Dyce Academy

Standards, Quality & Improvement Plan

2021 - 2022

Dyce Academy

Standards, Quality & Improvement Plan

National Improvement Framework Priorities	Local Outcome Improvement Plan (LOIP) Stretch Outcomes
- Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in children and young people's health & wellbeing - Improvement in employability skills and sustained, positive school-leaver destinations for all young people	95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026. 90% of children and young people will report that they feel mentally well by 2026. 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. - Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. 25% fewer young people (under 18) charged with an offence by 2026.
School Improvement Priorities 2020 - 2021 1. Improving and developing consistent quality learning, teaching & assessment 2. Supporting wellbeing, equity, excellence & inclusion 3. Physical return to the school building	**School Improvement Priorities 2021-2022** 1. Supporting wellbeing, equity, excellence & inclusion 2. Improving and developing consistent quality learning, teaching & assessment 3. Developing the Curriculum

Context of the school:

Dyce Academy is a non-dominational 6 year comprehensive school situated in the northern part of Aberdeen. The school serves the Dyce district of North Aberdeen and the surrounding rural area, including the villages of Newmachar, Kingseat and outlying hamlets in Aberdeenshire. There is a mix of private and social housing. The school roll was 545 in September 2020. Aberdeen City Music school (ACMS) is based at Dyce Academy along with a residence to support those young people requiring boarding.

Pupils in the Senior Phase benefit from well-established integrated senior school consortium arrangements with nearby Bucksburn Academy. The Senior Phase timetable is planned jointly between the two schools allowing pupils from either school to choose courses in either of the schools. This increases breadth and flexibility of choice for pupils with a shuttle bus between the schools supporting the consortium.

From March 2020, Dyce Academy was physically closed due to Covid-19. Staff and pupils had to embrace digital learning through Google classrooms. Access to appropriate IT was fragmented. Dyce Academy opened on the 10th August 2020 to all pupils after a long period of being in lockdown. Given the developments in the path of the virus in December 2020 most children again moved to remote learning. From January 2021 the school supported vulnerable young people and the children of key workers while providing remote learning for all other leaners. The school has proactively and rapidly responded to supplementary guidance published on the 21st January, 16th February and 8th March. Central to our improvement planning for 2021-22 is the focus on supporting the wellbeing of pupils and staff. Underpinning this will be a re-establishment of the key values and vision of Dyce Academy to ensure we meet our key principles of Ready, Respectful and Safe. Teaching staff responded quickly and proactively to a variety of Digital learning pedagogies. There is a recognition that it is essential that we continue to develop our skills in delivering blended learning along with school delivery.

Almost all learners are supported to reflect on their mental wellbeing. Staff have a deeper understanding of mental wellbeing and how to support it. This has led to improved planning of interventions to meet individual needs. Some learners and families require more targeted interventions related to mental wellbeing.

