

WEST CALDER HIGH SCHOOL



IMPROVEMENT PLAN

2017 / 2018

Factors Influencing the Improvement Plan

School factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation

Local authority factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental Engagement Framework
Increased entitlement to early years' provision

National factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Standardised Assessments
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update





West Calder High School

Working together to bring out the best in you

Our Values

Equity

Ambition

Respect

Well -being

Relationships

Our focus is on excellence and continuous improvement to achieve the very best outcomes for learners.

West Calder High School				Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities (observable, measurable outcomes which focus on learning, achievement and wellbeing)	NIF driver mapping (check as appropriate)	HGIOS4 HGIO ELC QIs	NCS	Proposed Actions	By Whom	By When	Evidence (include performance data, quality indicators and stakeholders' views)
<p>Priority 1. Raising attainment for all:</p> <p>Learners experience high levels of success in the Broad General Education and National Qualifications, which is reflected in the national benchmarks of INSIGHT</p> <p>All staff are engaged in CLPL which is having a positive impact on the experience of young people in the classroom and is progressing the priorities identified in the SIP / DIP.</p> <p>All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement.</p> <p>Quality assurance processes to be even more robust to ensure the quality of our provision is of the highest standard.</p>	<input checked="" type="checkbox"/> School/ELC Improvement <input type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>1.2 3.2</p> <p>1.3</p> <p>1.1 1.3</p> <p>1.1 1.3</p>		<p>Priority 1: Raising attainment for all</p> <p>1.1: Review and develop existing Raising Attainment Strategies in order to maximise pupil performance in line with INSIGHT</p> <p>1.2: Provide opportunities for staff to engage in professional learning activities to develop enquiring approaches that will impact positively on the quality of learning in the classroom. This will be supported by the tapestry model.</p> <p>1.3 Continue to develop self-evaluation at all levels. Focus: Success and achievement: Raising attainment and achievement(1.1) Learning provision: Curriculum (2.2) Learning and Teaching (2.3) Family Learning (2.5)</p> <p>1.4 Review the quality assurance process: make revisions where necessary; implement any new procedures; ensure the processes are used consistently leading to improvement across faculties.</p>	<p>SLT ELT</p> <p>LG SLT All Staff</p> <p>JF All Staff</p> <p>JF SLT ELT</p>	<p>On-going</p> <p>On-going</p> <p>Sep 2017 Feb 2017 Oct 2017 April 2018 Sept 2017</p> <p>Revised QA processes Imp Aug 2017</p> <p>Review on-going</p>	<p>Performance data Pupil Focus groups</p> <p>PRD QA Calendar CLPL evaluations</p> <p>SIP review DIP review SE Reports</p> <p>SIP Review SE evidence</p>
West Calder High School				Ensuring Excellence and Equity			

Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 HGIO ELC QIs	NCS	Proposed Actions	By Whom	By When	Evidence
<p>Priority 1: Raising attainment for all</p> <p>Pupils have access to a curriculum that is broader and offers better support and greater challenge, helping them to achieve success.</p> <p>Young people are benefitting from improved classroom experiences across the school through a wide variety of strategies being employed to meet their needs.</p> <p>Learners' experiences are appropriately challenging, enjoyable and well matched to their needs and interests.</p> <p>Our learners understand the purpose of their learning and have opportunities to lead learning.</p> <p>We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</p>	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>2.2</p> <p>2.2</p> <p>1.2 2.3</p> <p>1.2 2.3 3.2</p> <p>2.3 3.2</p> <p>2.3 3.2</p>		<p>Priority 1: Raising attainment for all</p> <p>1.5 Continue to review the design of the curriculum to ensure it provides the appropriate opportunities for all learners</p> <p>1.6 Review the Broad General Education to ensure that courses, programmes and assessments are aligned with benchmarks and guidance ensuring that the curriculum is broader and offers better support and greater challenge for all pupils.</p> <p>1.7 Implement whole-school focus on developing specific aspects of classroom practice to improve consistency in the quality of learners' experiences:</p> <ul style="list-style-type: none"> • Assessment is for learning • Digital technology <p>1.8 Devise and implement a Learning and Teaching Charter to support consistently high quality learning experiences.</p> <p>1.9 Share best practice on Assessment is for Learning techniques such as effective questioning, feedback, peer and self-assessment</p> <p>1.10 Explore and develop opportunities to introduce a more creative and innovative approach to learning and teaching in our school.</p>	<p>J. Fisher SLT ELT</p> <p>J.Fisher SLT ELT</p> <p>L. Grubb All Staff</p> <p>L. Grubb All Staff</p> <p>LG/ Tapestry leaders & team/ All staff</p> <p>L. Grubb</p>	<p>Review 1- Oct 2017 Review 2- June 2017</p> <p>On-going</p> <p>On-going</p> <p>Imp: Aug 2017</p> <p>On-going</p> <p>On-going</p>	<p>Stakeholder evaluations</p> <p>Stakeholder evaluations Courses and plans</p> <p>Self- evaluation Evidence</p> <p>Self- evaluation Evidence</p> <p>Self- evaluation evidence</p> <p>Self- evaluation evidence</p>

