2023 Annual Implementation Plan

for improving student outcomes

Newbury Primary School (5545)

Submitted for review by Michelle Nunn (School Principal) on 09 December, 2022 at 12:55 PM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 06 March, 2023 at 02:55 PM
Endorsed by Gino Ozdemir (School Council President) on 07 March, 2023 at 02:39 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	Evolving
	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.	Evolving
	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	Evolving
	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	2022 has continued to provide many challenges for our school including staffing of classrooms and finding replacement teachers where required. Teacher resilience and the demands associated with full time work on site have also presented issues. We have been able to implement new or refined processes to support the implementation of a guaranteed and viable curriculum including; planning processes, evaluation of evidence including both formative and summative assessments. Teachers have embraced the design sprint model to support their own professional learning underpinned by FISO 2.0 and the Timperley Inquiry and Knowledge Building Cycle. Learning Community Instructional and Assistant Instructional Leaders have been provided with dedicated weekly coaching and mentoring sessions to develop their skills as

	leaders and to support all learning communities. We have continued to provide a responsive approach to student, staff and community wellbeing concerns.
Considerations for 2023	Establishment of Priority Groups to support the implementation of curriculum and wellbeing initiatives across the school. Induction and support for new staff members. Support for Learning Community Instructional Leaders with their re-defined portfolio through accessing dedicated coaching and mentoring sessions. Refinement of planning processes for the specialist learning community to align with classroom learning communities. Whole school professional learning plan to address 2023 AIP goals in mathematics and wellbeing, whilst continuing to maintain our focus on English and inquiry learning. Intervention and development for English and Mathematics. Continuing to embed the EAL curriculum into planning. Ensuring the capabilities and cross-curriculum priorities are planned for in all learning communities. Mental Health Coordinator to support students and teachers. Tracking projects that are in progress to ensure feedback and accountability. Tracking our progress against our AIP targets.
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	Improve learning growth for all students.
Target 2.1	By 2023, increase the percentage of students in the top two NAPLAN bands: • Year 5 Reading from 18% (average 2016–18) to 28% (2023), similar schools • Year 5 Numeracy from 9% (average 2016–18) to 24% (2023), similar schools Year 5 teacher judgement data to show 80% or more students at or above expected benchmark.
Target 2.2	By 2023, decrease the percentage of students in the bottom 2 NAPLAN bands: • Year 5 Reading from 25% (average 2017–18) to 15% (2023)

	• Year 5 Numeracy from 50% (average 2017–18) to 20% (2023)
Target 2.3	By 2023, increase the percentage of students making above benchmark NAPLAN growth and decrease the percentage making low growth: • NAPLAN relative growth: Reading (low growth average 2017–18) from 45.2% to 25% (2023) • NAPLAN relative growth: Numeracy (low growth average 2017–18) from 30.8% to 25% (2023) • NAPLAN relative growth: Reading (high growth average 2017–18) from 7.2% to 22% (2023) • NAPLAN relative growth: Numeracy (high growth average 2017–18) from 18% to 26% (2023)
Target 2.4	STAFF OPINION Variables in the SSS to reflect the following whole school endorsement: • Teacher collaboration: from 79.5% in 2018 to 90% in 2023 • Collective efficacy: from 68.4% in 2018 to 90% in 2023 • Guaranteed and viable curriculum: from 79.0% in 2018 to 90% in 2023 • Instructional leadership: from 87.3% in 2018 to 92% in 2023 • Time to share pedagogical content knowledge: from 78.9% in 2018 to 90% in 2023
Key Improvement Strategy 2.a Curriculum planning and assessment	Refine the planning process across all learning communities, based on an inquiry cycle, in which teachers use evidence to inform planning of a differentiated program that meets the learning needs of all students.

Key Improvement Strategy 2.b Building practice excellence	Develop the capacity of learning community leaders to lead powerful planning; and coach and develop fellow team members.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop Essential Learnings documents that integrate key learning areas, capabilities and pedagogy into a continuum of learning.
Goal 3	Improve student engagement in learning.
Target 3.1	STUDENT PERCEPTION Variables in the local Student Perception Survey to reflect the following percentage of "always" student responses (average Year 4 and Year 5): • I am confident in my learning: from 41.9% in 2019 to 60% in 2023 • I want to learn new things: from 55.4% in 2019 to 75% in 2023 • My teachers make the work we do in class interesting: from 58.4% in 2019 to 75% in 2023
Target 3.2	STAFF OPINION Variables in the SSS to reflect the following whole school endorsement: • Academic emphasis: from 66.2% in 2018 to 80% in 2023 • Understand curriculum: from 81.6% in 2018 to 90% in 2023
Target 3.3	PARENT OPINION SURVEY Factors in the POS to reflect the following percentage of positive responses: • Student motivation and support: from 83% in 2018 to 90% in 2023

