

# **2023 Annual Implementation Plan**

## **for improving student outcomes**

Brunswick North Primary School (3585)



# **Brunswick North**

## Primary School

Submitted for review by Adam Dunemann (School Principal) on 27 March, 2023 at 02:39 PM  
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 27 March, 2023 at 02:40 PM  
Awaiting endorsement by School Council President

## 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   |                       |

|                   |   |          |
|-------------------|---|----------|
| <b>Leadership</b> | 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 | Evolving |
|                   | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core                              |          |

|                   |   |          |
|-------------------|---|----------|
| <b>Engagement</b> | 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                                    |          |

|                |   |          |
|----------------|---|----------|
| <b>Support</b> | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion                                      | Evolving |
|                | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |          |

|                                       |   |
|---------------------------------------|---|
| <b>Enter your reflective comments</b> | <p>Given the breadth of improvement initiatives identified in the review, it will be important to strategically manage both the pace and priority of change. Building collective efficacy will be a long term goal.</p> <p>With this in mind, building the capability of middle leaders to drive change in the school will be paramount. Instructional leadership from senior leaders will be vital, with PLC meetings and SIT two of the main avenues for this.</p> <p>Staff will need to have a clear vision of what we are improving and why. Leaders will take the time to understand the context of the school; the skills, attitudes and values that make up the school's culture.</p> <p>Implementing a meeting schedule that allows for more teacher collaboration and also explicit time for operational</p> |
|---------------------------------------|---|

|   |  |
|---|--|
|   | <p>imperatives will be important. Leaders will work with staff to ensure clarity on the purpose of each meeting.</p> <p>Once these broader systems are in place and understood by staff, the school will be in a position to implement the broader professional learning initiatives identified in the review. These include:</p> <ul style="list-style-type: none"> <li>- Implementing an agreed instructional model</li> <li>- Collaboratively collecting and analysing data to identify individual needs</li> <li>- Differentiating both the content and mode of learning, particularly for high ability students</li> <li>- Increasing engagement through developing student agency and voice</li> <li>- Building consistency in the use of High Impact Wellbeing Strategies within a system of tiered intervention</li> </ul> <p>These initiatives may not begin in 2023, but will become the focus through the life of the current strategic plan.</p> <p>Whilst the amount of change is significant and cause some challenge for staff, it is anticipated that improved systems and practices will lead to improved staff wellbeing and job satisfaction.</p> |
| <b>Considerations for 2023</b>          | <p>Given the depth and breadth of improvement initiatives identified by the school review the pace of change will need to be carefully managed. The role of SIT will be crucial in receiving feedback from staff, as will school leaders being present in PLCs as instructional leaders. PLC meeting minutes will also be a source of feedback for the pace of change. The development of an agreed instructional model will be a priority, as will developing staff capability to collect and analyse student learning data. Meeting structures will need to be altered to provide teachers with more time to meet, with explicit times for operational discussions and teaching and learning discussion. Staff understanding of effective collaboration in team planning will need to be developed. The development of middle leaders will need to be a priority.</p>  |
| <b>Documents that support this plan</b> | <p>NWVR Brunswick North PS Review Report.docx (0.56 MB)</p>  |

## SSP Goals Targets and KIS

|  |   |
|--|---|
| <b>Goal 1</b>  | <b>2023 Priorities Goal</b><br>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.  |
| <b>Target 1.1</b>  | Support for the 2023 Priorities   |
| <b>Key Improvement Strategy 1.a</b><br>Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy  |
| <b>Key Improvement Strategy 1.b</b><br>Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable   |
| <b>Goal 2</b>  | Maximise learning growth for every student in literacy and numeracy.  |
| <b>Target 2.1</b>  | By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 33 per cent in 2021 to 40 per cent</li> <li>• Writing from 24 per cent in 2021 to 35 per cent</li> <li>• Numeracy from 31 per cent in 2021 to 38 per cent.</li> </ul> |
| <b>Target 2.2</b>  | By 2026, increase the percentage of Year 3 students achieving in the top two bands in NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 73 per cent in 2022 to 78 per cent</li> <li>• Writing from 64 per cent in 2022 to 70 per cent</li> <li>• Numeracy from 45 per cent in 2022 to 55 per cent.</li> </ul>   |

