**2023 Annual Implementation Plan**

Submitted for review by Tess Kelly (School Principal) on 18 December, 2022 at 05:04 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**for improving student outcomes**

Natte Yallock Primary School (1347)



**Self-evaluation Summary - 2023**

Natte Yallock Primary School (1347)

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|  | FISO 2.0 Dimensions | Self-evaluation Level | Evidence and Analysis |
| **Teaching and Learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding | Teaching and Learning programs based on Vic Curric Weekly Planners evidencing differentiation Formative assessment practices |
| 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. | Embedding | Assessment Schedule Assessment Data Tracker |
| 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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| **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 | Curriculum Timetable Staffing Model (1.0 Teaching Principal, 1.0 Graduate Teacher) Feedback on collective efficacy and collective responsibility (staff survey results) |
| 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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| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school | Evolving |  |
| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |  |

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| **Support** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Evolving |  |
| 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** | A writing scope and sequence, as well as an evidence based approach is to be reviewed in 2023. The use of TLI funding to differentiate in the classroom would be good to continue. The introduction of Art Therapy to develop skills in social situations will be beneficial to our junior cohort. |
| **Considerations for 2023** | With a 0.9 experienced teacher and a 1.0 teaching principal, a robust and differentiated curriculum for the junior cohort can continue with emphasis on providing separate Foundation learning in core areas and extension to Year 2 student in core areas. Art Therapist has been engaged for Semester 1 to focus on skill development in social situations. PLC Training within the Pyrenees Cluster will be the main focus for professional learning |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | <b>2023 Priorities Goal</b><br/> 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 improve learning outcomes and social engagement for students through Cluster collaboration guided by an agreed MoU. |
| Target 2.1 | Individual learning plans are in place for each student and are monitored regularly. |
| Target 2.2 | A completed and operationalised MoU is revised annually. |
| Target 2.3 | Cluster-based professional learning model is developed and implemented annually. |
| Target 2.4 | Cluster activities are organised each year to build student social and emotional skills. |
| Key Improvement Strategy 2.a Building practice excellence | Refine and collectively evaluate the Cluster MoU to ensure all schools in the Cluster are supported and contribute to school improvement |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Collaborate as a Cluster to embed best practice in literacy and numeracy, curriculum and assessment practices, including agreed data tracking mechanisms across each cluster school |
| Key Improvement Strategy 2.c Setting expectations and promoting inclusion | Plan for building social engagement for students through shared Cluster activities. |
| Goal 3 | To improve learning growth and outcomes in literacy and numeracy |
| Target 3.1 | To achieve one year’s growth or better annually in English and Maths as measured by Victorian Curriculum teacher judgements for each student |
| Target 3.2 | To achieve 75% in medium and high gain growth in literacy and numeracy as measured by NAPLAN in reading, writing and numeracy in each year |
| Target 3.3 | To achieve annually stanine 5 or above in reading and maths as measured by Progressive Achievement Tests in each year level (to be finalised). |
| Key Improvement Strategy 3.a Building practice excellence | Develop scope and sequence, and planning documents in numeracy, that promote high quality teaching and learning |
| Key Improvement Strategy 3.b Curriculum planning and assessment | Continue to implement literacy scope and sequence, and planning documents in literacy, that promote high quality teaching and learning, supported by the network priority |
| Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies | Build teacher capacity to embed high impact teaching strategies in their practice |
| Key Improvement Strategy 3.d Building practice excellence | Identify and implement processes and protocols for teacher observation and feedback to build teacher knowledge and skill |
| Goal 4 | To strengthen engagement and wellbeing of all students |
| Target 4.1 | To increase the overall endorsement  of students’ connectedness in the ATOS |
| Target 4.2 | To increase the overall percent endorsement of the School Climate Module |
| Target 4.3 | To increase the percentage of positive responses in general parent satisfaction |
| Target 4.4 | To progressively reduce the percentage of students with 20 or more absences (to be finalised). |
| Key Improvement Strategy 4.a Curriculum planning and assessment | Review current Cluster initiative, Full STEAM Ahead, to inform future direction for student learning, as referenced by the Curriculum |
| Key Improvement Strategy 4.b Setting expectations and promoting inclusion | Build a common understanding of student voice, agency and leadership for staff, students and parents in order to strengthen engagement and wellbeing |
| Key Improvement Strategy 4.c Intellectual engagement and self-awareness | Formalise individual learning plans that empower students to take responsibility for their own learning. |