	• Stimulating learning environment: from 87% in 2018 to 90% in 2023
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Enhance students' capability to be reflective, questioning, self–motivating and aspirational learners.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Further develop a culture of high expectations and high standards that maximises success for all students.
Key Improvement Strategy 3.d Intellectual engagement and self-awareness	Further develop teacher capacity to develop tailored strategies that scaffold learning and provide for high levels of engagement, differentiation, purposeful learning and appropriate challenge for all students.
Goal 4	Improve and embed a positive climate for learning.
Target 4.1	STUDENT ATTITUDES Variables in the AToSS to reflect the following percentage of positive student responses: • Student voice and agency: from 66% in 2019 to 80% in 2023
Target 4.2	STUDENT PERCEPTION Variables in the local Student Perception Survey to reflect the following percentage of "always" student responses (average Year 4 and Year 5): • My teacher asks questions to check that we understand: from 24.8% in 2019 to 50% in 2023 • There is a teacher or another adult at this school that tells me I am doing a good job: from 25.8% in 2019 to 50% in 2013

	• At this school there is a teacher or another adult who listens to me when I have something to say: from 22.5% in 2019 to 50% in 2023
Target 4.3	STAFF OPINION Variables in the SSS to reflect the following whole school endorsement: • Use student feedback to improve practice: from 73.7%in 2018 to 85% in 2023
Target 4.4	PARENT OPINION Factors in the POS to reflect the following percentage of positive responses: • Student agency and voice: from 88%in 2018 to 93% in 2023 • Effective teaching: from 82%in 2018 to 90% in 2023 • Student motivation and support: from 83% in 2018 to 90% in 2023 • Stimulating learning environment: from 87% in 2018 to 92% in 2023
Key Improvement Strategy 4.a Empowering students and building school pride	Enhance processes in which students have a voice and are involved in decision making about the design and implementation of school programs.
Key Improvement Strategy 4.b Empowering students and building school pride	Develop a whole-school approach in which teachers use student feedback to adapt their approaches to improve student motivation, self–efficacy and achievement.

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	KIS 1.1a Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracyKIS 1.1b Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Improve learning growth for all students.	No	By 2023, increase the percentage of students in the top two NAPLAN bands: • Year 5 Reading from 18% (average 2016–18) to 28% (2023), similar schools • Year 5 Numeracy from 9% (average 2016–18) to 24% (2023), similar schools Year 5 teacher judgement data to show 80% or more students at or above expected benchmark.	
		By 2023, decrease the percentage of students in the bottom 2 NAPLAN bands: • Year 5 Reading from 25% (average 2017–18) to 15% (2023) • Year 5 Numeracy from 50% (average 2017–18) to 20% (2023)	

		By 2023, increase the percentage of students making above benchmark NAPLAN growth and decrease the percentage making low growth: - NAPLAN relative growth: Reading (low growth average 2017–18) from 45.2% to 25% (2023) - NAPLAN relative growth: Numeracy (low growth average 2017–18) from 30.8% to 25% (2023) - NAPLAN relative growth: Reading (high growth average 2017–18) from 7.2% to 22% (2023) - NAPLAN relative growth: Numeracy (high growth average 2017–18) from 18% to 26% (2023)	
		STAFF OPINION Variables in the SSS to reflect the following whole school endorsement: - Teacher collaboration: from 79.5% in 2018 to 90% in 2023 - Collective efficacy: from 68.4% in 2018 to 90% in 2023 - Guaranteed and viable curriculum: from 79.0% in 2018 to 90% in 2023 - Instructional leadership: from 87.3% in 2018 to 92% in 2023 - Time to share pedagogical content knowledge: from 78.9% in 2018 to 90% in 2023	
Improve student engagement in learning.	No	STUDENT PERCEPTION Variables in the local Student Perception Survey to reflect the following percentage of "always" student responses (average Year 4 and Year 5): - I am confident in my learning: from 41.9% in 2019 to 60% in 2023 - I want to learn new things: from 55.4% in 2019 to 75% in 2023 - My teachers make the work we do in class interesting: from 58.4% in 2019 to 75% in 2023	
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		PARENT OPINION SURVEY Factors in the POS to reflect the following percentage of positive responses: • Student motivation and support: from 83% in 2018 to 90% in 2023 • Stimulating learning environment: from 87% in 2018 to 90% in 2023	
Improve and embed a positive climate for learning.	No	STUDENT ATTITUDES Variables in the AToSS to reflect the following percentage of positive student responses: • Student voice and agency: from 66% in 2019 to 80% in 2023	
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| | | PARENT OPINION
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• Effective teaching: from 82%in 2018 to 90% in 2023
• Student motivation and support: from 83% in 2018 to 90% in 2023
• Stimulating learning environment: from 87% in 2018 to 92% in 2023 | |