|                          |   |
|--------------------------|---|
|                          | <p>Increase the percentage of Year 5 students in the top two bands of NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 65 per cent in 2022 to 70 per cent</li> <li>• Writing from 38 per cent in 2022 to 43 per cent</li> <li>• Numeracy from 31 per cent in 2022 to 42 per cent.</li> </ul>   |
| <p><b>Target 2.3</b></p> | <p>By 2026, the correlation between Above Age Expected Level teacher judgement and NAPLAN Top 2 bands (Semester 2) in the Matched Panorama Report to be within 15 per cent for:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading</li> <li>• Year 3 Writing</li> <li>• Year 3 Numeracy</li> </ul>   |
| <p><b>Target 2.4</b></p> | <p>By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 60 per cent in 2022 to 70 per cent</li> <li>• Guaranteed and viable curriculum from 59 per cent in 2022 to 70 per cent</li> <li>• Monitor effectiveness using data from 58 per cent in 2022 to 75 per cent</li> <li>• Teacher collaboration from 59 per cent in 2022 to 75 percent</li> <li>• Professional learning through peer observation from 17 per cent in 2022 to 70 per cent</li> <li>• Understand how to analyse data from 33 per cent in 2022 to 50 per cent.</li> </ul> |
| <p><b>Target 2.5</b></p> | <p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 74 per cent in 2022 to 84 per cent.</li> </ul>  |
| <b>Key Improvement Strategy 2.a</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                            | Improve staff curriculum, pedagogical knowledge and capability to consistently implement agreed instructional models.   |
| <b>Key Improvement Strategy 2.a</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 | Implement and embed school improvement team structures and processes that build leadership and teaching and learning capacity.  |
| <b>Key Improvement Strategy 2.b</b><br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities          | Develop and embed a collaborative PLC inquiry approach that builds staff capacity to deliver teaching practice that challenges and extends every student.   |
| <b>Goal 3</b>  | Optimise student engagement in their learning.  |
| <b>Target 3.1</b>  | By 2026, increase the proportion of positive response scores on the SSS for the factors of: <ul style="list-style-type: none"> <li>• Understand formative assessment from 67 per cent in 2022 to 77 per cent</li> <li>• Use of student feedback to inform teaching practice from 67 per cent in 2022 to 75 per cent</li> <li>• Believe student engagement is key from 67 per cent in 2022 to 82 per cent</li> <li>• Focus learning on real life problems from 58 per cent in 2022 to 72 per cent</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>Promote student ownership of learning goals from 42 per cent in 2022 to 65 per cent.</li> </ul>   |
| <b>Target 3.2</b>  | <p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>Stimulated learning from 67 per cent in 2022 to 75 per cent</li> <li>Student voice and agency from 47 per cent in 2022 to 61 per cent</li> <li>Sense of connectedness from 66 per cent in 2022 to 77 per cent</li> <li>Motivation &amp; interest from 66 per cent in 2022 to 74 per cent</li> <li>Self regulation and goal setting from 73 per cent in 2022 to 81 per cent.</li> </ul> |
| <b>Target 3.3</b>  | <p>By 2026, increase the proportion of positive response scores on the POS for the factors of:</p> <ul style="list-style-type: none"> <li>Student voice and agency from 70 per cent in 2021 to 79 per cent.</li> </ul>   |
| <b>Key Improvement Strategy 3.a</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 | Embed a high expectations culture of learning, engagement and wellbeing  |
| <b>Key Improvement Strategy 3.b</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                            | Build and embed staff capacity to empower all students to have agency in their learning and become self-regulated learners.  |



