# 2024 Annual Implementation Plan

**for improving student outcomes**

Hillsmeade Primary School (5482)



Submitted for review by Linda Buckeridge (School Principal) on 14 December, 2023 at 12:40 PM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 28 February, 2024 at 04:36 PM
Endorsed by Michelle Denison (School Council President) on 28 February, 2024 at 05:28 PM

# Self-evaluation summary - 2024

| | FISO 2.0 Dimensions | Self-evaluation level |
|---|---|---|
| **Leadership** | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |
| **Teaching and learning** | 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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |
| **Engagement** | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |
| **Support and resources** | 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** | |
| **Considerations for 2024** | |
| **Documents that support this plan** | |

# Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target<br><br>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
|---|---|---|---|
| **Priorities goal**<br>In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | Yes | Support for the priorities | NAPLANNumeracy Achievement Exceeding or Strong proficiency Year 3 from 72% (2023) to 74% (2024)andYear 5 from 69% (2023) to 71% (2024)Year 3 the % of students in Exceeding from 6% to 8%PATMaths PAT GrowthIn Years 4-6 a band growth of +1 or more to go from 60% to 66%ATOSSResilience Normal or High from 69% (2023) to 72%Sense of Connectedness positive percentage endorsement rate from 84% (2023) to 86%Student Voice and Agency positive percentage endorsement rate from 72% (2023) to 74%Attendance20 or more absent days students in 2024 to be 5% less than Similar Schools(2022 we were 4% less than Similar Schools) |
| Maximise learning outcomes for all students. | No | **NAPLAN – Benchmark growth (all students)**<br>By 2024, the percentage of students meeting or above NAPLAN benchmark growth Year 3 to 5 will increase.<br><br>• Reading from 75.2 per cent (2019) and 62.7 per cent (2021) to 77 per cent.<br>• Writing from 86.2 per cent (2019) and 68.1 per cent (2021) to 89 per cent.<br>• Numeracy from 85.5 per cent (2019) and 67.5 per cent (2021) to 88 per cent. | |
| | | **NAPLAN – Achieving Top 2 Bands**<br>By 2024, the percentage of students top two bands, Year 3 to Year 5, will increase.<br><br>• Reading in Year 3 from 57 per cent (2021) to 60 per cent and Year 5 from 28 per cent (2021) to 31 per cent.<br>• Writing in Year 3 from 47 per cent (2021) to 50 per cent and Year 5 from 10 per cent (2021) to 16 per cent.<br>• Numeracy in Year 3 from 38 per cent (2021) to 41 per cent and Year 5 from 22 per cent (2021) to 25 per cent. | |
| | | **Teacher Judgments – Growth**<br>By 2024, the learning growth measured by teacher judgment for Year 1 to Year 6 students achieving at and above expected growth will increase.<br><br>• Reading and viewing from 80.2 per cent (2020) to 85 per cent<br>• Writing from 76 per cent (2020) to 80 per cent.<br>• Number and Algebra from 84.6 per cent (2020) to 88 per cent.<br>*Note: Baseline measure is based on teacher judgment of student outcome growth from 2019 Semester 2 to 2020 Semester 2.* | |
| | | **Staff Opinion Survey (SOS)**<br>By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.<br><br>• Academic emphasis from 75 per cent (2020) to 78 per cent.<br>• Guaranteed and viable curriculum from 93 per cent (2020) to 95 per cent. | |

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| | | **Student Attitudes to School Survey (AToSS)**<br>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.<br><br>• Stimulating learning from 70 per cent (2020) to 73 per cent.<br>• Differentiated learning challenge form 81 per cent (2020) to 84 per cent. | |
| Maximise student engagement. | No | **Student Attitudes to School Survey (AToSS)**<br>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.<br><br>• Student voice and agency from 55 per cent (2020) to 58 per cent.<br>• Self-regulation and goal setting from 80 per cent (2020) to 83 per cent.<br>• Sense of confidence from 68 per cent (2020) to 71 per cent. | |
| | | **Parent Opinion Survey (POS)**<br>By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.<br><br>• Stimulating learning environment from 79 per cent (2020) to 82 per cent.<br>• Student voice and agency from 77 per cent (2020) to 80 per cent.<br>• Not experiencing bullying from 67 per cent (2020) to 70 per cent. | |
| Maximise student wellbeing and inclusion. | No | **Student Attitudes to School Survey (AToSS)**<br>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.<br><br>• Sense of connectedness from 76 per cent (2020) to 79 per cent.<br>• Resilience from 80 per cent (2019) to 83 per cent.<br>• Respect for diversity from 73 per cent (2020) to 76 per cent.<br>• Teacher concern from 64 per cent (2020) to 67 per cent. | |
| | | **Parent Opinion Survey (POS)**<br>By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.<br><br>• Student connectedness from 87 per cent (2020) to 90 per cent.<br>• Confidence and resiliency skills from 84 per cent (2020) to 87 per cent.<br>• Parent participation and involvement from 75 per cent (2020) to 78 per cent. | |

