2024 Annual Implementation Plan

for improving student outcomes

Seaford North Primary School (4974)

Submitted for review by Lee Murnane (School Principal) on 22 January, 2024 at 10:55 AM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 22 January, 2024 at 02:28 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	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.	Embedding
	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	

Future planning	Targets: NAPLAN Reading Year 4 data to increase to 40% (exceeded) NAPLAN Writing to increase to 20% (exceeded) NAPLAN Numeracy to increase to 35% (not met) NAPLAN Reading, 2021 - Grade 5, in top 2 bands 52% NAPLAN Writing, 2021 - Grade 5, in top 2 bands 13% NAPLAN Numeracy 2021 - Grade 5, in top 2 bands 23%

NAPLAN Reading, 2023 - Grade 5, 21% exceeding.
NAPLAN Writing, 2023 - Grade 5, 20% exceeding.
NAPLAN Numeracy, 2023 - Grade 5, 17% exceeding.

When reflecting upon our Year 5 NAPLAN data from 2021 and 2022 we have found that we have exceeded our targets from our 4 year Strategic Plan in both Reading and Writing. In Reading by 2022 we exceeded our target of 40% of Year 5 students in the top 2 bands by 4%. In Writing we exceeded our target of 20% of Year 5 students in the top 2 bands by by 6%.

NAPLAN Reading, 2022 - Grade 5, in top 2 bands 44%
NAPLAN Writing, 2022 - Grade 5, in top 2 bands 26%

Our Numeracy target of achieving 35% of Year 5 students in the top 2 bands of NAPLAN was not reached. By the end of 2022 there were 23% of our students in the top 2 bands.

NAPLAN Numeracy 2022 - Grade 5, in top 2 bands 23%

To improve the proportion of students across the school assessed as working at 'above expected' level in Reading from 34% in 2022 to 38% in 2023.
Overall school data, mid year: 30%
Mid year data:
Grd F: 5%
Grd 1: 30%
Grd 2: 40%
Grd 3: 25%
Grd 4: 35%
Grd 5: 42%
Grd 6: 29%

To improve the proportion of students across the school assessed as working at 'above expected' level in Writing from 16% in 2022 to 25%
Overall school data, mid year: 13%
Based on our student tracking sheets, students performing above expected level at the end of Term 3 are as follows:
Grd F: 10%
Grd 1: 21%
Grd 2: 18%

Grd 3: 23%
Grd 4: 22%
Grd 5: 20%
Grd 6: 20%
Overall the data reflects that we are on track to meet our targets by the end of 2023.

To improve the proportion of students across the school assessed as working at 'above expected' level in Number and Algebra from 25% in 2022 to 30%
Overall school data, mid year: 21%
Based on our student tracking sheets, students performing above expected level at the end of Term 3 are as follows:
Grd F: 15%
Grd 1: 24%
Grd 2: 23%
Grd 3: 26%
Grd 4: 24%
Grd 5: 38%
Grd 6: 15%
Overall the data reflects that we will come close to meeting our target. However, our Grade 5 students have exceeded the target at our end of Term 3 monitoring by 8%.

Atoss
Student Voice & Agency 2023 = 87% (not met) However, similar schools at 68%, Network 63%, State 66%. (2022 - 87%)
Differentiated Learning 2023 - 95% (met) Similar schools 85%, Network 84%, State 84% (2022 - 92%)
Self regulation and goal setting 2023 - 95% (met) Similar schools 83%, Network 83%, State 83% (2022 - 94%)
Not experiencing bullying 2023 - 90% (exceeded) Similar schools 85%, Network 83%, State 83%
Resilience 2023 - 74% (not met - decrease) Similar schools 70%, Network 65%, State 69%. (2022 - 73%)
Teacher Concern 2023 - 89% (not met - 3% increase) Similar schools 75%, Network 72%, State 73% (2022 - 86%)

Parent Opinion Survey - 2023? Data not yet accessible.
Not experiencing bullying 2022 - 77% - from this, target exceeded (not less that 75%)

Our future planning will entail more work with staff on utilising the SNPS instructional model to plan units of work as well as individual lessons. We will build staff capacity to identify 'big ideas' and concepts in the Mathematics curriculum and continue to collaborate with our network in moving forward with implementing best practice to improve student outcomes. Professional development will be undertaken around conceptual learning and 'big ideas' in Mathematics. We will continue to implement the 6+1 Writing traits, and work towards a whole school approach to goal setting in both Writing and Number & Algebra. We will continue to utilise PLC cycles to set goals and strive for continuous improvement in both teaching and

