2023 Annual Implementation Plan

for improving student outcomes

Orchard Grove Primary School (5285)

Inspiring curious minds and learning together

Submitted for revie
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 11 January, 2023 at 10:49 AM
Endorsed by Trevor Hookey (School Council President) on 28 February, 2023 at 03:53 PM

Self-evaluation Summary - 2023

	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.	Excelling
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	

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	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	Reflections from our 2022 AIP: We implemented learning walks & talks in 2022 which highlighted some focus areas for 2023. They showed in our writing lessons the lack of explicit teaching and model/shared writing sessions that was occurring. In 2023, we plan to introduce the 'Gradual Release of Responsible' model to support teachers to explicitly model skills to their students. A priority for 2023 is to develop an instructional model for Literacy and Numeracy. We thought PLC teams used formative assessment well to inform their planning but we need to use summative assessment better to track student

	growth and monitor attendance data and student behaviour. Due to lockdowns over the past 2 years strengthen the relationship between school and families by getting back to our regular community events.
Considerations for 2023	Implement School-wide positive behaviour support program Introducing the Gradual Release of Responsibility model this will support the implementation of an instructional model for Mathematics and Literacy Establish a system to review whole school data - academic, attendance and behaviour
Documents that support this plan	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise learning outcomes in literacy and numeracy achievement.
Target 2.1	By 2025 to increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN: • Reading from 27% in 2021 to 32% in 2025 • Writing from 33% in 2021 to 35% in 2025 • Numeracy from 11% in 2021 to 25% in 2025 By 2025 to decrease the percentage of Year 5 students achieving in below benchmark growth in NAPLAN: • Reading: to maintain at 15% or below in 2025 • Writing: to maintain at 15% or below in 2025 • Numeracy from 25% in 2021 to 18% in 2025 By 2025 to increase the percentage of Year 3 students in the top two bands of NAPLAN: • Reading: to remain above 80% in 2025

	• Writing: to remain at or above 75% in 2025 • Numeracy: from 61% in 2021 to 70% in 2025 By 2025 to increase the percentage of Year 5 students in the top two bands of NAPLAN: • Reading from 65% in 2021 to 70% in 2025 • Writing to remain equal to or above 40% in 2025 • Numeracy from 53% in 2021 to 60% in 2025
Target 2.2	By 2025 to increase the percentage of positive endorsement in the SSS (all staff): • School climate module—Teacher collaboration from 49% in 2020 to 59% in 2025 • Teaching and learning evaluation module—Understand how to analyse data from 70% in 2020 to 80% in 2025 • Teaching and learning practice improvement module—Seek feedback to improve practice from 63% in 2020 to 73% in 2025
Target 2.3	By 2025 to increase the percentage of positive endorsement in the POS: • Student cognitive engagement module—Effective teaching from 82% in 2020 to 87% in 2025 • Student cognitive engagement module—Student motivation and support from 79% in 2020 to 84% in 2025
Key Improvement Strategy 2.a Building practice excellence	Leverage PLC and collaborative planning processes to maximise the delivery of consistent and high–quality Mathematics instruction.

Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Strengthen whole school understanding and implementation of evidence–based instructional practices.
Goal 3	To amplify student voice and learner agency.
Target 3.1	By 2025 ensure that the following dimensions of the AToSS are greater than 90 per cent: • Social engagement domain—Maintain student voice and agency which was 94% in 2019 • Learner characteristics and disposition domain—Self–regulation and goal setting which was 97% in 2019
Target 3.2	By 2025 meet the following targets from the SSS: • Teaching and learning practice module—Use feedback to improve practice from 63% in 2020 to 70% in 2025 • Teaching and learning implementation module—Understand formative assessment from 63% in 2020 to 80% in 2025 • Teaching and learning implementation module—Promote student ownership of learning from 67% in 2020 to 73% in 2025
Target 3.3	By 2025 increase the following factor from the POS: Student development module—Student agency and voice which was 83% in 2020 to 88% in 2025
Key Improvement Strategy 3.a	Build teacher knowledge and understanding of student voice and learner agency

Building practice excellence	
Key Improvement Strategy 3.b Empowering students and building school pride	Build teacher capacity to embed the pedagogical and organisational strategies that support student voice and learner agency.
Key Improvement Strategy 3.c Empowering students and building school pride	Build student capacity to influence change and exercise self–determination in their learning.
Goal 4	To optimise health and wellbeing outcomes for every student.
Target 4.1	By 2025, maintain the results in the AToSS above 90 per cent for: • Social engagement domain—Sense of connectedness which was 96% in 2019 • Social engagement domain—Sense of inclusion which was 97% in 2019 • Social engagement domain—School stage transitions (Year 7 and new students) which was 98% in 2019
Target 4.2	By 2025, improve or maintain the results in the POS above 90 per cent for: • Managing safety module—Respect for diversity which was 94% in 2020 • Managing safety module—Managing bullying which was 88% in 2020 • Connection and progression module—Positive transitions which was 90% in 2020 • Managing positive behaviour module—Promoting positive behaviour which was 95% in 2020
Key Improvement Strategy 4.a	Build and strengthen our high expectations for all students.