| **Goal 1** | **Priorities goal**<br>**In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.** |
|---|---|
| **12-month target 1.1-month target** | NAPLAN<br>Numeracy Achievement Exceeding or Strong proficiency<br>Year 3 from 72% (2023) to 74% (2024)<br>and<br>Year 5 from 69% (2023) to 71% (2024)<br>Year 3 the % of students in Exceeding from 6% to 8% |

| | PAT<br>Maths PAT Growth<br>In Years 4-6 a band growth of +1 or more to go from 60% to 66%<br><br>ATOSS<br>Resilience Normal or High from 69% (2023) to 72%<br>Sense of Connectedness positive percentage endorsement rate from 84% (2023) to 86%<br>Student Voice and Agency positive percentage endorsement rate from 72% (2023) to 74%<br><br>Attendance<br>20 or more absent days students in 2024 to be 5% less than Similar Schools<br>(2022 we were 4% less than Similar Schools) | |
|---|---|---|
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a** | 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** | 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 2024. | |

# Define actions, outcomes, success indicators and activities

| Goal 1 | **Priorities goal**<br>In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. |
|---|---|
| **12-month target 1.1 target** | NAPLAN<br>Numeracy Achievement Exceeding or Strong proficiency<br>Year 3 from 72% (2023) to 74% (2024)<br>and<br>Year 5 from 69% (2023) to 71% (2024)<br>Year 3 the % of students in Exceeding from 6% to 8%<br><br>PAT<br>Maths PAT Growth<br>In Years 4-6 a band growth of +1 or more to go from 60% to 66%<br><br>ATOSS<br>Resilience Normal or High from 69% (2023) to 72%<br>Sense of Connectedness positive percentage endorsement rate from 84% (2023) to 86%<br>Student Voice and Agency positive percentage endorsement rate from 72% (2023) to 74%<br><br>Attendance<br>20 or more absent days students in 2024 to be 5% less than Similar Schools<br>(2022 we were 4% less than Similar Schools) |
| **KIS 1.a**<br>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 | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| **Actions** | Action 1. Maintain PLT structures to support teacher collaboration, strengthen teaching practice whilst building consistency and high expectations<br>Action 2. Continue to build staff capacity in the implementation of a consistent approach to the teaching of mathematics, in order to identify and meet students' individual learning needs |
| **Outcomes** | Action 1<br>- All staff will participate in Learning Walks with a focus on the Instructional Model to enable a re-image and reinvention of the IM<br>- Leadership will support staff to maintain and enhance a culture of high expectations demonstrated through modelling and continued professional learning and growth for all staff.<br><br>Action 2<br>- Teachers will continue to plan for and implement the George Booker approach to teaching primary mathematics<br>-  Students will display an increased use of consistent Numeracy-specific vocabulary<br>- Leadership will support staff via the Numeracy SIT to revise current planning of numeracy and how to support a more hands on and differentiated approach |
| **Success Indicators** | Action 1<br>Early Indicator - A documented assessment schedule and evidence of teachers inputting data and moderating assessments - whole school continuous data tracker. PLT minutes to reflect triangulation of data to ascertain levels of achievement and the school's inclusive and differentiated approach<br>Early Indicator- PLT Agendas and Minutes to reflect School Improvement Teams intended outcomes/actions<br>Early Indicator- Build staff capacity to understand and implement IEPs. IEPs implemented and enhanced - SSG minutes to reflect this<br>Late Indicator- NAPLAN results - as per targets listed in AIP<br><br>Action 2 |

| | Early Indicator- Teachers' formative assessment data and summative judgements against the curriculum Late Indicator- Whole school Numeracy scope and sequence - Booker approach - demonstrates the Booker continuum and is evidenced in teacher planning and implementation |
|---|---|
| | Late Indicator- Victorian Curriculum Mathematics 2.0 assessment and reporting practices commenced |
| | Data Sources: |
| | Early Indicators - whole school continuous data tracker, semester based teacher judgements, |
| | Late Indicators - Whole school assessment schedule, IEPs, SSG minutes, NAPLAN results, SIT meeting minutes and action plans |