	learning.
	During 2024 our Rights, Resilience and Respectful Relationships coordinators and all staff will complete the scope and sequence documentation for RRRR. We will undertake further professional development on implementing RRRR. We will continue the implementation of a variety of strategies to support our whole school wellbeing approach, such as Circle Time, Zones of Regulation and Restorative Practices. Focused work around unpacking and embedding our School values will be a strong feature in 2024 as we further develop our whole school culture and build a common understanding of who we are and what we stand for.
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.
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.	Yes	Support for the priorities	To improve the proportion of students across the school assessed as working at 'above expected' level in Reading from 33% in 2023 to 36% in 2024.To improve the proportion of students across the school assessed as working at 'above expected' level in Writing from 15% in 2023 to 20% in 2024.To improve the proportion of students across the school assessed as working at 'above expected' level in Number and Algebra from 22% in 2023 to 26% in 2024.To improve social and emotional wellbeing and increase the positive endorsement of the AtoSS factor of Resilience from 74% in 2023 to 85% in 2024 (moving students from low resilience to normal/high resilience).To improve the positive endorsement of the AtoSS factor of 'teacher concern' from 89% in 2023 to 95% in 2024.
To improve student learning outcomes in English	No	To improve the proportion of Year 5 students in the top two bands of NAPLAN in Reading from 28% in 2019 to 40%	
		To improve the proportion of Year 5 students in the top two bands of NAPLAN Writing from 10% in 2019 to 20%	

		To improve the proportion of students across the school at 'above expected' level in Reading, according to Victorian Curriculum Teacher Judgement from 36% in 2019 to 40%	
		To improve the proportion of students across the school at 'above expected' level in Writing, according to Victorian Curriculum Teacher Judgement from 20% in 2019 to 30%	
To improve student learning outcomes in Mathematics	No	To improve the proportion of Year 5 students in the top two bands of NAPLAN in Numeracy from 27% in 2019 to 35%	
		To improve the proportion of students across the school at 'above expected' level in Number and Algebra, according to Victorian Curriculum Teacher Judgement from 30% in 2019 to 35%	
Improve student social and emotional wellbeing and agency in learning.	No	Using the student Attitudes to School survey (ATSS) there will be not less that 95 per cent positive endorsement in the areas of – - Student voice and agency (aggregated 2017-19) - 91 per cent - Differentiated learning challenge (aggregated 2017-19) - 88 per cent - Self-regulation and goal setting (aggregated 2017-19) - 96 per cent.	
		Using the Attitudes to School survey (AT0SS) data - there will be not less that 95 per cent positive endorsement in the areas of – - Resilience (aggregated 2017-19) - 91 per cent - Teacher concern (aggregated 2017-19) - 86 per cent	
		Using the AToSS data - there will be not less than 75 per cent positive endorsement of the item – Not experiencing bullying	

| | | Using Parent Opinion survey data there will be not less than 75 per cent positive endorsement of the item
     • Not experiencing bullying | |

Goal 1	**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.**
12-month target 1.1-month target	To improve the proportion of students across the school assessed as working at 'above expected' level in Reading from 33% in 2023 to 36% in 2024. To improve the proportion of students across the school assessed as working at 'above expected' level in Writing from 15% in 2023 to 20% in 2024. To improve the proportion of students across the school assessed as working at 'above expected' level in Number and Algebra from 22% in 2023 to 26% in 2024. To improve social and emotional wellbeing and increase the positive endorsement of the AtoSS factor of Resilience from 74% in 2023 to 85% in 2024 (moving students from low resilience to normal/high resilience). To improve the positive endorsement of the AtoSS factor of 'teacher concern' from 89% in 2023 to 95% in 2024.

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 2024.

Define actions, outcomes, success indicators and activities

Goal 1	**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.
12-month target 1.1 target	To improve the proportion of students across the school assessed as working at 'above expected' level in Reading from 33% in 2023 to 36% in 2024. To improve the proportion of students across the school assessed as working at 'above expected' level in Writing from 15% in 2023 to 20% in 2024. To improve the proportion of students across the school assessed as working at 'above expected' level in Number and Algebra from 22% in 2023 to 26% in 2024. To improve social and emotional wellbeing and increase the positive endorsement of the AtoSS factor of Resilience from 74% in 2023 to 85% in 2024 (moving students from low resilience to normal/high resilience). To improve the positive endorsement of the AtoSS factor of 'teacher concern' from 89% in 2023 to 95% in 2024.
KIS 1.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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop student capacity to become assessment capable learners Develop staff capacity to identify 'big ideas' and concepts in the Mathematics curriculum
Outcomes	Teachers develop structures and processes to facilitate conferences and feedback that enable students to track their progress Students partner with teachers to co-construct their learning goals and success criteria Students reflect, self-assess and discuss their progress towards achieving learning goals Increased teacher confidence when applying curriculum knowledge to assess student progress