Setting expectations and promoting inclusion	
Key Improvement Strategy 4.b Health and wellbeing	Develop partnerships to support student wellbeing and achievement.
Key Improvement Strategy 4.c Parents and carers as partners	Strengthen the partnership between home and school to acknowledge and incorporate the needs of our diverse community to support all students' learning and wellbeing.

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 | MATHSNAPLAN High Benchmark Growth17%NAPLAN Low Benchmark Growth22%NAPLAN Top 2 Bands:Year 3 - 62%Year 5 - 57%LITERACYNAPLAN High Benchmark Growth Reading 29% NAPLAN High Benchmark Growth Writing 34% NAPLAN Low Benchmark Growth Reading - under 15%NAPLAN Low Benchmark Growth Writing - under 15%NAPLAN Top 2 Bands:Year 3 - Writing 70%Year 3 Reading - Maintain over 81%Year 5 - Reading 66%Year 5 - Writing - 55% |
| To maximise learning outcomes in literacy and numeracy achievement. | No | By 2025 to increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN:
  - Reading from 27% in 2021 to 32% in 2025
  - Writing from 33% in 2021 to 35% in 2025
  - Numeracy from 11% in 2021 to 25% in 2025
By 2025 to decrease the percentage of Year 5 students achieving in below benchmark growth in NAPLAN:
  - Reading: to maintain at 15% or below in 2025
  - Writing: to maintain at 15% or below in 2025
  - Numeracy from 25% in 2021 to 18% in 2025
By 2025 to increase the percentage of Year 3 students in the top two bands of NAPLAN:
  - Reading: to remain above 80% in 2025
  - Writing: to remain at or above 75% in 2025 | |

		• Numeracy: from 61% in 2021 to 70% in 2025
		By 2025 to increase the percentage of Year 5 students in the top two bands of NAPLAN:
		    • Reading from 65% in 2021 to 70% in 2025
		    • Writing to remain equal to or above 40% in 2025
		    • Numeracy from 53% in 2021 to 60% in 2025	

		By 2025 to increase the percentage of positive endorsement in the SSS (all staff):
		    • School climate module—Teacher collaboration from 49% in 2020 to 59% in 2025
		    • Teaching and learning evaluation module—Understand how to analyse data from 70% in 2020 to 80% in 2025
		    • Teaching and learning practice improvement module—Seek feedback to improve practice from 63% in 2020 to 73% in 2025	

		By 2025 to increase the percentage of positive endorsement in the POS:
		    • Student cognitive engagement module—Effective teaching from 82% in 2020 to 87% in 2025
		    • Student cognitive engagement module—Student motivation and support from 79% in 2020 to 84% in 2025	

To amplify student voice and learner agency.	No	By 2025 ensure that the following dimensions of the AToSS are greater than 90 per cent:
		    • Social engagement domain—Maintain student voice and agency which was 94% in 2019
		    • Learner characteristics and disposition domain—Self–regulation and goal setting which was 97% in 2019	

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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	MATHS NAPLAN High Benchmark Growth 17% NAPLAN Low Benchmark Growth 22% NAPLAN Top 2 Bands: Year 3 - 62% Year 5 - 57% LITERACY NAPLAN High Benchmark Growth Reading 29% NAPLAN High Benchmark Growth Writing 34% NAPLAN Low Benchmark Growth Reading - under 15% NAPLAN Low Benchmark Growth Writing - under 15% NAPLAN Top 2 Bands: Year 3 - Writing 70% Year 3 Reading - Maintain over 81% Year 5 - Reading 66% Year 5 - Writing - 55%	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	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 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.
12 Month Target 1.1	MATHS NAPLAN High Benchmark Growth 17% NAPLAN Low Benchmark Growth 22% NAPLAN Top 2 Bands: Year 3 - 62% Year 5 - 57% LITERACY NAPLAN High Benchmark Growth Reading 29% NAPLAN High Benchmark Growth Writing 34% NAPLAN Low Benchmark Growth Reading - under 15% NAPLAN Low Benchmark Growth Writing - under 15% NAPLAN Top 2 Bands: Year 3 - Writing 70% Year 3 Reading - Maintain over 81% Year 5 - Reading 66% Year 5 - Writing - 55%
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	MATHS Develop a whole school approach to mathematics instruction