| Activities | Who | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Development of Whole School improvement teams - Literacy, Numeracy, Digital Learning, School Culture | ☑ Principal | ☑ PLP Priority | from: Term 1 to: Term 4 | $5,000.00<br><br>☑ Other funding will be used |
| Resourcing Literacy and Numeracy strategies for improvement including leadership roles- George Booker & LLLL & Literacy beyond Year 2 | ☑ Assistant principal<br>☑ Learning specialist(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $60,968.00<br><br>☑ Equity funding will be used<br><br>☑ Other funding will be used |
| Implementation of Tutor Learning Initiative | ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $193,958.00<br><br>☑ Other funding will be used |
| Instructional Coaching provided by Assistant Principal for teachers and middle/new leaders - creation of action plans and regular review and check ins | ☑ Assistant principal | ☑ PLP Priority | from: Term 1 to: Term 4 | $20,000.00 |
| Scheduled collaboration times for staff - whole staff, Professional Learning Teams and targeted teams eg ES, SIT, Operations Teams | ☑ Principal | ☑ PLP Priority | from: Term 1 to: Term 4 | $25,000.00<br><br>☑ Other funding will be used |

| KIS 1.b<br>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 | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
|---|---|
| Actions | Action 1. Strengthen the whole school approach towards social and emotional learning, including positive behaviour practices<br>Action 2. Build whole school culture to enhance school connectedness and student engagement and wellbeing |
| Outcomes | Action 1<br>- Teachers will implement and model consistent routines in social and emotional learning and positive behaviour practices<br>- Teachers will implement a range of interventions in their classroom to support student wellbeing |

| | Action 2<br>- Students will feel supported and engaged in their classrooms and contribute to a strong classroom and school culture<br>- Students will have strong relationships with peers/staff<br>- Families of at-risk students will receive regular communication and support from the school |
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| **Success Indicators** | Action 1<br>Early Indicator - Implementation of the SPWBS Behaviour Matrix evidenced in classroom planning and Positive Start Program and the SWPBS Coaching work with DET<br>Late Indicator- Learning Walks with a focus on positive behaviour supports and routines in classrooms eg IM implementation<br>Late Indicator - Documentation of frameworks and programs that reflect the AIP actions and outcomes eg Social Emotional Learning/MHWL role description/action plan<br><br>Action 2<br>Early Indicator- Implementation of the new school values - school-wide approach<br>Early Indicator - Attendance data - enhancing process on follow up of long term absences and how to support families<br>Late Indicator- Students engagement in wellbeing programs - survey data from students and families demonstrating growth of students and engagement in program<br>Late Indicator- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Compass Chronicle numbers<br><br>Data sources:<br>Early Indicators - Learning Walk feedback and results data, LifeSkillsGo student data, Attendance data and Hillsmeade Operations Team minutes/actions<br>Late Indicators - curriculum planners, scope and sequences, SWPBS action plan outcomes, ATOSS data - targets as identified and other, wellbeing program documentation and rolls, Compass - referrals and wellbeing interventions |

| Activities | Who | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Establishment of the full time out of the classroom Mental Health and Wellbeing Leader role | ☑ Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $113,781.00<br><br>☑ Schools Mental Health Menu items will be used which may include DET funded or free items<br><br>☑ Other funding will be used |
| Implementation and embedding of new school values | ☑ Assistant principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $1,000.00 |
| Building house culture | ☑ Assistant principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $2,500.00<br><br>☑ Other funding will be used |
| Implementation of wellbeing programs including STAR, Resilience focus groups, GirlPower etc | ☑ Assistant principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $153,260.00<br><br>☑ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Commencement of second year of SWPBS - appointment of an SWPBS Leader | ☑ Assistant principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $7,000.00<br><br>☑ Equity funding will be used |

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|---|---|---|---|---|
| Scheduled time for Wellbeing staff including MHWL, Youth Connections Worker and Social Worker, to provide professional learning for staff | ☑ Wellbeing team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $1,000.00<br><br>☑ Other funding will be used |
| Disability and Inclusion Leader | ☑ Leading teacher(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $122,806.00<br><br>☑ Disability Inclusion Tier 2 Funding will be used |
| Employment of extra classroom teacher based on high needs of students - behaviour, PSD/DI | ☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $118,186.00<br><br>☑ Equity funding will be used |

# Funding planner

## Summary of budget and allocated funding

| Summary of budget | School's total funding ($) | Funding allocated in activities ($) | Still available/shortfall |
|---|---|---|---|
| Equity Funding | $336,706.02 | $336,706.02 | $0.00 |
| Disability Inclusion Tier 2 Funding | $424,222.08 | $424,222.08 | $0.00 |
| Schools Mental Health Fund and Menu | $90,134.98 | $153,260.00 | -$63,125.02 |
| Total | $851,063.08 | $914,188.10 | -$63,125.02 |

## Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|---|
| Resourcing Literacy and Numeracy strategies for improvement including leadership roles- George Booker & LLLL & Literacy beyond Year 2 | $60,968.00 |
| Establishment of the full time out of the classroom Mental Health and Wellbeing Leader role | $113,781.00 |
| Implementation of wellbeing programs including STAR, Resilience focus groups, GirlPower etc | $153,260.00 |
| Commencement of second year of SWPBS - appointment of an SWPBS Leader | $7,000.00 |
| Disability and Inclusion Leader | $122,806.00 |
| Employment of extra classroom teacher based on high needs of students - behaviour, PSD/DI | $118,186.00 |
| Totals | $576,001.00 |

## Activities and milestones - Equity Funding

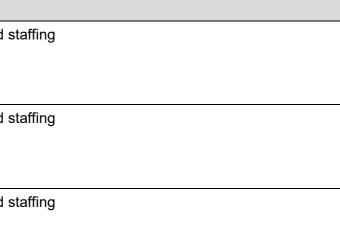| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Resourcing Literacy and Numeracy strategies for improvement including leadership roles- George Booker & LLLL & Literacy beyond Year 2 | from: Term 1 to: Term 4 | $55,000.02 | ☑ School-based staffing |
| Commencement of second year of SWPBS - appointment of an SWPBS Leader | from: Term 1 to: Term 4 | $7,000.00 | ☑ School-based staffing |
| Employment of extra classroom teacher based on high needs of students - behaviour, PSD/DI | from: Term 1 | $118,186.00 | ☑ School-based staffing |

| | | to:<br>Term 4 | | |
|---|---|---|---|---|
| **Totals** | | $180,186.02 | |

## Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Disability and Inclusion Leader | from:<br>Term 1<br>to:<br>Term 4 | $122,806.00 | ☑ Education workforces and/or assigning existing school staff to inclusive education duties<br><br>• Disability inclusion coordinator<br><br>☑ Professional learning for school-based staff<br><br>• Teachers |
| **Totals** | | $122,806.00 | |

## Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Establishment of the full time out of the classroom Mental Health and Wellbeing Leader role | from:<br>Term 1<br>to:<br>Term 4 | $105,483.00 | ☑ Employ staff to support Tier 1 activities |
| Implementation of wellbeing programs including STAR, Resilience focus groups, GirlPower etc | from:<br>Term 1<br>to:<br>Term 4 | $47,777.00 | ☑ Employ staff to support Tier 1 activities |
| **Totals** | | $153,260.00 | |

## Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---|---|
| Purchasing of items to support inclusive practices eg blue rooms, peace pod, calm space, movement rooms, accessing the curriculum | $60,950.00 |
| Supporting mental health implementation for inclusive practices | $120,466.00 |
| Employment of Learning Specialists - Literacy and Numeracy | $120,000.00 |

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| Supporting students and families with welfare and wellbeing needs eg Breakfast Club, financial support for camps/excursions, uniforms | | $56,520.00 |
| **Totals** | | $357,936.00 |

## Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Purchasing of items to support inclusive practices eg blue rooms, peace pod, calm space, movement rooms, accessing the curriculum | from:<br>Term 1<br>to:<br>Term 4 | | |
| Supporting mental health implementation for inclusive practices | from:<br>Term 1<br>to:<br>Term 4 | | |
| Employment of Learning Specialists - Literacy and Numeracy | from:<br>Term 1<br>to:<br>Term 4 | $100,000.00 | ☑ School-based staffing |
| Supporting students and families with welfare and wellbeing needs eg Breakfast Club, financial support for camps/excursions, uniforms | from:<br>Term 1<br>to:<br>Term 4 | $56,520.00 | ☑ Support services |
| **Totals** | | $156,520.00 | |

## Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Purchasing of items to support inclusive practices eg blue rooms, peace pod, calm space, movement rooms, accessing the curriculum | from:<br>Term 1<br>to:<br>Term 4 | $60,950.08 | ☑ Equipment, adaptive technology, devices, or materials to support learning<br><br>• Customised or adjustable furniture<br>• Literacy aids<br>• Inclusive recreation equipment and resources<br>• Sensory resources |
| Supporting mental health implementation for inclusive practices | from:<br>Term 1<br>to:<br>Term 4 | $120,466.00 | ☑ Education workforces and/or assigning existing school staff to inclusive education duties<br><br>• Other<br>  wellbeing support staff |