QI1.3 Leadership of Change

How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Developing a shared vision, values and aims relevant to the school and its community		
• Dyce Academy is ambitious for its young people. Our shared vision and values of F.A.I.R.R drives our approach to whole school improvement • Throughout what has been a period of significant changes, from managing the lockdown experiences for staff, pupils and parents to implementing the education recovery planning process the school has proactively maintained a commitment to change. • All staff are committed to and are implementing a number of initiatives designed to equip our young people with the skills and attributes they need to succeed in the future. The adapted to changes in delivery of the curriculum whether that be through remote delivery of the curriculum or the restricted delivery of pedagogy in face to face learning subject to strict Covid-19 restrictions • The senior leader team have carefully guided the strategic direction of change and the pace of change to ensure there are positive outcomes for our young people • Well-being is a core feature and a key driver in driving improvement for the school. Systems were put in place to ensure parents and pupils in home learning had a point of contact. Weekly check-ins and daily registers for tracking engagement • We have a shared focus on continuous improvement and high expectations for all our learners	• QA visit by representatives of the authority to focus on the ethos of the school and the relationships within the school. • Pledge to commit to key principles based on the work by Paul Dix: RIP & PIP, Meet and Greet, End & Send • Commitment to the well-being of all young people • School focus groups have commented on knowing how to raise concerns and feeling confident they have a key adult to approach. • Learning Walks focussed on our revised Teaching & Learning Policy • With the lockdowns and uncertainty over the last year, there has been a marked change amongst young people with uncertainty, lack of routines particularly in the junior school. However staff have commented positively on the majority engaging with staff and the blended learning • There is greater mastery in the use of digital learning • The explicit use of SQA criteria and reference to SQA understanding standards is allowing pupils to understand the grade they are working on and what they need to do to improve • Staff have engaged in virtual Teach Meet sessions to share good practice • Feedback from parents in relation to the quality of provision throughout the session and home learning • Monitoring and tracking of data through regular meetings with staff • Regular supportive meetings with departments to promote assessment and feedback and ensure the well-being of staff was monitored and addressed	• Given the Covid effect on young people, we need to revisit core routines and create supports for all staff to create compassionate connected classrooms • Focus on our key values through assemblies • Raise awareness of the UNCRC amongst staff and young people. • Setting up of 'speak easy' group to deliver aspects of HGIORS • CPD on PBM, Restorative Practice, and Paul Dix philosophy • Reinstate learning visits in line with Covid-19 mitigations • Provide continued opportunities for staff to work collaboratively
Strategic planning for continuous improvement		
• All Staff have adapted to a digital learning/blended learning approach. A considerable amount of time was spent in adapting materials to be digital friendly. Staff gained experience in using Google classroom and the packages that go with it.	• Faculty Returns – what went well; needs work; next steps Google Form completed • Departmental meetings, SMT Link Meetings, SQA Quality Assurance meetings, ESMT meetings • Google pupil engagement records • Online attendance check ins	• Increase the use of digital resources and/or assessments across the curriculum and year stages.

How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
• Provision of Chromebooks for all pupils in S4-6 supported the delivery of the curriculum- e.g. Consortium • During the 2nd lockdown, most pupils engaged in Google Classrooms and Google Meets • Collegiate approach to Moderation and Understanding Standards across the authority • Increased QA SMT Link Meetings with individual faculties to track SQA pupil progress	• Variety of Digital delivery methods implemented by staff • Feedback from Understanding Standards In-service programme • Increase in dialogue between SMT/FH and classroom teacher to pupils as a result of improved tracking	• Encourage network collaboration and the use of Quads • Improvement in IT connectivity required • Roll out of Chromebooks in line with ACC policies • Continue with increased frequency of SMT QA Link Meetings
Implementing improvement and change		
• There are several examples of specific changes which have been undertaken successfully as a result of Covid-19. Staff have reported an increase in the development of independent learning skills amongst most young people in the Senior Phase • Contact with parents directly by Faculty Heads has proved positive. • Although the majority of young people, particularly in the Senior Phase, have settled back into face-to-face teaching, there are some young people who have lost the structure and struggle with routines • Staff work very well together to enhance the work of the school and there are many positive examples of shared professional learning and leadership of new initiatives albeit significantly restricted due to Covid-19 restrictions	• Faculty Returns– what went well; needs work; next steps Google Form completed • Pupil voice – wellbeing surverys during lockdown; structure of school day • Targeted pupils – weekly feedback to PT Pupil Support • Hub pupils – strong relationships built and positive feedback from pupils, parents and staff • Virtual CPD – staff proactively sharing good practice within the school and ACC in relation to digital learning and teaching	• Re-establish learning visits – QA observations • Consider a review of the way contact with parents is managed • Plan, Prepare and implement Virtual Parent meetings • Re-establish core daily routines • Rebuild relationships with young people- in particular the junior school • Re-focus on or Paul Dix work, NHS Decider Skills • Create opportunities for staff to engage with the wider work of the school • Re-establish extra-curricular activities as mitigations ease • As regulations allow, ease mitigations around the school to enable a return to a variety of pedagogies being used in classrooms