|   |   |
|---|---|
| <p><b>Key Improvement Strategy 3.c</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Build and embed teacher capacity to use student voice and a range of feedback strategies to engage every student.</p>  |
| <p><b>Goal 4</b></p>  | <p>Maximise the wellbeing of every student.</p>   |
| <p><b>Target 4.1</b></p>  | <p>By 2026, decrease the percentage of Foundation to Year 6 students who are absent for:</p> <ul style="list-style-type: none"> <li>• 20 - 29.5 days from 5 per cent in 2021 to 2 per cent</li> <li>• 30 plus days from 3 per cent in 2021 to 1 per cent.</li> </ul>  |
| <p><b>Target 4.2</b></p>  | <p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 70 per cent in 2022 to 78 per cent</li> <li>• Emotional awareness and regulation from 62 per cent in 2022 to 71 per cent</li> <li>• Managing bullying from 60 per cent in 2022 to 73 per cent</li> <li>• Respect for diversity from 61 per cent in 2022 to 75 per cent.</li> </ul> <p>Decrease the proportion of low response scores on the AToSS for the factor of:</p> <ul style="list-style-type: none"> <li>• Resilience from 36 per cent in 2022 to 24 per cent.</li> </ul> |
| <p><b>Target 4.3</b></p>  | <p>By 2026, increase the proportion of positive response scores on the POS for the factor of:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 71 per cent in 2021 to 77 per cent.</li> </ul>   |

|  |  |
|--|--|
|  |  |
| <p><b>Key Improvement Strategy 4.a</b><br/> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>                   | Build and embed a whole school multi-tiered approach to meet the learning and wellbeing needs of all students.     |
| <p><b>Key Improvement Strategy 4.b</b><br/> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>     | Build and embed a school wide approach that ensures respectful and active partnerships with students and families. |
| <p><b>Key Improvement Strategy 4.c</b><br/> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | Strengthen whole school processes and practices that ensure students have social and emotional readiness to learn. |

## Select Annual Goals and KIS

| Four Year Strategic Goals  | Is this selected for focus this year? | Four Year Strategic Targets  | 12 month target  |
|--|---------------------------------------|--|--|
| <p><b>2023 Priorities Goal</b><br/>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> | Yes                                   | Support for the 2023 Priorities  | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>School Staff Survey Understand formative assessment from 67 per cent in 2022 to 71 per cent in 2023<br/>Naplans Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing from 24 per cent in 2022 to 28 per cent in 2023<br/>Teacher Judgment The correlation between Above Age Expected Level teacher judgement and NAPLAN Top 2 bands (Semester 2) in the Matched Panorama Report to reduce from 46% in 2022 to 36% in 2023 for Year 3 Writing<br/>AToSS Increase the proportion of positive response scores on the AToSS for the factors of:- Emotional awareness and regulation from 62 per cent in 2022 to 65 per cent- Managing bullying from 60 per cent in 2022 to 65 per cent<br/>Decrease the proportion of low response scores on the AToSS for the factor of:- Resilience from 36 per cent in 2022 to 31 per cent.</p> |
| Maximise learning growth for every student in literacy and numeracy.   | No                                    | <p>By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 33 per cent in 2021 to 40 per cent</li> <li>• Writing from 24 per cent in 2021 to 35 per cent</li> <li>• Numeracy from 31 per cent in 2021 to 38 per cent.</li> </ul> |  |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>By 2026, increase the percentage of Year 3 students achieving in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 73 per cent in 2022 to 78 per cent</li> <li>• Writing from 64 per cent in 2022 to 70 per cent</li> <li>• Numeracy from 45 per cent in 2022 to 55 per cent.</li> </ul> <p>Increase the percentage of Year 5 students in the top two bands of NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 65 per cent in 2022 to 70 per cent</li> <li>• Writing from 38 per cent in 2022 to 43 per cent</li> <li>• Numeracy from 31 per cent in 2022 to 42 per cent.</li> </ul>                              |  |
|  |  | <p>By 2026, the correlation between Above Age Expected Level teacher judgement and NAPLAN Top 2 bands (Semester 2) in the Matched Panorama Report to be within 15 per cent for:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading</li> <li>• Year 3 Writing</li> <li>• Year 3 Numeracy</li> </ul>   |  |
|  |  | <p>By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 60 per cent in 2022 to 70 per cent</li> <li>• Guaranteed and viable curriculum from 59 per cent in 2022 to 70 per cent</li> <li>• Monitor effectiveness using data from 58 per cent in 2022 to 75 per cent</li> <li>• Teacher collaboration from 59 per cent in 2022 to 75 percent</li> <li>• Professional learning through peer observation from 17 per cent in 2022 to 70 per cent</li> <li>• Understand how to analyse data from 33 per cent in 2022 to 50 per cent.</li> </ul> |  |
|  |  | <p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p>  |  |