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|---|---|---|---|
| Employment of Learning Specialists - Literacy and Numeracy | from:<br>Term 1<br>to:<br>Term 4 | $120,000.00 | ☑ Education workforces and/or assigning existing school staff to inclusive education duties<br><br>• Learning specialist |
| Supporting students and families with welfare and wellbeing needs eg Breakfast Club, financial support for camps/excursions, uniforms | from:<br>Term 1<br>to:<br>Term 4 | | |
| **Totals** | | **$301,416.08** | |

## Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Purchasing of items to support inclusive practices eg blue rooms, peace pod, calm space, movement rooms, accessing the curriculum | from:<br>Term 1<br>to:<br>Term 4 | | |
| Supporting mental health implementation for inclusive practices | from:<br>Term 1<br>to:<br>Term 4 | | |
| Employment of Learning Specialists - Literacy and Numeracy | from:<br>Term 1<br>to:<br>Term 4 | | |
| Supporting students and families with welfare and wellbeing needs eg Breakfast Club, financial support for camps/excursions, uniforms | from:<br>Term 1<br>to:<br>Term 4 | | |
| **Totals** | | **$0.00** | |

# Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|---|---|---|---|---|---|---|
| Development of Whole School improvement teams - Literacy, Numeracy, Digital Learning, School Culture | ☑ Principal | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Collaborative inquiry/action research team<br>☑ Curriculum development | ☑ Whole school pupil free day<br>☑ Formal school meeting / internal professional learning sessions<br>☑ PLC/PLT meeting | ☑ Literacy expertise<br>☑ Teaching partners<br>☑ Internal staff<br>☑ Learning specialist<br>☑ External consultants<br>LLLL<br>☑ Departmental resources<br>Victorian Curriculum Numeracy approaches/toolkits<br>☑ High Impact Teaching Strategies (HITS)<br>☑ Numeracy leader | ☑ On-site |
| Resourcing Literacy and Numeracy strategies for improvement including leadership roles- George Booker & LLLL & Literacy beyond Year 2 | ☑ Assistant principal<br>☑ Learning specialist(s) | from: Term 1 to: Term 4 | ☑ Moderated assessment of student learning<br>☑ Curriculum development<br>☑ Peer observation including feedback and reflection | ☑ Formal school meeting / internal professional learning sessions<br>☑ PLC/PLT meeting | ☑ Literacy expertise<br>☑ Teaching partners<br>☑ Internal staff<br>☑ High Impact Teaching Strategies (HITS)<br>☑ Numeracy leader | ☑ On-site |
| Instructional Coaching provided by Assistant Principal for teachers and middle/new leaders - creation of action plans and regular review and check ins | ☑ Assistant principal | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Collaborative inquiry/action research team<br>☑ Individualised reflection | ☑ Formal school meeting / internal professional learning sessions | ☑ Internal staff | ☑ On-site |
| Scheduled collaboration times for staff - whole staff, Professional Learning Teams and targeted teams eg ES, SIT, Operations Teams | ☑ Principal | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Preparation<br>☑ Formalised PLC/PLTs | ☑ Formal school meeting / internal professional learning sessions | ☑ Internal staff<br>☑ Learning specialist | ☑ On-site |
| Establishment of the full time out of the classroom Mental Health and Wellbeing Leader role | ☑ Principal | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Preparation<br>☑ Collaborative inquiry/action research team | ☑ Formal school meeting / internal professional learning sessions<br>☑ Network professional learning | ☑ Internal staff | ☑ On-site |
| Commencement of second year of SWPBS - appointment of an SWPBS Leader | ☑ Assistant principal | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Preparation<br>☑ Curriculum development | ☑ Formal school meeting / internal professional learning sessions<br>☑ PLC/PLT meeting | ☑ Internal staff<br>☑ Departmental resources<br>SWPBS Coach | ☑ On-site |

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| Scheduled time for Wellbeing staff including MHWL, Youth Connections Worker and Social Worker, to provide professional learning for staff | ☑ Wellbeing team | from: Term 1 to: Term 4 | ☑ Individualised reflection<br>☑ Demonstration lessons | ☑ Formal school meeting / internal professional learning sessions | ☑ Internal staff | ☑ On-site |
| Disability and Inclusion Leader | ☑ Leading teacher(s) | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Curriculum development<br>☑ Demonstration lessons | ☑ Formal school meeting / internal professional learning sessions<br>☑ Network professional learning | ☑ Leadership partners<br>☑ Internal staff<br>☑ Departmental resources<br>DI team | ☑ On-site |