QI2.3 Learning, Teaching & Assessment

How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Learning and engagement		
• In a very fragmented and challenging year, staff have striven to maintain positive relationships between themselves and the learners and between the learners themselves. • There are many examples of excellent learning and teaching practices but a recognition that the school needs to revisit some of its approaches to engage young people, particularly those who have experienced challenges through the course of the year • The majority of young people engaged positively with digital technology across the curriculum areas. Many developed independent learning skills • Staff deployed a wide range of digital delivery including Kahoot and Google meets to ensure engagement. • Feedback on-line was challenging but staff adapted to the ever-changing landscape and provided clear articulation of next steps. • Opportunities were provided to provide fun activities to mirror wider achievement	• Faculty Returns– what went well; needs work; next steps Google Form completed • Whole school Google meets – Pupils Assemblies and Staff Meetings • ACC Surveys • Health & Well-Being activities – online and within school where possible • Amended Transition programme • Online Attendance check-ins	• Raising awareness of the UNCRC amongst the school community • Roll out of Chromebooks in line with ACC policies • Engagement with pupils, parents and staff as SQA guidance for session 2021-22 becomes known • Re-establish extra – curricular activities • Re-establish the full Dyce Academy transition programme • Building relationship events with emphasis on Junior phase
Quality of teaching		
• There have been challenges in providing 'face to face' teaching because of the guidelines such as all pupils facing the front, the wearing of face masks and the restriction on the use of resources. These had an impact on the experience of young people • Staff utilised the Virtual Learning environment to develop a rich bank of materials which can be uploaded by a whole class, small group or individual. • Google classrooms were used effectively by all staff to allow young people to work at their own pace and be supported. • Throughout the period, most staff have planned differentiated tasks and activities to ensure pace and challenge • Increasingly learners have been taking responsibility for their learning by planning their home learning and using	• Parental feedback – emails and Parental Survey • Google pupil engagement records • Google Classrooms – monitoring of active classrooms • Increased frequency of SMT Link Meetings with FHs • Faculty meeting/departmental minutes • Digital Postcards – staff engagement with ACC initiative	• Return to more active collaborative learning and practical work • Revisit the Learning & Teaching Policy • Build on uploading pre-recorded bank of lessons • With easing of COVID mitigations, increase our capacity for QA observations and learning visits • Engagement with ACC Digital Champion initiative

How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
feedback from teachers to work on areas requiring more attention • There are examples of excellent digital delivery • In the majority of lessons, visual resources are used to reinforce and enhance teacher description and explanation to stimulate learning and enquiry. Frequent use is made of the interactive whiteboards • Google classroom has been used to create differentiated materials that can be targeted at individual pupils • There is highly effective practice where the Virtual Learning Environment has been used to provide specific feedback on specific pieces of work		
Effective use of assessment		
• Assessment is integral to our planning of learning and teaching. With the removal of final examinations from the SQA diet, all staff have used a variety of assessment approaches to allow learners to develop their knowledge, understanding etc. in different contexts across the curriculum • Teachers are clear about how assessments might capture young people's learning • The reliability of assessment is supported by in-house moderation and across the local authority • Teachers increasingly take account of a sample of evidence from different sources to discuss standards and the progress of learners • Learning conversations are an integral part of the self-evaluation process undertaken in the classroom, at Faculty level and whole school • Young people are increasingly confident in discussing what to do to improve and are aware of the levels they are working at. Greater consistency is still required in the BGE • High quality dialogue takes place with Faculty Heads to discuss and review tracking information	• SQA Moderation Report – H Accounting and N5 Biology • Assessment tracking Meetings – SMT Link Meetings; Faculty departmental meetings and LA moderation exercises including Quads and consortia arrangements • Understanding Standards and Moderation events • Use of Data (CfE Machine, Power BI, Insight) • In-house Tracking and Monitoring data analysis developed and shared and used across all Faculties • Parental Reports	• Building on approaches developed through Covid-19, continue to plan regular meetings between SLT and Faculty Heads to discuss and analyse assessment at key points in the year • Re-establish use of SNSA