|  |    |  |  |
|--|----|--|--|
|  |    | <ul style="list-style-type: none"> <li>Differentiated learning challenge from 74 per cent in 2022 to 84 per cent.</li> </ul>   |  |
| Optimise student engagement in their learning. | No | <p>By 2026, increase the proportion of positive response scores on the SSS for the factors of:</p> <ul style="list-style-type: none"> <li>Understand formative assessment from 67 per cent in 2022 to 77 per cent</li> <li>Use of student feedback to inform teaching practice from 67 per cent in 2022 to 75 per cent</li> <li>Believe student engagement is key from 67 per cent in 2022 to 82 per cent</li> <li>Focus learning on real life problems from 58 per cent in 2022 to 72 per cent</li> <li>Promote student ownership of learning goals from 42 per cent in 2022 to 65 per cent.</li> </ul> |  |
|  |    | <p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>Stimulated learning from 67 per cent in 2022 to 75 per cent</li> <li>Student voice and agency from 47 per cent in 2022 to 61 per cent</li> <li>Sense of connectedness from 66 per cent in 2022 to 77 per cent</li> <li>Motivation &amp; interest from 66 per cent in 2022 to 74 per cent</li> <li>Self regulation and goal setting from 73 per cent in 2022 to 81 per cent.</li> </ul>   |  |
|  |    | <p>By 2026, increase the proportion of positive response scores on the POS for the factors of:</p> <ul style="list-style-type: none"> <li>Student voice and agency from 70 per cent in 2021 to 79 per cent.</li> </ul>   |  |
| Maximise the wellbeing of every student.       | No | <p>By 2026, decrease the percentage of Foundation to Year 6 students who are absent for:</p> <ul style="list-style-type: none"> <li>20 - 29.5 days from 5 per cent in 2021 to 2 per cent</li> </ul>  |  |

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• 30 plus days from 3 per cent in 2021 to 1 per cent.</li> </ul>   |  |
|  |  | <p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 70 per cent in 2022 to 78 per cent</li> <li>• Emotional awareness and regulation from 62 per cent in 2022 to 71 per cent</li> <li>• Managing bullying from 60 per cent in 2022 to 73 per cent</li> <li>• Respect for diversity from 61 per cent in 2022 to 75 per cent.</li> </ul> <p>Decrease the proportion of low response scores on the AToSS for the factor of:</p> <ul style="list-style-type: none"> <li>• Resilience from 36 per cent in 2022 to 24 per cent.</li> </ul> |  |
|  |  | <p>By 2026, increase the proportion of positive response scores on the POS for the factor of:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 71 per cent in 2021 to 77 per cent.</li> </ul>   |  |

|                            |  |
|----------------------------|--|
| <b>Goal 1</b>              | <p><b>2023 Priorities Goal</b><br/> <b>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.</b></p>   |
| <b>12 Month Target 1.1</b> | <p>School Staff Survey<br/> Understand formative assessment from 67 per cent in 2022 to 71 per cent in 2023</p> <p>Naplan<br/> Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing from 24 per cent in 2022 to 28 per cent in 2023</p> <p>Teacher Judgment<br/> The correlation between Above Age Expected Level teacher judgement and NAPLAN Top 2 bands (Semester 2) in the Matched Panorama Report to reduce from 46% in 2022 to 36% in 2023 for Year 3 Writing</p> |