**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. |
| <b>2023 Priorities Goal</b><br/> 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 | By the end of 2023, increase the proportion of students achieving one level of growth in Writing from 60% (2022) to 100%  By the end of 2023, decrease the percentage of students with 20+ days absent from 58% to 30%  To increase the overall positive endorsement of students' connectedness in the Pyrenees Small Schools Cluster Wellbeing Survey. Feeling included from 78.3% to 85% Sense of Belonging from 65.2% to 75% Sense of Anticipation from 58.7% to 70% Active Participation from 73.9% to 80% Friendships from 63% to 75% |
| To improve learning outcomes and social engagement for students through Cluster collaboration guided by an agreed MoU. | No | Individual learning plans are in place for each student and are monitored regularly. |  |
| A completed and operationalised MoU is revised annually. |  |
| Cluster-based professional learning model is developed and implemented annually. |  |
| Cluster activities are organised each year to build student social and emotional skills. |  |
| To improve learning growth and outcomes in literacy and numeracy | No | To achieve one year’s growth or better annually in English and Maths as measured by Victorian Curriculum teacher judgements for each student |  |
| To achieve 75% in medium and high gain growth in literacy and numeracy as measured by NAPLAN in reading, writing and numeracy in each year |  |
| To achieve annually stanine 5 or above in reading and maths as measured by Progressive Achievement Tests in each year level (to be finalised). |  |
| To strengthen engagement and wellbeing of all students | No | To increase the overall endorsement  of students’ connectedness in the ATOS |  |
| To increase the overall percent endorsement of the School Climate Module |  |
| To increase the percentage of positive responses in general parent satisfaction |  |
| To progressively reduce the percentage of students with 20 or more absences (to be finalised). |  |

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| Goal 1 | <b>2023 Priorities Goal</b><br/> 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 | By the end of 2023, increase the proportion of students achieving one level of growth in Writing from 60% (2022) to 100%  By the end of 2023, decrease the percentage of students with 20+ days absent from 58% to 30%  To increase the overall positive endorsement of students' connectedness in the Pyrenees Small Schools Cluster Wellbeing Survey. Feeling included from 78.3% to 85% Sense of Belonging from 65.2% to 75% Sense of Anticipation from 58.7% to 70% Active Participation from 73.9% to 80% Friendships from 63% to 75% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  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 2**  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**

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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 | By the end of 2023, increase the proportion of students achieving one level of growth in Writing from 60% (2022) to 100%  By the end of 2023, decrease the percentage of students with 20+ days absent from 58% to 30%  To increase the overall positive endorsement of students' connectedness in the Pyrenees Small Schools Cluster Wellbeing Survey. Feeling included from 78.3% to 85% Sense of Belonging from 65.2% to 75% Sense of Anticipation from 58.7% to 70% Active Participation from 73.9% to 80% Friendships from 63% to 75% | | | | |
| KIS 1 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** | Build staff capacity in assessment and differentiation in Writing in order to identify and meet student's individual learning needs. Implement Professional Learning Communities within the Pyrenees Cluster through accessing department training and resources. | | | | |
| **Outcomes** | Students in need of targeted Writing intervention will be identified and supported Students will know what the next steps are to progress in their learning in Writing (learning goals) Teachers will identify student learning needs in Writing based on diagnostic assessment data Teachers will plan for and implement differentiated teaching based on student learning Writing data Leaders will support teaching staff to build assessment and differentiation practices through clear process (instruction model, assessment schedule) and professional learning (curriculum knowledge, school-based initiatives) Leaders will support teaching staff to contribute and develop through the PLC Initiative | | | | |
| **Success Indicators** | Early Indicators Student ILPs will be developed to set short term and long term learning goals to share the learning journey with students and parents (Learning Conferences Week 3 of each term) Pre and post writing samples will be analysed (Curriculum & Criterion Scale) to inform future learning Curriculum Documentation will support year, term and weekly planning Leaders will prioritise engagement in PLC initiative  Late Indicators Victorian Curriculum teacher judgements will show increased learning growth in Writing Student ILPs will show achievement of short and long term goal setting PLC Initiative will be supporting staff to work in inquiry cycles with a focus on Writing | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Review the Assessment Schedule to show introduced EOI requirements | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $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 |
| RSTA professional learning calendar | | 🗹 All Staff | 🞎 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 |
| Participate in the PLC Initiative training | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🞎 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 |
| Establish PLC structures within the school | | 🗹 All Staff | 🗹 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 |
| Develop meeting schedules to allow for protected PLC meetings. | | 🗹 All Staff  🗹 Principal | 🞎 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 |
| Use assessment and moderation to analyse student writing data to target differentiated teaching delivery. | | 🗹 All Staff | 🗹 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 |
| Principal to attend meetings each term. Principal Forums, Network Meetings. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🞎 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 |
| KIS 2 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 to supporting student mental health and wellbeing | | | | |
| **Outcomes** | Students will report improved emotional awareness and resilience. Students will be able to explain what positive mental health means and where they can seek support at school Teachers will plan for and implement social and emotional learning within their curriculum areas Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches | | | | |
| **Success Indicators** | Curriculum documentation will show plans for social and emotional learning Students support resources displayed around the school will show how students can seek support Teacher Judgements for Personal and Social Capability Increased positive endorsement of student connectedness in the Pyrenees Small Schools Cluster Wellbeing Survey Improved student attendance data | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| RRRR delivered during Pyrenees Cluster STEAM days | | 🗹 All Staff | 🞎 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 |
| Investigate and implement a SEL program (e.g. You Can Do It) | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,500.00  🞎 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 |
| Purchase Student Wellbeing Journals | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $100.00  🞎 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 |
| Continue to collaborate with Amphitheatre Primary to deliver a Kitchen Gardens program | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🗹 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 |
| Introduce Art Therapy fortnightly (already quoted and organised with Marie Bajada) | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🞎 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 |
| Participate fully in all Pyrenees Cluster activities/camps/excursions | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 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 |
| RRRR Training for new staff | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🞎 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