How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Planning, tracking and monitoring		
• Almost all teachers plan high quality programmes of work following the identification of Learning Intentions and Success Criteria in line with course content in the junior and senior phases • The majority of teachers are clear in their use of the moderation cycle • Most staff are gaining confidence in the delivery of highly effective lessons with a focus on effective feedback which is having a positive impact on the learning cycle of the majority of learners. • Interventions are reviewed regularly to ensure they are robust, appropriate and supporting individual learners to meet agreed targets	• Regular tracking and review meetings, scrutiny of pupil data and assessment approaches ensure staff, learners and parents are aware of individual learning targets and are planning appropriate next steps together. • Our attainment at all levels is good (see QI 3.2) • Minutes (Pupil Support, EIT, FH, SMT Link)	• Continued engagement with CPD on moderation in junior and senior phase • Establish a merit reward system for Junior Phase

QI3.1 Ensuring Wellbeing, Equality and Inclusion

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Wellbeing			
	• Young people have had a disrupted time with increased numbers presenting with mental health issues. Some found it difficult to engage with home learning and the return to face to face learning, and required appropriate scaffolds put in place • Increased collaboration with partners – MCR Pathways, ACIS Youth, Social Work, CAMHS • Our professional Learning has focussed on the work of Paul Dix, NHS Decider Skills and restorative practice • The majority of staff have a shared understanding of their individual and collective responsibilities for well-being. Well-being underpins learner's ability to achieve success • Pastoral team liaison and engagement with pupils and families	• Reflection from visitors, staff, parents, and learners is always positive about the ethos of the school • Feedback from PSA's – focus group as part of QA • Focus groups of young people – almost all felt safe at school • Use of MCR Pathways coordinator to target young people in S1-S3 • QI visit on 3.1 • EIT, Pupil Support (Guidance) Meetings and Minutes • Targeted support classes in S1 and S2 • Increased number of pupils completing Personal Development qualifications including John Muir Award • Increased demand for appointments with partner agencies • Weekly contact with identified/targetted vulnerable pupils during home learning • Hub pupils – strong relationships built and positive feedback from pupils, parents and staff including PSAs • PEF Co-ordinator – positive relationships with identified pupils and families • Almost all pupils on bespoke timetables have successfully transitioned to full-time learning • Young people are becoming more comfortable and confident in using the language and skills to report diversity issues • LAC pupils are supported to attain above national trends and have positive destinations beyond school • Exclusion rates are well below national and city average • Pupils respond well to the support of PSAs increasing attainment and engagement • Increased Attendance rates and reduction in number of pupils under ATT procedures.	• Review of the structure of Pupil Support (roles and responsibilities) • Reinforce School's Vision & Values through a whole school collegiate approach • CPD focus to reinforce restorative approach • Pupil focus groups – How Good is OUR School • Pathways Planning – links with SDS, MCR, DYW • Focus on UNCRC for young people and staff • 'Speak Easy' group to allow young people to openly raise and address issues • Streamline Guidance and EIT Meetings to make more pupil-focussed • Ongoing review of PSE programme to ensure relevance for pupils across all year groups • Re-establish face to face parental review meetings as guidelines allow
Fulfilment of statutory duties			
	• Senior leaders and Pupil Support Staff have a good understanding of the statutory requirements in relation to HWB • A few young people are on part time timetables but their progress towards accessing their legal entitlement to 27.5 hours is closely monitored • ACC Attendance Procedures are understood • Regular Liaison with school HSLO		
Inclusion & Equality			
	• The PSE programme is focussing on well-planned and progressive opportunities to explore diversity and to challenge racism and religious intolerance • Staff have in-service and professional learning based on developing a school culture rooted in relationships • Almost all pupils accessing mainstream classes with appropriate support including relevant Additional Assessment Arrangements • Almost all IEPs are in place and are reviewed regularly with appropriate targets and pupil/parent voice • Appropriate tutorial classes in place with plans of work to support transitions to next steps in learning or beyond school		

• Young people are supported to engage with outside agencies to support learning and career options eg NESCol, work experience places • LAC pupils are given appropriate support and are well known by Pupil Support staff • PEF Co-ordinator has established snack boxes for those unable to get breakfast at home which complements SfL Breakfast Club • PEF Coordinator meets regularly with pupils and liaises with Pastoral Team • MCR Pathways Coordinator works with identified young people • PSAs are responsive and sensitive to the needs of the child allowing them to access the relevant curriculum		