|  |  |  |
|--|--|--|
|  | <p>AToSS</p> <p>Increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>- Emotional awareness and regulation from 62 per cent in 2022 to 65 per cent</li> <li>- Managing bullying from 60 per cent in 2022 to 65 per cent</li> </ul> <p>Decrease the proportion of low response scores on the AToSS for the factor of:</p> <ul style="list-style-type: none"> <li>- Resilience from 36 per cent in 2022 to 31 per cent.</li> </ul> |  |
| <b>Key Improvement Strategies</b>  | Is this KIS selected for focus this year?  |  |
| <p><b>KIS 1.a</b><br/>Priority 2023 Dimension</p>  | <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>  |  |
| <p><b>KIS 1.b</b><br/>Priority 2023 Dimension</p>  | <p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>   |  |
| <p>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.</p> | <p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>  |  |

## Define Actions, Outcomes and Activities

|   |   |
|---|---|
| <b>Goal 1</b>                             | <p><b>2023 Priorities Goal</b><br/>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>  |
| <b>12 Month Target 1.1</b>                | <p>School Staff Survey<br/>Understand formative assessment from 67 per cent in 2022 to 71 per cent in 2023</p> <p>Naplan<br/>Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing from 24 per cent in 2022 to 28 per cent in 2023</p> <p>Teacher Judgment<br/>The correlation between Above Age Expected Level teacher judgement and NAPLAN Top 2 bands (Semester 2) in the Matched Panorama Report to reduce from 46% in 2022 to 36% in 2023 for Year 3 Writing</p> <p>AToSS<br/>Increase the proportion of positive response scores on the AToSS for the factors of:<br/>- Emotional awareness and regulation from 62 per cent in 2022 to 65 per cent<br/>- Managing bullying from 60 per cent in 2022 to 65 per cent<br/>Decrease the proportion of low response scores on the AToSS for the factor of:<br/>- Resilience from 36 per cent in 2022 to 31 per cent.</p> |
| <b>KIS 1.a</b><br>Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy  |
| <b>Actions</b>                            | <p>Embed consistent approaches to formative assessment and data collection and analysis</p> <p>Use PLC for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students, particularly high achieving students</p>  |
| <b>Outcomes</b>                           | <p>Students will be supported to learn at point of need</p> <p>Teachers will confidently and accurately identify student learning needs of all of their students</p>  |



|  |   |                                       |                                  |   |
|--|---|---------------------------------------|----------------------------------|---|
|  | <p>PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons<br/> Students will know what their next steps are to progress their learning<br/> Students in need of targeted academic support will be identified and supported, particularly high ability students<br/> Teachers evaluating targeted interventions in PLCs.</p>  |                                       |                                  |   |
| <b>Success Indicators</b>  | <p>Early Indicators<br/> PLC leaders developing and using rubrics in classrooms<br/> Documentation and data from formative assessments such as rubrics<br/> Evidence of teachers inputting data and moderating assessments<br/> Teachers' formative assessment data and summative judgements against the curriculum<br/> PLC meeting minutes will reflect the FISO improvement cycle.<br/> Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Late Indicators<br/> Semester 2 teacher judgements<br/> Staff survey results formative assessment factor<br/> Student survey differentiated learning challenge factor<br/> Teachers developing and using rubrics in PLCs and the classroom<br/> Staff survey professional learning and instructional leadership factors<br/> Increase in students achieving NAPLAN results in the top two bands<br/> Post-test results from assessments: Essential Assessment, Fountas and Pinnell, MOI.</p> |                                       |                                  |   |
| <b>Activities and Milestones</b>   | <b>People Responsible</b>   | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Funding Streams</b>  |
| Review the professional calendar and timetable and update to prioritise collaboration time in PLCs | <input checked="" type="checkbox"/> Assistant Principal   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which |