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| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $0.00 | $7,000.00 | -$7,000.00 |
| Disability Inclusion Tier 2 Funding | $0.00 | $5,600.00 | -$5,600.00 |
| Schools Mental Health Fund and Menu | $0.00 | $11,000.00 | -$11,000.00 |
| **Total** | $0.00 | $23,600.00 | -$23,600.00 |

Activities and Milestones – Total Budget

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| --- | --- |
| **Activities and Milestones** | **Budget** |
| Participate in the PLC Initiative training | $4,000.00 |
| Investigate and implement a SEL program (e.g. You Can Do It) | $1,500.00 |
| Purchase Student Wellbeing Journals | $100.00 |
| Continue to collaborate with Amphitheatre Primary to deliver a Kitchen Gardens program | $3,000.00 |
| Introduce Art Therapy fortnightly (already quoted and organised with Marie Bajada) | $10,000.00 |
| Participate fully in all Pyrenees Cluster activities/camps/excursions | $4,000.00 |
| RRRR Training for new staff | $1,000.00 |
| **Totals** | $23,600.00 |

Activities and Milestones - Equity Funding

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| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Continue to collaborate with Amphitheatre Primary to deliver a Kitchen Gardens program | from: Term 1  to: Term 4 | $3,000.00 | 🗹 School-based staffing  🗹 Other  Travel - hire of vehicle |
| Participate fully in all Pyrenees Cluster activities/camps/excursions | from: Term 1  to: Term 4 | $4,000.00 | 🗹 Other  Travel - hire of vehicle |
| **Totals** |  | $7,000.00 |  |

Activities and Milestones - Disability Inclusion Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Participate in the PLC Initiative training | from: Term 1  to: Term 4 | $4,000.00 | 🗹 CRT   * CRT (to attend staff PL) |
| Investigate and implement a SEL program (e.g. You Can Do It) | from: Term 1  to: Term 4 | $1,500.00 | 🗹 Professional learning for school-based staff  🗹 Teaching and learning programs and resources |
| Purchase Student Wellbeing Journals | from: Term 1  to: Term 1 | $100.00 | 🗹 Teaching and learning programs and resources |
| **Totals** |  | $5,600.00 |  |

Activities and Milestones - Schools Mental Health Fund and Menu

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Introduce Art Therapy fortnightly (already quoted and organised with Marie Bajada) | from: Term 1  to: Term 4 | $10,000.00 | 🗹 Arts Therapists  **This activity will use Mental Health Menu programs**   * + Program delivered in school by external service provider   + Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) |
| RRRR Training for new staff | from: Term 1  to: Term 4 | $1,000.00 | 🗹 Resilience, Rights and Respectful Relationships teaching resources (free) |
| **Totals** |  | $11,000.00 |  |

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 and Development Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Participate in the PLC Initiative training | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 Professional Practice Day  🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 Off-site  Ballarat? |
| Establish PLC structures within the school | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 On-site |
| Use assessment and moderation to analyse student writing data to target differentiated teaching delivery. | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Principal to attend meetings each term. Principal Forums, Network Meetings. | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Network Professional Learning  🗹 Area Principal Forums  🗹 Regional Leadership Conferences | 🗹 SEIL | 🗹 Off-site  Principal Meetings |
| Investigate and implement a SEL program (e.g. You Can Do It) | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Subject association | 🗹 On-site |
| RRRR Training for new staff | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Demonstration lessons | 🗹 Professional Practice Day  🗹 Timetabled Planning Day | 🗹 Departmental resources  RRRR Coordinators/Trainers | 🗹 Off-site  Attend Professional Learning Sessions |