a improved awareness of the choices that affect learning and relationships with others through a Restorative Approach 3. Assist with the implementation of welfare and child safety approaches - first aide, breakfast club, attendance Leader and Classroom Teacher 1. Articulation of the school values and actions that reflect these. 2. Evidence of the Implementation and layering of wellbeing approaches, language, skills and concepts into the classroom program 3. Support students in a improved awareness of the choices that affect learning and relationships with others through a Restorative Approach Leader (Principal) 1. Liaise with SSS staff and support agencies to mobilize available resources that support students' wellbeing and mental health, 2. Lead staff and whole school community discussions on the implementation of School Values 3. Continue to strengthen the development of an environment with the preconditions for improved teaching, learning and wellbeing. Parents 1. Articulate the school values and behaviours that reflect these 2. Articulation of their child's personal strengths 3.2. Support students in a improved awareness of the choices that affect learning and relationships with others through a Restorative Approach
Success Indicators	Early Success Indicators 1. Documentation of wellbeing programs, lessons and approaches implemented in classrooms 2. Improved attendance data 3. Formation of the Achievement Program Action Plan Late Success Indicators 1. Student Survey Data reflects a strong connection to school and learning 2.. Progress in the Accreditation Process of the Achievement Program 3. Evidence of updated documentation aligned to the new Child Safety Practices.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Develop a structure that supports the effective use of the Mental Health Fund and implement programs that meet the wellbeing needs of students.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$30,647.38 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Promote School Values that reflect links with Respectful Relationships and Personal Attributes in the Vic Curriculum	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Organise a wellbeing focused PD that meets the needs of our school and other network schools	☑ Leadership team	☑ PLP Priority	from: Term 2 to: Term 2	$7,000.00 ☑ Equity funding will be used
Upskill staff knowledge, skills and understanding to how to support the development of mentally well young people through staff discussions and accessing relevant Professional Development	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,823.94 ☑ Equity funding will be used
Implement Mukhtar Program in Term 1 and Term 4 to further strengthen students learning disposition and school values	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Continue partnership with SWHealth Care and the Achievement Program with a focus on the Mental Health Component	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$31,823.94	$27,823.94	$4,000.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$30,647.38	$30,647.38	$0.00
Total	**$62,471.32**	**$58,471.32**	**$4,000.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
Strengthen Responsive Teaching approaches through providing professional learning that improves teacher confidence in intentionally using data to inform practices – with a focus on Numeracy	$5,000.00
Build a whole school understanding of Stimulating Teaching and provide staff with the resources to implement this approach and monitor its effectiveness	$5,000.00
Have teachers develop case studies to demonstrate responsive teaching in a stimulating learning environment and the impact on the learning outcomes on "at risk students" - Equity, Low Attendance,	$4,000.00
Leadership and staff to support Year 3 students in engaging successfully in NAPLAN, specifically in Mathematics.	$1,000.00
Develop a structure that supports the effective use of the Mental Health Fund and implement programs that meet the wellbeing needs of students.	$30,647.38

Organise a wellbeing focused PD that meets the needs of our school and other network schools	$7,000.00
Upskill staff knowledge, skills and understanding to how to support the development of mentally well young people through staff discussions and accessing relevant Professional Development	$5,823.94
Totals	$58,471.32

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Strengthen Responsive Teaching approaches through providing professional learning that improves teacher confidence in intentionally using data to inform practices – with a focus on Numeracy	from: Term 2 to: Term 4	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services
Build a whole school understanding of Stimulating Teaching and provide staff with the resources to implement this approach and monitor its effectiveness	from: Term 2 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Have teachers develop case studies to demonstrate responsive teaching in a stimulating learning environment and the impact on the learning outcomes on "at risk students" - Equity, Low Attendance,	from: Term 1 to: Term 4	$4,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services

Leadership and staff to support Year 3 students in engaging successfully in NAPLAN, specifically in Mathematics.	from: Term 1 to: Term 2	$1,000.00	☑ School-based staffing ☑ CRT
Organise a wellbeing focused PD that meets the needs of our school and other network schools	from: Term 2 to: Term 2	$7,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Upskill staff knowledge, skills and understanding to how to support the development of mentally well young people through staff discussions and accessing relevant Professional Development	from: Term 1 to: Term 4	$5,823.94	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		$27,823.94	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Develop a structure that supports the effective use of the Mental Health Fund and implement	from: Term 1	$30,647.38	☑ Berry Street Education Model (BSEM) **This activity will use Mental Health Menu staffing** o Employ CRT to release staff member

programs that meet the wellbeing needs of students.	to: Term 4		
Totals		$30,647.38	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Strengthen Responsive Teaching approaches through providing professional learning that improves teacher confidence in intentionally using data to inform practices – with a focus on Numeracy	☑ All staff	from: Term 2 to: Term 4	☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ Network professional learning ☑ PLC/PLT meeting	☑ SEIL ☑ Departmental resources Lisa Guthrie (RCAC)	☑ Off-site WSW Numeracy Project
Build a whole school understanding of Stimulating Teaching and provide staff with the resources to implement this approach and monitor its effectiveness	☑ All staff	from: Term 2 to: Term 4	☑ Collaborative inquiry/action research team ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Departmental resources WSW Numeracy Project	☑ Off-site WSW Numeracy Project Days (4)
Organise a wellbeing focused PD that meets the needs of our school and other network schools	☑ Leadership team	from: Term 2 to: Term 2	☑ Curriculum development	☑ Whole school pupil free day	☑ External consultants Wellbeing Focused Consultant - Nairn Walker, David Vinegrad, Nathan Wallis	☑ Off-site TBC
Upskill staff knowledge, skills and understanding to how to support the development of mentally well young people through staff discussions and accessing relevant Professional Development	☑ All staff	from: Term 1 to: Term 4	☑ Curriculum development	☑ Whole school pupil free day	☑ Departmental resources Robin Ledin Dan Petro	☑ Off-site Berry Street