QI3.2 Raising Attainment & Achievement

How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Attainment in literacy and numeracy	- Regular Faculty QA meetings to track progress - Tracking and Monitoring reports to parents - Tracking and Monitoring data discussed at QA Meetings - Use of Data (CfE Machine, Power BI, Insight) - Learning Conversations held between staff and pupils - Increased engagement and attainment in Junior Phase - Online IDL program monthly reports and assessments - Insight data regarding positive destinations - Reports from SDS 16+ data - Phased return timetable – Senior Phase - Feedback from parents, pupils and staff on Online Timetable	- Establish an S5 Communication course to improve literacy levels - Increase presentations of N5 Literacy in S4-6 - Continue with increased frequency of SMT QA Link Meetings - With easing of COVID mitigations, increase our capacity for QA observations and learning visits - Use S1-3 tracking data within P+A and SNSA to drive improvement - Re-establish Faculty award evenings - Continue to rollout MCR pathways
- Overall attainment in literacy and numeracy is good. - All pupils are leaving with a literacy and numeracy qualification from SCQF Level3 and above. - In Literacy and Numeracy in S1 and S2, learning and teaching is targeted to the specific needs of the pupils - Online IDL program used with S1-S3 learners - Increased use of Read/Write and TextHelp software		
Attainment over time		
2020 Insight Data: S4: 5+ Level 5 = 55% (2019 = 51%; 2018 = 48%) S5: 3+ Level 6 = 52% (2019 = 51%; 2018 = 42%) S6: 3+ Level 6 = 77% (2019 = 77%; 2018 = 60%) 2020 data reflects teacher judgement and not SQA exams - A robust in-house tracking system has been used effectively to track progress for learners across the S4-6 curriculum - The attainment of individuals and groups has improved consistently over time		
Overall quality of learners' achievement		
- The quality learners' achievement has been curtailed due to the impact of COVID mitigations. - As mitigations allowed learners did engage in some additional activities including ACMS concerts which were online; Music celebrated Band of the Year and Art took part in online competitions. A Cash for Kids charity day led by the young people was held towards the end of summer term.		
Equity for all learners		
The programme provided for Hub pupils was successful for the vulnerable pupils during lockdown giving them access to learning and able to enjoy the social aspect of education which improved their wellbeing.		

How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
• All our identified PEF students have a cost-neutral day, ensuring that all students have access to a full education experience. • Almost all students leave school and move into sustained positive destinations. For 2019/20 this is 92% of our leavers. • An event to ease transition from home to school learning led by MCR and the Pastoral Team with a focus on health and wellbeing was delivered to Junior Phase students on the return to school in March 2021. • Senior phase students whose learning was impacted by restrictions were identified by Faculties and brought into school to bolster online learning and increase attainment. • Online timetable was developed during lockdown. This was amended as a result of feedback from parents regarding home circumstances and pupil wellbeing,		

Action Plan 2021-22

QI 1.3 Leadership of Change

Improvement Outcomes **What do we hope to achieve?**	Measures of Success **How will we know this has been achieved?** *What evidence will we have?*	Actions Required **What do we need to do?**	Timescales	Resources **Who and what is required? (including cost/fund)**	RAG
Raising awareness of the UNCRC amongst the school community	• Attendance checklist • Record of completion of CPD courses	• Whole staff meeting to raise awareness • Training opportunities for all staff provided by ACC • Setting up of 'speak easy' group to deliver aspects of HGIORS	Year 1	CPD for all staff	
Re-establish ethos of school	• Pupil voice evaluation • Uptake of extra-curricular • Staff voice evaluation • Discipline records	• Re-establish extra–curricular activities • Building relationship events with emphasis on Junior phase • Re-establish the full Dyce Academy transition programme. • CPD on PBM, Restorative Practice, and Paul Dix philosophy	Year 1	Time	
Increase parental engagement	• Uptake of parental appointments • Attendance at Information Evenings	• Plan, Prepare and implement Virtual Parent meetings • Consider a review of the way contact with parents is managed • Engagement of Parent Council	Year 1-2	Senior Lead Teacher appointed (SNCT 2021)	