West Calder High School				Ensuring Excellence and Equity			
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<p>Priority 1: Raising attainment for all</p> <p>Staff and pupils are aware of and have confidence in expected standards in assessment.</p> <p>Pupils benefit from a range of well planned, coherent and purposeful approaches to assessment.</p> <p>Staff are confident in the use of the management information system TMR to record pupil progress and attainment.</p> <p>Young people have frequent opportunities to discuss their learning with a key adult who knows them well.</p>	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>2.3 3.2</p> <p>2.3 3.2</p> <p>2.3</p> <p>1.2</p>		<p>Priority 1: Raising attainment for all</p> <p>1.11 Develop and implement an enhanced BGE assessment, monitoring and tracking model to support the permeation of literacy, numeracy and health and wellbeing across the curriculum.</p> <p>1.12 Continue to develop and implement moderation practices that ensure rigour, consistency and a shared understanding of standards and expectations in assessment across all curriculum areas with particular focus on literacy and numeracy.</p> <p>1.13 Strengthen how T&M information is used to support the progress of all young people but include time and space in the calendar to review data and plan interventions.</p> <p>1.14 Provide high quality training on use of T&M package.</p>	<p>L. Grubb C.Kerr S.McKibbin J. Stirling</p> <p>L. Grubb C.Kerr S.McKibbin J. Stirling</p> <p>C. Kerr PTCs Curriculum PTCs Support</p> <p>C. Kerr</p>	<p>Implemented Sep 2017</p> <p>Phase 1: Lit/Num- Nov 2017</p> <p>All other August 2017</p> <p>Aug- Oct 2017</p> <p>Oct 2017</p>	<p>Tracking tool Evidence of interventions Performance data</p> <p>Moderation evidence Assessments</p> <p>Calendar Performance data</p> <p>CLPL evaluation</p>

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<p>Priority 2: Improvement in Literacy and Numeracy for all</p> <p>There is a clear focus on the planning and development of literacy and numeracy skills in a progressive way across the curriculum which will support pupils in the development of these key skills.</p> <p>Pupils develop literacy and numeracy skills in a range of contexts across the curriculum.</p> <p>Staff are more confident in assessing and moderating CfE literacy and numeracy levels within their own curricular area which will ensure richer experiences and outcomes for learners.</p> <p>The assessment of literacy and numeracy across the curriculum is robust and reliable which will enable all young people to reach the highest levels of achievement in literacy and numeracy.</p>	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.2 1.3 3.2 1.2 3.2 1.2 1.3 2.3 3.2		<p>Priority 2: Improvement in Literacy and Numeracy for all</p> <p>2.1 Plan school-wide programme of literacy and numeracy course developments, assessment and moderation.</p> <p>2.2 Develop staff confidence in using a range of assessment methods to make professional judgements on the literacy and numeracy levels of all pupils</p> <p>2.3 Ensure that CLPL opportunities are provided with regard to literacy and numeracy assessment and moderation.</p>	<i>L. Grubb C.Kerr S. McKibbin J. Stirling</i> <i>L. Grubb C.Kerr S. McKibbin J. Stirling</i> <i>L. Grubb C.Kerr S. McKibbin J. Stirling</i>	TBC TBC TBC	Assessments Self-evaluation evidence Moderation evidence
West Calder High School				Ensuring Excellence and Equity			

Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 HGIO ELC QIs	NCS	Proposed Actions	By Whom	By When	Evidence
<p>Priority 3: Improvement in all children and young people's wellbeing</p> <p>There is a strong ethos across the school to minimise the impact of potential barriers to learning.</p> <p>All staff know and respond very well to the individual needs of young people and promote and support their wellbeing and attainment.</p> <p>Learner's needs are identified and reviewed through robust assessment information including specialist input where required.</p> <p>All staff are more confident in using restorative practice strategies.</p> <p>Parents are more involved and can confidently support their child's learning at home.</p> <p>Increased opportunities for parents to be positively involved in the decision making of the school.</p> <p>Staff and partners work with parents and carers to reduce potential barriers to engagement and are responsive to the individual family circumstances.</p>	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input type="checkbox"/> Teacher/Pract Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>1.2 2.4</p> <p>2.4 3.1</p> <p>2.4 3.1</p> <p>1.3 2.4 3.1</p> <p>2.5</p> <p>1.1 1.2 1.3</p>		<p>Priority 3: Improvement in all children and young people's wellbeing</p> <p>3.1 Further promote the responsibility of all for meeting learner needs through high quality CLPL.</p> <p>3.2 Further develop and streamline processes for sharing information with staff which will inform how we meet individual learners' needs thus supporting their wellbeing and attainment.</p> <p>3.3 Further develop processes for identifying and reviewing learners needs in line with national and local guidance</p> <p>3.4 Further develop the regular review cycle to ensure that pupils with additional support needs are provided with high quality, individualised and meaningful progression pathways which take account of their views and aspirations.</p> <p>3.5 Continue to develop restorative approaches</p> <p>3.6 Survey families to establish a baseline of opinion on how we engage with and support them.</p> <p>3.7 Share the findings with staff and Parent Council and plan accordingly in response to needs</p> <p>3.8 Host family learning / parental engagement events throughout the year to support partnership working between school and families.</p>	<p>L. Quilter Support Faculty</p> <p>L. Quilter Support Faculty</p> <p>L. Quilter Support Faculty</p> <p>L. Quilter Support Faculty</p> <p>M. Grassie RP Group All staff</p> <p>L. Grubb A. Shields HoH Team</p> <p>L. Grubb HoH Team</p> <p>L. Grubb A. Shields HoH Team</p>	<p>On-going</p> <p>Oct 2017</p> <p>Oct 2017</p> <p>Oct 2017</p> <p>Launch Oct 2017</p> <p>Sep 2017</p> <p>Sep 2017</p> <p>Prog avilable Sep 2017</p>	<p>DM/ FM minutes Courses and programmes</p> <p>Family evaluations Participation measures</p>
West Calder High School				Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 HGIO	NCS	Proposed Actions	By Whom	By When	Evidence

<i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>		ELC QIs				
<p>Priority 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Young people experience rich work-based learning which enables them to make informed career choices.</p> <p>All learners receive an entitlement to well-planned experiences of the world of work.</p> <p>Young people are supported to make informed choices about the next phase of their learning.</p> <p>Young people able to access more vocational options during the senior phase equipping them with the necessary skills to be successful beyond school.</p> <p>Pupils have a deeper understanding of the skills set available.</p> <p>Young people can demonstrate a range of significant skills for learning, life and work as they progress through their learning.</p> <p>Pupils are more able to recognise and apply skills in different contexts.</p>	<p><input checked="" type="checkbox"/> School/ELC Improvement</p> <p><input type="checkbox"/> School/ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher/Pract Professionalism</p> <p><input type="checkbox"/> Parental Engagement</p> <p><input type="checkbox"/> Assess. of Children's Progress</p> <p><input type="checkbox"/> Performance Information</p>	<p>2.7 3.3</p> <p>2.7 3.3</p> <p>2.7 3.3</p> <p>2.2 2.7 3.3</p> <p>1.2 1.3 3.3</p> <p>1.2 1.3 3.3</p>	<p>Priority 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>4.1 Audit existing practice against the Career Education Standard.</p> <p>4.2 Revise and implement our Work Experience model in line with national and local guidance.</p> <p>4.3 Further develop mechanisms for sharing accurate career and labour market information with learners and parents/carers at key points of transition.</p> <p>4.4 Further develop the range of opportunities available through the senior phase curriculum by building partnerships with local businesses, colleges and training providers as well as through the expansion of in-school provision.</p> <p>4.5 Develop a progressive school-wide skills framework including creativity and digital skills.</p> <p>4.6 Develop a progressive school-wide skills framework including creativity, enterprise and digital skills.</p> <p>4.7 Further develop and implement a 'language for/of learning' across the school community using the BLP framework.</p>	<p>L. Quilter</p> <p>L. Quilter</p> <p>HoH Team/SDS /MCMC/ Pathways Group</p> <p>L Quilter ELT</p> <p>L. Quilter D. Murphy Working group</p> <p>D. Murphy Working group</p> <p>LQ/HoH Team</p>	<p>Aug 2017</p> <p>Sep 2017</p> <p>Sep 2017</p> <p>Feb 2017</p> <p>Dec 2017</p> <p>June 2018</p> <p>Jun 2018</p>	<p>Revised model Stakeholder evaluations</p>