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	KIS 1.1a Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy KIS 1.1b Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	
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	KIS 1.1a Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy KIS 1.1b Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
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	Build staff capacity in evidence and assessment literacy and differentiation in Numeracy in order to identify and meet students' individual learning needs.
Outcomes	Students in need of targeted Numeracy academic support will be identified and supported Teachers will identify student learning needs in Numeracy based on evidence and diagnostic assessment data (PAT, Essential Assessment, Insight Platform, work samples, anecdotal notes) Teachers will plan for differentiation based on student learning Numeracy evidence and data Teachers will implement differentiated teaching and learning to meet individual student needs based upon evidence Teachers will provide targeted academic support to students through Numeracy goals in Individual Learning Plans, as required Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning Newbury Primary School mathematics instructional model implemented consistently across all Learning Communities
Success Indicators	Curriculum documentation will show plans for differentiation in Numeracy Formative and summative Numeracy evidence will show student learning growth Pre unit and post sequence of learning assessment results will be documented and regularly analysed to inform future planning Student Individual Learning Plans will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Identified students participation in a mathematics development program based upon evidence Victorian Curriculum teacher judgements in Mathematics will show increased consistency across the school, with a greater correlation to other standardised assessments

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide staff with professional reading to support the understanding of the numeracy instructional model.	☑ Leading Teacher(s)	☑ 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
Provide staff with support in the development of live curriculum design and planning to enable a differentiated learning program.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	☑ 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 staff capacity in the application and use of assessment tools to identify, evaluate, administer and analyse evidence in order to provide a differentiated learning program.	☑ Assistant Principal ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1	$0.00

	☑ Learning Specialist(s) ☑ PLC Leaders		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
Mathematics moderation to be incorporated into Learning Community Meetings	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	☑ 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
Student Individual Learning Plans implemented to address student learning needs.	☑ Teacher(s)	☑ 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
Mathematics intervention and development program implemented for students working twelve or more months above or below expected level	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$91,129.00 ☑ 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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Continue to build a whole school approach to student wellbeing. Provide professional learning to develop the capacity of staff to recognise and attend to signs of student distress and emerging mental illness. Develop higher order resilience in students.
Outcomes	Students to report improved emotional awareness and resilience. Teachers will plan for and implement social and emotional learning within their curriculum areas. Teachers will be able to recognise, respond and refer to student mental health needs. Wellbeing community will directly support student mental health and provide referrals where necessary. Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches. Teachers will incorporate trauma informed practice in classrooms.

Success Indicators	Improved AtoSS and Student Perception data in domain of resilience. Classroom and peer observations to reflect focus on mental health and wellbeing. Student engagement in wellbeing programs. Family engagement programs. Teacher reports of wellbeing concerns. Improved teacher efficacy in teaching and reporting on social and emotional learning. Consistency of language across the school to explain and discuss wellbeing supports for physical, social, emotional, cultural and civic wellbeing.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop social and emotional learning programs to create classroom environments that promote positive mental health.	☑ Allied Health ☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders ☑ 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
Utilise student and staff wellbeing data to identify strengths and improvements.	☑ Allied Health ☑ Assistant Principal ☑ Principal ☑ School Improvement Team ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

	☑ Wellbeing Team			☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Refine the whole school wellbeing plan in light of new wellbeing roles and allied health roles.	☑ Allied Health ☑ Assistant Principal ☑ Principal ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$155,058.21 ☑ 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
Deliver trauma informed practice professional learning to staff via SSS support.	☑ Allied Health ☑ Wellbeing Team	☑ 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

Develop a whole school understanding and consistency in language around resilience.	☑ 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$246,187.21	$246,187.21	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	$246,187.21	$246,187.21	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Mathematics intervention and development program implemented for students working twelve or more months above or below expected level	$91,129.00
Refine the whole school wellbeing plan in light of new wellbeing roles and allied health roles.	$155,058.21
Totals	$246,187.21

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Mathematics intervention and development program implemented for students working twelve or more	from: Term 1	$91,129.00	☑ School-based staffing ☑ Teaching and learning programs and resources

months above or below expected level	to: Term 4		
Refine the whole school wellbeing plan in light of new wellbeing roles and allied health roles.	from: Term 1 to: Term 4	$155,058.21	☑ School-based staffing
Totals		$246,187.21	

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
Provide staff with professional reading to support the understanding of the numeracy instructional model.	☑ Leading Teacher(s)	from: Term 1 to: Term 1	☑ Preparation ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Internal staff ☑ Learning Specialist ☑ Numeracy leader	☑ On-site
Provide staff with support in the development of live curriculum design and planning to enable a differentiated learning program.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources VCAA Numeracy Learning Progressions Mathematics Toolkit Mathematics Curriculum Companion ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Develop staff capacity in the application and use of assessment tools to identify, evaluate, administer and analyse evidence in order to provide a differentiated learning program.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

	☑ PLC Leaders					
Mathematics moderation to be incorporated into Learning Community Meetings	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Student Individual Learning Plans implemented to address student learning needs.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Develop social and emotional learning programs to create classroom environments that promote positive mental health.	☑ Allied Health ☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

	☑ PLC Leaders ☑ Principal					
Utilise student and staff wellbeing data to identify strengths and improvements.	☑ Allied Health ☑ Assistant Principal ☑ Principal ☑ School Improvement Team ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Refine the whole school wellbeing plan in light of new wellbeing roles and allied health roles.	☑ Allied Health ☑ Assistant Principal ☑ Principal ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

Deliver trauma informed practice professional learning to staff via SSS support.	☑ Allied Health ☑ Wellbeing Team	from: Term 1 to: Term 1	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources SSSO	☑ On-site