	Observed changes to planning approach in Mathematics teaching & learning, to reflect 'big ideas' and/or concepts
Success Indicators	Develop and document a PYP Programme and Development Plan on students as assessment capable learners Students are able to select evidence that demonstrates achievement or progress towards learning goals. Records of co-constructed learning goals in Writing Agreed protocols will be established outlining expectations for goal setting in Writing or a specialist curriculum area Input of data into Student Tracking sheets (twice a term) for the areas of Reading, Writing and Maths: Number & Algebra A unit of learning is developed that reflects 'big ideas' and/or concepts for teaching numeracy or a specialist curriculum area, reflecting the SNPS instructional model Victorian Curriculum teacher judgements will show increased learning growth in Writing Victorian Curriculum teacher judgements will show increased learning growth in Maths: Number & Algebra

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a PYP Programme Development Plan focus on students as assessment capable learners	☑ All staff ☑ Curriculum co-ordinator (s) ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 2	$4,000.00 ☑ Equity funding will be used
Allocate staff meeting focuses twice a term to monitor and update Student Tracking Sheets and increase teacher confidence when applying curriculum knowledge to assess student progress.	☑ All staff ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Professional Learning opportunities regarding student goal setting and conferring	☑ Curriculum co-ordinator (s) ☑ Learning specialist(s) ☑ School leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Establish agreed protocols for student goal setting	☑ All staff	☐ PLP Priority	from: Term 3	$0.00

			to: Term 4	
Familiarisation of Mathematics curriculum Version 2.0.	☑ All staff ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Plan whole school professional learning on big ideas and conceptual understanding in Mathematics.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00
Review learning intention and success criteria process across the school including approaches to co-construction.	☑ All staff ☑ Curriculum co-ordinator (s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Establish and implement a common approach to writing assessment and goal setting.	☑ All staff ☑ Curriculum co-ordinator (s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Appoint a Disability and Inclusion Team Leader to co-ordinate, track and document the students in need of targeted academic support or intervention. Provide resources and staffing of the program. Role ~To ensure students with additional needs are engaged in education and meeting their learning goals. ~Working collaboratively with the school's leadership, wellbeing staff and allied health team and other services involved with a student outside of school. ~Embed processes for teachers to support students with emerging	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$208,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

or acute wellbeing needs to remain engaged in learning and connected to their peers activity ~ ES staff to work with tier 3 and PSD funded students				
TLI - Tutors analyse data in order to plan programs providing targeted learning in areas of need	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$70,000.00

KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Implement the Resilience, Rights and Respectful Relationships (RRRR) program Further develop our school culture and processes to align with our school values
Outcomes	Teachers will implement the appropriate the Resilience, Rights and Respectful Relationships lessons The school community will utilise a consistent language that reflects the school-wide approach to wellbeing School values are utilised to inform processes, conduct and policies All stakeholders will uphold and model the values of: Collaboration, Inclusion and Responsibility Staff participate in professional learning to upskill their support of students wellbeing and mental health eg Berry Street program Students will report improved resilience and respect
Success Indicators	A completed scope and sequence of the Resilience, Rights and Respectful Relationships (RRRR) program Our school values will be visible across our school Wellbeing programs and strategies/tools will be reflected in planning documents, including: Circle Time, RRRR, Zones of Regulation, eSmart/eSafety. Processes, policies and conduct are clearly linked to school values Attitudes to School Survey Parent Opinion Survey

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop RRRR scope and sequence	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☑ Equity funding will be used
RRRR Curriculum Day	☑ Respectful relationships implementation team	☑ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☑ Equity funding will be used
Zones of Regulation presentation for SNPS families The Zones of Regulation to be display in each classroom and need to include the following. o The Green Zone - Ideal State of Alertness o The Blue Zone - Low State of Alertness o The Yellow Zone - Heightened State of Alertness o The Red Zone - Extremely Heightened State of Alertness Staff and students will identify the emotions associated with each zone in their individual classrooms. Staff and students will suggest useful strategies that students can employ to assist them return to the ideal state of alertness	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 2	$8,000.00 ☑ Equity funding will be used
eSmart/eSafety presentation for SNPS parents/carers	☑ Information Technology leader/team	☐ PLP Priority	from: Term 1 to: Term 2	$2,000.00
Unpack school values and develop an implementation plan to embed them school-wide	☑ All staff ☑ Student(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	
Continue to conduct Grade 5 focus groups to monitor the implementation of the Student Wellbeing and Engagement policy.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Communicating, sharing and celebrating positive endorsements from students and parents indicated through data from surveys	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Communicating with all stakeholders to embed the values of: Collaboration, Inclusion and Responsibility	☑ All staff ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Establish lunch time clubs for students that promote wellbeing and support positive relationships	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used
Wellbeing Continue to review the SNPS Student Wellbeing and Engagement Policy with feedback from staff, parents/carers and students. Begin Berry Street Training for staff ~ Support for students in the area of mental health	☑ All staff ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$58,439.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$37,367.50	$37,367.50	$0.00
Disability Inclusion Tier 2 Funding	$207,673.86	$208,000.00	-$326.14
Schools Mental Health Fund and Menu	$58,439.00	$58,439.00	$0.00
Total	**$303,480.36**	**$303,806.50**	**-$326.14**