|  |  |  |                                  |  |
|--|--|--|----------------------------------|--|
|  |  |  |                                  | may include DET funded or free items   |
| Conduct Student survey around differentiated learning challenge factors at the end of Semester 1 and Semester 2.                                     | <input checked="" type="checkbox"/> School Improvement Team<br><input checked="" type="checkbox"/> Teacher(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and update meeting protocols to prioritise time for discussion of assessment data in order to identify students requiring additional supports | <input checked="" type="checkbox"/> School Improvement Team  | <input type="checkbox"/> PLP Priority            | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| PLC leaders feeding back to SIT progress of teams towards implementation of FISO improvement cycle   | <input checked="" type="checkbox"/> PLC Leaders<br><input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2                  | \$0.00   |

|  |   |   |                                  |  |
|--|---|---|----------------------------------|--|
|  |   |   | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items               |
| Schedule professional learning on formative assessment strategies for middle leaders   | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 2<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule professional learning on formative assessment and collecting, analysing, responding to and monitoring data for the whole school | <input checked="" type="checkbox"/> School Improvement Team   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  |

|  |   |                                       |                                  |  |
|--|---|---------------------------------------|----------------------------------|--|
|  |   |                                       |                                  | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items  |
| Establish an online data bank aligned with the assessment schedule | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review assessment schedules  | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

|  |  |  |                                  |  |
|--|--|--|----------------------------------|--|
| Professional learning for staff in best practice to use rubrics for goal setting | <input checked="" type="checkbox"/> School Improvement Team  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <b>KIS 1.b</b><br>Priority 2023 Dimension  | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable  |  |                                  |  |
| <b>Actions</b>   | Embed the tiered social regulation / engagement model School-wide Positive Behaviour Support (SWPBS) framework<br><br>Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development.  |  |                                  |  |
| <b>Outcomes</b>  | Teachers will implement and model consistent routines<br>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing<br>Teachers will implement high impact wellbeing strategies in their classrooms<br>Students will feel supported and engaged in home-groups and contribute to a strong classroom culture<br>Teachers will implement a range of interventions in their classroom to support student wellbeing<br>Teachers and leaders will embed a systematic response to teacher concerns including a referrals process<br>At-risk students will be identified and receive targeted support in a timely manner<br>Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers<br>Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success<br>Students and families will be connected to allied health and mental health services<br>Teachers will implement a range of interventions in their classroom to support student wellbeing<br>Teachers can confidently refer to the children's wellbeing continuum and make appropriate referrals |  |                                  |  |

|  |  |                                       |                                  |   |
|--|--|---------------------------------------|----------------------------------|---|
|  |  |                                       |                                  |   |
| <b>Success Indicators</b>  | <p>Early Indicators:<br/> Documentation of referrals/communication processes in compass<br/> Observations of changes to classroom practices<br/> Increase in referrals to the wellbeing team via compass<br/> Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns on compass<br/> Documentation of strategies students will use in classes and at school<br/> IEPs established and regularly reviewed<br/> Staff entering wellbeing data on compass<br/> Teachers using the internal referral system to access support for students with emerging or acute mental health concerns<br/> Compass data used to identify students in need of targeted support<br/> Documentation of strategies students will use in classes and at school in IEPs<br/> Mental health and Wellbeing Leader working with targeted staff to plan and implement tier 2 supports</p> <p>Late Indicators:<br/> AtoSS factors: sense of connectedness, emotional awareness and regulation, sense of confidence, resilience, managing bullying<br/> SSS factors: instructional leadership, collective efficacy, trust in colleagues, collective responsibility<br/> Students consistently achieving goals in IEPs<br/> Documentation of resources for wellbeing programs – eg referral flow chart, tier 1 and tier 2 interventions</p> |                                       |                                  |   |
| <b>Activities and Milestones</b>   | <b>People Responsible</b>  | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Funding Streams</b>  |
| Establish lunchtime clubs (pop-ups) that promote healthy habits and positive relationships | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator<br><input checked="" type="checkbox"/> Wellbeing Team   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which |