Additionality: Pupil Equity Funding Plan:
Closing the attainment gap between the most and least advantaged children

PART 1: Contextual Data Analysis & Rationale

a) Background

All staff at West Calder High School are committed to ensuring that all young people have an equal chance to succeed, to be ambitious and to realise their full potential, regardless of their social background. This means raising the bar for everyone, and creating a culture of aspiration for all.

In the coming session we will strengthen our tracking and monitoring work to allow us to make the appropriate, specific and meaningful interventions which will support our pupils in greatest need on their learning journeys. These young people will be given the best possible chance of success because we will have identified them and put in place individualised support to help them overcome whatever their particular barriers are to success.

b) Data

We have segmented our data into year groups which gives senior leaders the key management information which will enable them to take an overview of progress and to make interventions where required.

It should be noted that the historical data in this area appears to be, on the face of it at least, somewhat limited, and this means that we are unable to identify any trends, so much of the support we will put in place this coming session will be guided more by the professional judgement of teachers/senior leaders based on their experience. Going forward, with improvements to tracking, monitoring and presentation of key management information in a helpful format this will support our forward planning,

c) Targeted groups

These will include young people who are from the SIMD deciles 1 – 3, as well as those who are in receipt of free school meals, care experienced, identified as having an additional support need(s) or persistent non-attenders. The individuals within these categories will be closely monitored and individualised support plans will be put in place where necessary to best support their particular needs, if any.

In addition to this, we have identified children who do not fall into these categories but would benefit from a level of targeted support and these measures are being put in place to support their learning needs going forward.

Decisions on interventions and support plans will, of course, be determined on a case by case basis, with the individual needs of the learner being the main consideration, irrespective of their particular social background. The pupils who need help will get it.

d) Summary of proposals and non-negotiable outcomes

Teachers have a duty to ensure that all young people have an equal chance to succeed. Every effort must and will be made to ensure that young people are able to access the curriculum and that the curriculum meets their individual needs. We will do everything possible to get our young people into school where they can take advantage of the needs-based support packages we have in place. This is absolutely vital, and significant resource will be committed to addressing the significant learning barrier of non-attendance. Equally important is the improvement of literacy and numeracy, with the BGE being structured to provide the best springboard to achieving national qualifications.