	LITERACY Develop and document a shared understanding of how we teach writing at OGPS
Outcomes	MATHS Students will have improved engagement during Mathematics units. Students will have a better understanding of how to apply their Mathematical concept knowledge to problem solving tasks Teachers will plan using the agreed OGPS instructional model for Mathematics Teachers will be given coaching and feedback on their delivery of the instructional model Leaders will work with staff to create an instructional model for Mathematics Leaders will provide professional learning to support teacher to implement each area of the instructional model Leaders will provide modelling, coaching and feedback on their delivery of the instructional model LITERACY Students will have improved engagement during writing sessions Students will have a better understanding of the skills needed to produce high quality writing pieces Teachers will plan using the agreed OGPS instructional model for Writing Teachers will be given coaching and feedback on their delivery of the instructional model Leaders will work with staff to create an instructional model for Writing Leaders will provide professional learning to support teacher to implement each area of the instructional model Leaders will provide modelling, coaching and feedback on their delivery of the instructional model
Success Indicators	MATHS Early: Curriculum documentation shows the use of the instructional model Learning walks & talks observations/data to show an increased use of high quality mathematics instruction in classrooms Documented whole school instructional model for Mathematics Late: Planning documentation show evidence of explicit teaching of concepts and problem solving tasks Minutes and presentations from Professional Learning focused on high quality mathematics instruction. LITERACY Early: Curriculum documentation shows the use of the instructional model Learning walks & talks observations/data to show an increased use of shared/model writing in classrooms Documented whole school instructional model for Writing Late:

	Staff survey about confidence and knowledge of how to teach writing Moderation of semester 1 and 2 student work samples against the writing checklist			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Source examples of other instructional models.	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning Plan for 2023 - created and implemented	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Professional Learning opportunities conducted during whole staff meetings, PLC meetings or Professional Practice Days	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Mentoring and coaching teachers in high quality Instruction for Mathematics and Writing	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning around the Gradual Release of Responsibility model	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct regular Learning Walks & Talks to gain feedback on the instructional model and future focuses	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Consult with team leaders, and broader staff to get input into the development of an Instructional Model.	☑ Learning Specialist(s) ☑ Teacher(s) ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Whole school moderation of student Writing samples, focusing on Narratives	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PLC Inquiry cycle completed focused on integrating Mathematics across the curriculum	☑ Learning Specialist(s) ☑ Teacher(s) ☑ Team Leader(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1:1 MiniLit support for students deemed 'at risk'	☑ Assistant Principal ☑ Education Support	☐ PLP Priority	from: Term 1	$10,000.00

	☑ Literacy Leader		to: Term 4	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Strengthen the whole school approach towards student behaviour so we can develop a school culture that is positive, safe and supportive of learning.
Outcomes	Students will demonstrate an increase in respectful and positive behaviours Students will explain strategies to help improve their social and emotional health Teaches will use evidence-based instructional practices to deal with student behaviour Teachers will teach appropriate behaviours and monitor these clearly defined set of expected behaviours Leaders will support the continuous development, documentation and revision of whole school well being approaches Leaders will implement a continuum of procedures to encourage or discourage expected behaviours
Success Indicators	Early Indicators: Curriculum documentation will show plans for expected social behaviours Documentation will show a tiered intervention framework for student behaviour All staff have engaged in professional learning about School Wide Positive Behaviours Late Indicators: Decrease the incidents and student behaviour managed by Principal class and needing to be documented on Compass Chronicle Improvement in AtoSS factors: Emotional awareness and regulation, Help seeking, Peer relationships, Resilience, Self-regulation and goal setting and Teacher concern

	Improvement in SSS factors: Leader's support for change, Build resilience and a resilient supportive environment, Staff psychological safety, discuss problems of practice

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and implement a behaviour matrix	☑ School Improvement Team ☑ SWPBS Leader/Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Promote attendance and create process for student absentees	☑ Respectful Relationships Implementation Team ☑ School Improvement Team ☑ SWPBS Leader/Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Implement the School Wide Positive Behaviour program	☑ Respectful Relationships Implementation Team ☑ School Improvement Team ☑ SWPBS Leader/Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Individual support for 'at risk' students through tailored classroom and playground support.	☑ Assistant Principal ☑ Education Support ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	$34,910.20	$34,910.00	$0.20
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$34,910.20**	**$34,910.00**	**$0.20**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
1:1 MiniLit support for students deemed 'at risk'	$10,000.00
Individual support for 'at risk' students through tailored classroom and playground support.	$20,000.00
Totals	**$30,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
1:1 MiniLit support for students deemed 'at risk'	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing

Individual support for 'at risk' students through tailored classroom and playground support.	from: Term 1 to: Term 4	$24,910.00	☑ School-based staffing
Totals		$34,910.00	

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
Totals		$0.00	

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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Source examples of other instructional models.	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ SEIL ☑ Internal staff ☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Professional Learning Plan for 2023 - created and implemented	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ External consultants SWPB staff	☑ On-site
Professional Learning opportunities conducted during whole staff meetings, PLC meetings or Professional Practice Days	☑ Learning Specialist(s)	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ External consultants SWPB staff	☑ On-site

Mentoring and coaching teachers in high quality Instruction for Mathematics and Writing	☑ Learning Specialist(s)	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Timetabled Planning Day	☑ Internal staff ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Consult with team leaders, and broader staff to get input into the development of an Instructional Model.	☑ Learning Specialist(s) ☑ Teacher(s) ☑ Team Leader(s)	from: Term 1 to: Term 3	☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL ☑ Internal staff ☑ Learning Specialist	☑ On-site