|  |  |   |                                  |   |
|--|--|---|----------------------------------|---|
|  |  |   |                                  | may include DET funded or free items  |
| Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise, including IEP cycles | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Wellbeing Team   | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items                |
| Identify and schedule appropriate professional learning for teachers implementing SWPBS, tiered intervention and the high impact wellbeing strategies      | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 2<br>to:<br>Term 4 | \$5,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders                                  | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Principal   | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 2                  | \$0.00  |

|   |  |                                       |                                  |   |
|---|--|---------------------------------------|----------------------------------|---|
|   |  |                                       | to:<br>Term 2                    | <input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items                              |
| Research, identify and implement wellbeing resources and initiatives to create classroom environments that promote positive mental health such as high impact wellbeing strategies, zones of regulation, wheel of choice and the children's wellbeing continuum | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$5,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review the SWPBS matrix to ensure it is student friendly  | <input checked="" type="checkbox"/> SWPBS Leader/Team  | <input type="checkbox"/> PLP Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used   |



|   |   |                                       |                                  |  |
|---|---|---------------------------------------|----------------------------------|--|
|   |   |                                       |                                  | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items  |
| Create and implement wellbeing and engagement data collection systems in compass                    | <input checked="" type="checkbox"/> Wellbeing Team  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish an SWPBS teacher team to analyse student engagement and wellbeing data and plan responses | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> SWPBS Leader/Team<br><input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

|   |   |   |  |  |
|---|---|---|--|--|
| <p>Mental Health and Wellbeing Leader working alongside targeted teachers to develop their use of tier 1 and tier 2 interventions</p> | <p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>   | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from:<br/>Term 2<br/>to:<br/>Term 4</p> | <p>\$6,235.40</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p>Professional learning for staff regarding effective IEP cycles</p>   | <p><input checked="" type="checkbox"/> Principal<br/><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 2</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>                |
| <p>Professional learning for staff in using the internal referral system</p>  | <p><input checked="" type="checkbox"/> Principal<br/><input checked="" type="checkbox"/> Wellbeing Team</p>                 | <p><input type="checkbox"/> PLP Priority</p>            | <p>from:<br/>Term 2<br/>to:<br/>Term 2</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>  |

|   |  |  |                                  |  |
|---|--|--|----------------------------------|--|
|   |  |  |                                  | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items   |
| Mental health and wellbeing leader allocated time in the professional learning schedule to run whole school learning regarding mental health literacy | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish referral pathways with allied health and mental health services   | <input checked="" type="checkbox"/> Wellbeing Team                 | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which                                      |

|   |  |                                       |                                  |  |
|---|--|---------------------------------------|----------------------------------|--|
|   |  |                                       |                                  | may include DET funded or free items   |
| Targeted support from the mental health and wellbeing leader in responding to mental health referrals, including coaching | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> 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                      | \$16,235.90                 | \$16,235.40                          | \$0.50                    |
| Disability Inclusion Tier 2 Funding | \$0.00                      | \$0.00                               | \$0.00                    |
| Schools Mental Health Fund and Menu | \$0.00                      | \$0.00                               | \$0.00                    |
| <b>Total</b>                        | <b>\$16,235.90</b>          | <b>\$16,235.40</b>                   | <b>\$0.50</b>             |

### Activities and Milestones – Total Budget

| Activities and Milestones   | Budget             |
|---|--------------------|
| Identify and schedule appropriate professional learning for teachers implementing SWPBS, tiered intervention and the high impact wellbeing strategies   | \$5,000.00         |
| Research, identify and implement wellbeing resources and initiatives to create classroom environments that promote positive mental health such as high impact wellbeing strategies, zones of regulation, wheel of choice and the children's wellbeing continuum | \$5,000.00         |
| Mental Health and Wellbeing Leader working alongside targeted teachers to develop their use of tier 1 and tier 2 interventions  | \$6,235.40         |
| <b>Totals</b>   | <b>\$16,235.40</b> |