Activities and milestones – Total Budget

Activities and milestones	Budget
Develop a PYP Programme Development Plan focus on students as assessment capable learners	$4,000.00
Establish and implement a common approach to writing assessment and goal setting.	$10,000.00
Appoint a Disability and Inclusion Team Leader to co-ordinate, track and document the students in need of targeted academic support or intervention. Provide resources and staffing of the program. Role ~To ensure students with additional needs are engaged in education and meeting their learning goals. ~Working collaboratively with the school's leadership, wellbeing staff and allied health team and other services involved with a student outside of school. ~Embed processes for teachers to support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers activity	$208,000.00

~ ES staff to work with tier 3 and PSD funded students	
Develop RRRR scope and sequence	$5,000.00
RRRR Curriculum Day	$5,000.00
Zones of Regulation presentation for SNPS families The Zones of Regulation to be display in each classroom and need to include the following. o The Green Zone - Ideal State of Alertness o The Blue Zone - Low State of Alertness o The Yellow Zone - Heightened State of Alertness o The Red Zone - Extremely Heightened State of Alertness Staff and students will identify the emotions associated with each zone in their individual classrooms. Staff and students will suggest useful strategies that students can employ to assist them return to the ideal state of alertness	$8,000.00
Continue to conduct Grade 5 focus groups to monitor the implementation of the Student Wellbeing and Engagement policy.	$1,000.00
Establish lunch time clubs for students that promote wellbeing and support positive relationships	$3,000.00
Wellbeing Continue to review the SNPS Student Wellbeing and Engagement Policy with feedback from staff, parents/carers and students. Begin Berry Street Training for staff ~ Support for students in the area of mental health	$58,439.00
Totals	$302,439.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Develop a PYP Programme Development Plan focus on students as assessment capable learners	from: Term 1 to: Term 2	$4,000.00	☑ School-based staffing
Establish and implement a common approach to writing assessment and goal setting.	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Develop RRRR scope and sequence	from: Term 1 to: Term 1	$5,000.00	☑ CRT
RRRR Curriculum Day	from: Term 1 to: Term 1	$6,367.50	☑ Professional development (excluding CRT costs and new FTE)
Zones of Regulation presentation for SNPS families The Zones of Regulation to be display in each classroom and need to include the following. o The Green Zone - Ideal State of Alertness o The Blue Zone - Low State of Alertness o The Yellow Zone - Heightened State of Alertness o The Red Zone - Extremely Heightened State of Alertness	from: Term 1 to: Term 2	$8,000.00	☑ School-based staffing

Staff and students will identify the emotions associated with each zone in their individual classrooms. Staff and students will suggest useful strategies that students can employ to assist them return to the ideal state of alertness			
Continue to conduct Grade 5 focus groups to monitor the implementation of the Student Wellbeing and Engagement policy.	from: Term 1 to: Term 4	$1,000.00	☑ CRT
Establish lunch time clubs for students that promote wellbeing and support positive relationships	from: Term 1 to: Term 4	$3,000.00	☑ Assets
Totals		$37,367.50	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Appoint a Disability and Inclusion Team Leader to co-ordinate, track and document the students in need of targeted academic support or intervention. Provide resources and staffing of the program. Role ~To ensure students with additional needs are engaged in education and meeting their learning goals. ~Working collaboratively with the	from: Term 1 to: Term 4	$208,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •

school's leadership, wellbeing staff and allied health team and other services involved with a student outside of school. ~Embed processes for teachers to support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers activity ~ ES staff to work with tier 3 and PSD funded students			
Totals		$208,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Wellbeing Continue to review the SNPS Student Wellbeing and Engagement Policy with feedback from staff, parents/carers and students. Begin Berry Street Training for staff ~ Support for students in the area of mental health	from: Term 1 to: Term 4	$58,439.00	☑ Berry Street Education Model (BSEM)
Totals		$58,439.00	

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
Develop a PYP Programme Development Plan focus on students as assessment capable learners	☑ All staff ☑ Curriculum co-ordinator (s) ☑ School improvement team	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Plan whole school professional learning on big ideas and conceptual understanding in Mathematics.	☑ Learning specialist(s)	from: Term 2 to: Term 4	☑ Planning ☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ External consultants Love Maths	☑ On-site
Develop RRRR scope and sequence	☑ All staff	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development	☑ Whole school pupil free day	☑ Internal staff ☑ Departmental resources DE RRRR consultant	☑ On-site
RRRR Curriculum Day	☑ Respectful relationships implementation team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day	☑ Internal staff ☑ Departmental resources DE RRRR consultants	☑ On-site