QI 2.3 Learning Teaching and Assessment

Improvement Outcomes **What do we hope to achieve?**	Measures of Success **How will we know this has been achieved?** *What evidence will we have?*	Actions Required **What do we need to do?**	Timescales	Resources **Who and what is required? (including cost/fund)**	RAG
Re-focussing the Learning & Teaching Policy	• QA Observations of pedagogy • Tracking and monitoring data	• Return to more active collaborative learning and practical work • Building on use of technology for curriculum delivery • With easing of COVID mitigations, increase our capacity for QA observations and learning visits	Ongoing	• CPD - Teachmeet	
Engagement with ACC Digital Champion initiative	• Google Reports • Increased use of O365 by staff	• Building on use of technology for curriculum delivery	Years1-3	• IT Refresh by ACC • Chromebook rollout by ACC	

QI 3.1 Ensuring Wellbeing, Equality and Inclusion   RAG

Improvement Outcomes **What do we hope to achieve?**	Measures of Success **How will we know this has been achieved?** *What evidence will we have?*	Actions Required **What do we need to do?**	Timescales	Resources **Who and what is required? (including cost/fund)**	
Review of Pupil Support over the course of 3 years ASN, Targeted Support and PBM will ensure equity for all	All staff clear about the roles and responsibilities of support staff	• 3 year plan to be produced (separate document) • Streamline Guidance and EIT Meetings to make more pupil-focussed • Ongoing review of PSE programme to ensure relevance for pupils across all year groups	3 year plan – Year 2	Pupil Support Team SLT PSA's	
All pupils feel safe, secure and supported in their learning and in our school	• Results of pupil surveys • Learning conversations • Increased positive destinations	• Pupil focus groups – How Good is OUR School • Focus on UNCRC for young people and staff • Pathways Planning – links with SDS, MCR, DYW • 'Speak Easy' group to allow young people to openly raise and address issues	Ongoing	Staff and partner agencies Pupil participation SLT	

QI 3.2 Raising Attainment and Achievement – Attainment over Time   RAG

Improvement Outcomes **What do we hope to achieve?**	Measures of Success **How will we know this has been achieved?** *What evidence will we have?*	Actions Required **What do we need to do?**	Timescales	Resources **Who and what is required? (including cost/fund)**	
Raising attainment – whole school	• Data – Insight; CfE Machine; Power BI • SQA Results • Tracking & Monitoring – in-house data	• Building on approaches developed through Covid-19, continue to plan regular meetings between SLT and Faculty Heads to discuss and analyse assessment at key points in the year • Re-establish use of SNSA • Continued engagement with CPD on moderation in junior and senior phase • Establish a merit reward system for Junior Phase	Ongoing	• CPD on data analysis • BI Licences for all staff – ACC	
Raising attainment – Literacy and Numeracy	• Increased N5 presentations • Insight data – literacy and numeracy	• Continue use of IDL in Junior Phase and targeted S4 pupils • Establish an S5 Communication course to improve literacy levels • Increase presentations of N5 Literacy in S4-6 • Use S1-3 tracking data within P+A to drive improvement in literacy and numeracy	Ongoing	• FH English & Literacy • FH Maths & Numeracy • PT SfL	

PEF Summary of proposed spend

Non-Staff Intervention/resource	Cost	Staffing	FTE	Cost	
		PT PEF	**0.2**	£10 000	
		ACIS Counsellor	0.5	£8 000	
Non-Staff Total 2021/22		**Staff Total 2021/22**		£18 000	
					Total for 2021/22
					£18 000

High Level Plan

Year 1 (2021-2022)

Improving and developing consistent quality learning, teaching & assessment

2. Supporting wellbeing, equity, excellence & inclusion

Year 2 (2022-2023)

1.Improving and developing consistent quality learning, teaching & assessment

2. Supporting wellbeing, equity, excellence & inclusion

Year 3 (2023-2024)

1.Improving and developing consistent quality learning, teaching & assessment

2. Supporting wellbeing, equity, excellence & inclusion