## Activities and Milestones - Equity Funding

| Activities and Milestones   | When                             | Funding allocated (\$) | Category  |
|---|----------------------------------|------------------------|---|
| Identify and schedule appropriate professional learning for teachers implementing SWPBS, tiered intervention and the high impact wellbeing strategies   | from:<br>Term 2<br>to:<br>Term 4 | \$5,000.00             | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> CRT   |
| Research, identify and implement wellbeing resources and initiatives to create classroom environments that promote positive mental health such as high impact wellbeing strategies, zones of regulation, wheel of choice and the children's wellbeing continuum | from:<br>Term 2<br>to:<br>Term 4 | \$5,000.00             | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> CRT |
| Mental Health and Wellbeing Leader working alongside targeted teachers to develop their use of tier 1 and tier 2 interventions  | from:<br>Term 2<br>to:<br>Term 4 | \$6,235.40             | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> CRT |
| <b>Totals</b>   |                                  | \$16,235.40            |   |

## Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| <b>Totals</b>             |      | \$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 |
|---------------------------|------|------------------------|----------|
|---------------------------|------|------------------------|----------|

|               |  |        |  |
|---------------|--|--------|--|
| <b>Totals</b> |  | \$0.00 |  |
|---------------|--|--------|--|



## Professional Learning and Development Plan

| Professional Learning Priority   | Who   | When                             | Key Professional Learning Strategies  | Organisational Structure   | Expertise Accessed  | Where                                       |
|--|---|----------------------------------|---|--|---|---|
| PLC leaders feeding back to SIT progress of teams towards implementation of FISO improvement cycle                                       | <input checked="" type="checkbox"/> PLC Leaders<br><input checked="" type="checkbox"/> School Improvement Team  | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions                    | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning Specialist<br><input checked="" type="checkbox"/> Departmental resources<br><br>FISO Improvement Cycle | <input checked="" type="checkbox"/> On-site |
| Schedule professional learning on formative assessment strategies for middle leaders   | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> School Improvement Team | from:<br>Term 2<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions                    | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning Specialist<br><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)               | <input checked="" type="checkbox"/> On-site |
| Schedule professional learning on formative assessment and collecting, analysing, responding to and monitoring data for the whole school | <input checked="" type="checkbox"/> School Improvement Team   | from:<br>Term 3<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Design of formative assessments   | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning Specialist   | <input checked="" type="checkbox"/> On-site |
| Professional learning for staff in best practice to use rubrics for goal setting   | <input checked="" type="checkbox"/> School Improvement Team   | from:<br>Term 3                  | <input checked="" type="checkbox"/> Design of formative assessments   | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative<br><input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |

|   |  |                                  |  |  |  |   |
|---|--|----------------------------------|--|--|--|---|
|   |  | to:<br>Term 4                    | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team   |  |  |   |
| Identify and schedule appropriate professional learning for teachers implementing SWPBS, tiered intervention and the high impact wellbeing strategies | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Wellbeing Team | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning   | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Departmental resources<br>HIWS | <input checked="" type="checkbox"/> On-site |
| Mental Health and Wellbeing Leader working alongside targeted teachers to develop their use of tier 1 and tier 2 interventions                        | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator   | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><input checked="" type="checkbox"/> Demonstration lessons              | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Internal staff   | <input checked="" type="checkbox"/> On-site |
| Professional learning for staff regarding effective IEP cycles  | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator  | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Departmental resources<br>EILs | <input checked="" type="checkbox"/> On-site |
| Mental health and wellbeing leader allocated time in the professional learning schedule to run whole school learning regarding mental health literacy | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator   | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Individualised Reflection  | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Departmental resources<br>HIWS | <input checked="" type="checkbox"/> On-site |