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i>	What is the expected impact on reducing the gap in your context of your proposed actions?	How will you measure the impact? <i>(You must be specific here in terms of:</i>
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		<i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	<ul style="list-style-type: none"> • new and existing performance data and other quantitative and qualitative information that will be required • plans for how data will be collected and reported)
Literacy and Numeracy	<p>Leadership</p> <p>Extension of the role of literacy co-ordinator. Additional time allocated to enable them to provide training guidance and support the planning and delivery of learning, teaching and assessment of literacy and numeracy across learning.</p> <p>Introduction of literacy and numeracy Champions in each department to drive forward the planning and delivery of literacy and numeracy and cascade good practice.</p> <p>Learning and teaching</p> <p>All departments will develop a range of resources that will develop literacy skills.</p> <p>All teachers will apply a shared set of strategies to reinforce and develop key literacy skills.</p> <p>Departments continue to engage with quantitative data to set appropriate targets that will support and challenge all pupils.</p> <p>Develop and implement a strategy for identifying, targeting and monitoring the progress of those most at risk of not achieving with a focus on early intervention strategies.</p> <p>Targeted small group literacy and numeracy sessions to be delivered by existing staff.</p> <p>Families and communities</p> <p>DHT and pupil support manager have responsibility for engaging with families</p>	<p>All teachers to make individual improvement in the of literacy and numeracy</p> <p>The attainment gap in literacy and numeracy between pupils in lower SIMD deciles is narrowed in relation to those in higher deciles.</p> <p>Progression and attainment in each of the identified areas are tracked and analysed regularly at whole school and departmental level.</p> <p>The gap which currently exists in the number of pupils achieving level three and making good progress at level four by the end of S3 narrows.</p> <p>Increase in the frequency and purposefulness of parental activities.</p>	<p>Introduction of tracking system to monitor progress across all aspects of the life of the school.</p> <p>CEM data will provide standardised assessment data to identify performance between P7 and S2.</p> <p>Three additional tracking periods to monitor progress in literacy and numeracy are included within the quality assurance calendar.</p> <p>Assistant head of house allocated individual groups to monitor progress and impact of interventions.</p> <p>Feedback from pupils</p> <p>Analyse the feedback of parents who have pupils in the targeted groups.</p>

	<p>Develop a parental engagement strategy with a clear focus on improving literacy and numeracy outcomes for all learners.</p> <p>Create a programme of activities to engage our most vulnerable families and to enable them to support their children in their learning.</p> <p>Transport support will be provided to allow families to attend school events.</p>	<p>Increased confidence in parents/carers in supporting the learning needs of their children.</p>	<p>Monitor and analyse the attendance of parents who have pupils in targeted groups at school events/parental activities.</p>
<p>Health and wellbeing</p>	<p>Assistant heads of house to work closely with pupil support manager to:</p> <ul style="list-style-type: none"> • Increase attendance of persistent absentees and measure this against local and national averages, with this being purely for benchmarking purposes. The 	<p>Improvements in attendance and timekeeping.</p> <p>Increased levels of participation both in the classroom and in the wider life of the school.</p>	<p>Analysis of attendance and timekeeping figures and success of interventions.</p> <p>Analysis of pupil feedback.</p> <p>Analysis of participation levels.</p>

	<p>aspiration is to increase attendance to the greatest extent possible.</p> <ul style="list-style-type: none"> • Reduce the number of exclusions and measure this against local and national averages, with this being purely for benchmarking purposes. The aspiration is to reduce exclusions to the greatest extent possible. <p>Targeted groups will participate in a programme designed to build confidence and resilience. The programme will also include opportunities to contribute to the life and work of the school in addition to achieving accredited awards such as the Saltire award.</p> <p>‘Talking Mats’ will be used as a strategy to support discussion with young people and their key adult and to enable them to monitor their own progress throughout the session.</p> <p>Every effort will be made to remove barriers to attend extra-curricular clubs, with this being closely monitored throughout the year.</p>		
Across learning	All staff receive training, through collegiate time, on social factors that impact on learning, narrowing the gap etc.	Staff have a better understanding of the importance of pupil equity and social barriers that young people and their families face, and can plan accordingly.	<p>Staff feedback</p> <p>Rationale of curriculum</p> <p>Course plans</p> <p>Departmental interventions</p>

	<p>Central PEF Posts: Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice, support and CLPL to schools.</p> <p>PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement.</p>	<p>This team will support schools as follows:</p> <ul style="list-style-type: none"> • Assist with sourcing appropriate staff and resources to fulfil the intervention strategies • Assist with measuring the impact of the strategies • Sharing good practice across the schools to assist with 2018 planning · • Provide Professional Learning Opportunities for Literacy, Numeracy and H&WB in order to upskill staff. 	<p>HTs will be asked at the end of the financial year to provide feedback in relation to these central posts. This information will be used to determine if these positions have been effective in assisting schools to fulfil their strategies aimed as closing the gap.</p> <p>A decision will be made in March 2018 if these posts should be extended beyond this date. Professional Learning Opportunities will be evaluated and their impact will be measured in schools by staff undertaking the training.</p>
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